



CHICAGO  
PUBLIC  
SCHOOLS

CPS

# STUDENT CODE OF CONDUCT

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Effective September 15, 2011



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September 15, 2011

Dear Students, Parents, Teachers and Administrators:

Welcome back to another exciting school year at the Chicago Public Schools (“CPS”). Please take time to review the 2011-2012 CPS Student Code of Conduct (“SCC”).

The SCC was adopted by the Chicago Board of Education (“Board”) to help schools create a safe, civil and respectful learning environment for all students and school personnel. We recognize that a school’s learning climate and students’ behaviors improve when students:

- Know what is expected of them at school;
- Believe they have the academic and social skills to achieve;
- Receive recognition and praise for doing good work and behaving appropriately; and
- Feel there is someone at school who cares about them and encourages their development.

To achieve a safe, civil and respectful learning environment, schools should clearly define, teach, reinforce, model, and review a short set of expectations for positive student behavior. Schools should also explain to students the behaviors that are inappropriate. If students engage in inappropriate behavior, schools should correct, redirect, and render consequences as needed. Any discipline imposed should be instructional and corrective, and out-of-school suspensions should be used as a last resort, unless necessary due to the severity of a student’s misconduct. Moreover, the Board encourages principals and administrators to adopt and implement restorative justice philosophies and practices as additional tools to address student misconduct.

Schools should provide each student and parent with a copy of the SCC, discuss it with them, collect a signed Acknowledgement of Receipt of the SCC (“Receipt”), located in Appendix I, and keep it on file to demonstrate that the parent and student received and reviewed this important information.

Parents should review the SCC with their children, sign and return the Receipt, and encourage their children to demonstrate positive student behavior at all times. Students should sign the Receipt and exhibit appropriate behavior by following all school rules and Board policies.

I hope you will find the SCC to be a useful guide for supporting positive student behavior and correcting misconduct. It will take the collective efforts of students, parents, teachers and administrators, from the first day of school to the last, to create a safe learning environment where all students can excel. Working together, we will create a safe and productive school climate for the 2011-2012 school year.

Sincerely,



Jean-Claude Brizard  
Chief Executive Officer



# THE STUDENT CODE OF CONDUCT

Effective September 15, 2011

## BOARD OF EDUCATION OF THE CITY OF CHICAGO

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### POLICY STATEMENT

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The Chicago Board of Education (“Board”), the governing body of the Chicago Public Schools, is responsible for establishing policies under which schools operate. The Board recognizes that it is the job of every teacher to provide high quality, differentiated instruction for every student, and the job of every school to create an environment that supports high quality instruction. To promote schools that are safe, civil and respectful learning environments and facilitate desirable student conduct and behavior, the Board has adopted the Student Code of Conduct (“SCC” or “Code”). The SCC recognizes that a positive and safe school climate provides the foundation for any action, strategy, program or curriculum a school implements to improve teaching and learning, as well as significantly contributes to student achievement.

The SCC is consistent with the Illinois School Code, the Rules of the Board of Education of the City of Chicago, negotiated agreements with employee groups, and all other applicable state and federal laws.

This Code recognizes that the Chicago Public Schools has the responsibility to ensure that the school environment is safe for all students and school personnel and that it is important to provide students with a consistent set of expectations for behavior. The Board expects school staff to intentionally describe and teach students the behaviors expected of them as learners in a safe, civil and respectful school. All staff shall be encouraged to proactively redirect student behavior and use minor misconduct as an opportunity to reteach or practice expected behaviors. The Board also expects all students to respect the rights of fellow students, personnel and others, and to behave in a manner that does not violate school rules, procedures, Board policy or the law. Students shall be encouraged to seek assistance from school personnel to

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.



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# OVERVIEW OF THE STUDENT DISCIPLINE PROCESS

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## **Step 1: School Officials Investigate**

- The local school official in charge of discipline should talk to all students, teachers, school personnel and other witnesses to the incident.
- The local school official in charge of discipline must make every reasonable effort to notify the parent/guardian of a student who has been injured as a result of an act of misconduct.
- The investigation may necessitate a search of the student, his/her locker, desk or personal belongings. A search should be conducted only if necessary and any search that is conducted shall be performed in compliance with the Board's Search and Seizure Policy (<http://policy.cps.k12.il.us/documents/409.3.pdf>).

## **Step 2: School Affords Student Due Process**

- The school official should assess the information gathered through the investigation, determine whether the student's behavior falls within the scope of the SCC, identify the student's misconduct among the list of inappropriate behaviors and determine whether the student's behavior should be addressed by the SCC.
- If the SCC applies, the school official should inform the student of the allegation(s) being made and the range of sanctions the student faces. The student must be afforded an opportunity to respond to the charges, and the school official should make a reasonable effort to contact the parent/guardian to alert him/her to what is happening before any sanction is enacted. No disciplinary action may be taken against a student before the student has been afforded the opportunity to respond to the allegations.
- If necessary, and only after a reasonable effort has been made to contact the student's parent/guardian, the Chicago Police Department should be notified.

- School officials should inform the student and parent(s)/guardian(s) that the student has the right to appeal the disciplinary decision.

### **Step 3: Fill Out the Necessary Paperwork**

- The school official must complete an official CPS Misconduct Report on VERIFY.net for ALL inappropriate behaviors under the SCC (Groups 1-6). See Appendix B for sample Misconduct Report.
- The school official must also send a copy of the Misconduct Report home to the parent/guardian.

### **Step 4: Discipline According to the SCC**

- Any disciplinary action taken against a student must conform to the interventions or consequences outlined in the SCC.
- Suspensions may not exceed 10 days for one incident for any reason. In-school suspensions may not exceed five days for one incident.
- Students may not attend school-sponsored events and are not allowed on school grounds during the term of suspension. They must be allowed to return for statewide assessment testing periods unless the student is available to take the tests during a scheduled make-up testing period.
- Students must be assigned homework during in-school or out-of-school suspension and must be given the opportunity to make up any statewide tests, final exams and in-class tests or quizzes given during the period of suspension.

### **Step 5: Expulsion or Alternative Placement/Reassignment Hearings (For Groups 5 and 6 ONLY)**

- If a student's misconduct falls within the Group 5 SCC Category, a school principal retains the discretion to refer a student for expulsion or alternative placement/reassignment.
- If a student's misconduct falls within the Group 6 SCC Cat-

egory, a student must be referred for expulsion and a hearing must be held prior to a student's expulsion, assignment to SMART or issuance of any other sanction that results in a student's alternative placement or reassignment.

- For additional information about Expulsion or Alternative Placement/Reassignment Hearings, see Appendix C, Expulsion Hearing and Emergency Alternative Placement Guidelines.

## **Step 6: Appeals**

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- If a student, parent or guardian feels that the intervention or consequence taken is unwarranted or excessive, he or she has the right to ask the principal to review the matter and to reconsider the decision.
- In the event that a parent or guardian wishes to appeal a principal's decision to suspend a student or refer a student for expulsion, he or she must appeal in writing to the Chief Area Officer or designee. When considering disciplinary appeals, the Chief Area Officer or designee must ensure that there were no factual errors in the principal's decision to suspend the student; the student was charged with the appropriate Act of Misconduct, and the length of the suspension was commensurate with the student's misconduct.
- Any appeal of the final determination of a student's expulsion must be made in writing and sent, along with any additional evidence not available at the time of expulsion, to the Chief Executive Officer or designee. The Chief Executive Officer or designee's decision regarding the appeal shall be final.
- The term of a student's suspension or expulsion is not halted by an appeal to the Chief Area Officer, and/or the Chief Executive Officer.

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## POLICE NOTIFICATION

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When certain misconduct by a student amounts to a criminal act or poses danger to the health, safety or welfare of other students and staff at a school, it may be necessary and appropriate to contact the Chicago Police Department (CPD) and to seek their assistance. The inappropriate behaviors that require a school official to notify the CPD are identified throughout the SCC by the placement of an asterisk (\*) preceding the specific inappropriate behavior. If a student engages in such behavior, a school official must contact the CPD. Whenever the school notifies the police concerning student misconduct, the school must also immediately attempt to contact the parent/guardian of that student. If questions arise concerning police notification, please consult the appropriate Area Office or the Law Department at (773) 553-1700.

However, there are other inappropriate behaviors by students where it is necessary for a school official to assess the nature of the misconduct and the extent to which the health, safety or welfare of other persons are placed in danger by a student's actions. In those instances, school officials must make a judgment call as to whether contacting CPD is appropriate. To assist school officials in making this determination, the inappropriate behaviors preceded by double asterisks (\*\*\*) are those the SCC considers possible violations of criminal law, depending on the specific facts and circumstances, and **may** require police notification. School officials should consider whether the misconduct is particularly egregious and/or the student persists in misconduct after being told to cease such behavior and continues to endanger the health, safety or welfare of others.

The discretionary exercise of a school official's authority to notify the CPD should involve the consideration of a variety of factors. Those factors include, but are not limited to:

- The age of the student engaging in misconduct;
- The extent to which the student acted intentionally or recklessly;
- Whether the student has received prior warnings; and
- Whether the student's misconduct is specifically intended to cause others physical harm or endanger the health, safety or welfare of others.

If a school official has any questions regarding the decision of whether to notify the police, he or she should contact the appropriate Area Office or, if necessary, the Law Department, as soon as possible and before notifying the police. However, at no time should the safety of students and/or staff be compromised to adhere to this provision of the SCC.

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## **IMPLEMENTATION OF THE STUDENT CODE OF CONDUCT**

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It shall be the responsibility of each school principal to:

- Confer with school personnel, parents and students to set expectations for positive student behaviors that support a safe, civil and respectful learning environment;
- Confer with school personnel, parents, students, and appropriate community agencies to create procedures and programs that teach, reinforce, model and review expectations for appropriate student behavior;
- Share expectations for appropriate student behavior with parents upon request or with the distribution of the SCC;
- Confer with school personnel, parents, students, and appropriate community agencies to implement evidence-based interventions that foster expected student conduct through targeted behavioral skill development;

- Ensure all school staff, parents, visitors and volunteers encourage positive behavior by students;
- Prepare and submit Misconduct Reports in VERIFY.net for any violation of the SCC. The Chief Executive Officer, or designee, and the Office of School Safety and Security should review Reports of Group 4, 5 and 6 violations of the SCC.
- Send a copy of the Misconduct Report to the student's parent/guardian for every occurrence of inappropriate behavior;
- Notify the Chicago Police Department as necessary to protect the safety, health and welfare of students and staff;
- Assist central office and the Law Department with expulsion proceedings by identifying and producing witnesses and transmitting documents to the Chief Executive Officer or designee and by reviewing all documentation regarding an incident to ensure that it is complete, accurate and properly written;
- Ensure compliance with the Individuals with Disabilities Education Act (IDEA) and applicable Illinois procedural safeguards for discipline of students with disabilities;
- Make a reasonable effort to meet with the student's parent/guardian or to ensure that another school official meets with the student's parent/guardian following every act of misconduct; and
- Ensure that students who are suspended receive homework assignments and are given the opportunity to participate in any statewide assessments given during the period of a student's suspension.

It shall be the responsibility of the Chief Executive Officer or designee to accomplish the following:

- Review school interventions or consequences and hear appeals regarding such actions;

- Monitor the implementation of prevention strategies and the safety/security program in each school;
- Systematically monitor suspension, expulsion, and other disciplinary data by race, ethnicity, and sex of student, and prepare recommendations for improvement of school discipline; and
- Provide assistance to the Law Department in expulsion proceedings, including transmittal of documents and monitoring of school compliance.

## **GROUP 1 - INAPPROPRIATE BEHAVIORS**

These acts of misconduct include *inappropriate* student behaviors in the classroom or on the school grounds, such as the following:

- I-1 Running and/or making excessive noise in the hall or building
- I-2 Leaving the classroom without permission
- I-3 Displaying any behavior that is disruptive to the orderly process of classroom instruction
- I-4 Loitering
- I-5 Failing to attend class without a valid excuse
- I-6 Persistent tardiness to school or class
- I-7 Use of the CPS Network for the purpose of accessing non-educational materials<sup>1</sup>



## **INTERVENTIONS AND CONSEQUENCES**

(Sanctions may be modified based on the age or grade level of the student.)

### **FIRST VIOLATION**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Teacher-Student Conference
- Teacher-Student-Parent Conference

### **SECOND VIOLATION OR MORE**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Teacher-Student-Resource Person-Administrator Conference
- Detention
  - Before School
  - After School
  - Saturday
- Suspension of CPS Network privileges for improper use of the CPS Network for one to five days, in addition to any other disciplinary action listed<sup>2</sup>
- Referral to a School Peer Jury in lieu of suspension (if available and approved by the principal)
- In-school Suspension (one to three days)

<sup>1</sup> Non-educational materials include, but are not limited to, games, pornographic material, or other inappropriate material.

<sup>2</sup> Disciplinary actions regarding network privileges only apply to network offenses.

## GROUP 2 - INAPPROPRIATE BEHAVIORS

These acts of misconduct include those student behaviors that *disrupt* the orderly educational process in the school or on the school grounds, such as the following:

- 2-1 Posting or distributing unauthorized or other written materials on school grounds
- 2-2 Leaving the school without permission
- 2-3 Interfering with school authorities and programs through walkouts or sit-ins
- 2-4 Initiating or participating in any unacceptable minor physical actions
- 2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC
- 2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive written materials, language or gestures
- 2-7 Possession and/or use of tobacco products, matches, cigarette lighters, or rolling papers
- 2-8 Defying (disobeying) the authority of school personnel
- 2-9 Failing to provide proper identification
- 2-10 Unauthorized use of school parking or other areas
- 2-11 Use of the CPS Network for the purposes of distribution or downloading non-educational material
- 2-12 Possession of pagers or cellular telephones without prior permission of the Principal<sup>3</sup>

## **INTERVENTIONS AND CONSEQUENCES**

(Sanctions may be modified based on the age or grade level of the student.)

### **FIRST VIOLATION**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Teacher-Student Conference
- Teacher-Student-Parent Conference
- Teacher-Student-Resource Person- Administrator Conference
- Suspension of CPS Network privileges for improper use of the CPS Network or Information Technology Devices for five to ten days, in addition to any other disciplinary action listed<sup>4</sup>
- Detention
  - Before School - After School - Saturday
- In-school Suspension (one to five days)

### **SECOND VIOLATION OR MORE**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Detention
  - Before School - After School - Saturday
- Suspension of CPS Network privileges for improper use of the CPS Network or Information Technology Devices for up to one semester, in addition to any disciplinary action listed<sup>5</sup>
- In-school suspension (one to five days)
- Suspension (one to five days)

<sup>3</sup> Upon written request from a parent or legal guardian, a principal may authorize a student to possess a pager or cellular telephone for medical and other family emergencies, or for any other good cause. A denial of authorization for possession or use of pagers or cellular telephones may be reviewed by the Chief Executive Officer or designee.

<sup>4</sup> Disciplinary actions regarding network privileges only apply to network offenses.

<sup>5</sup> Disciplinary actions regarding network privileges only apply to network offenses.

## GROUP 3 - INAPPROPRIATE BEHAVIORS

These acts of misconduct include those student behaviors that *seriously disrupt* the orderly educational process of the Chicago Public Schools, such as the following:

- 3-1 Disruptive behavior on the school bus<sup>6</sup>
- \*\*3-2 Gambling
- 3-3 Fighting--two people, no injuries
- 3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability
- 3-5 Persisting in serious acts of disobedience or misconduct listed in Groups 1 through 3 of this Code
- 3-6 Any behavior not otherwise listed in Groups 1 through 3 of this Code, the commission of which is seriously disruptive to the educational process
- \*\*3-7 Forgery
- 3-8 Plagiarizing, cheating and/or copying the work of another student or other source
- 3-9 Overt display of gang affiliation (see glossary definition)<sup>7</sup>
- 3-10 Bullying behaviors (see glossary for definition)
- 3-11 Unauthorized activation or use of pagers, cellular telephones or other electronic devices
- 3-12 Inappropriately wearing any JROTC or Military Academy Uniform<sup>8</sup>
- 3-13 Use of the CPS Network or any Information Technology Device for any unauthorized purpose not otherwise listed in this Code

## **INTERVENTIONS AND CONSEQUENCES**

(Sanctions may be modified based on the age or grade level of the student.)

### **FIRST VIOLATION**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Teacher-Student-Resource Person-Administrator Conference
- Suspension of CPS Network privileges for improper use of the CPS Network or Information Technology Devices for up to one semester, in addition to any disciplinary action listed<sup>9</sup>
- Detention
  - Before School
  - After School
  - Saturday
- In-School Suspension (one to five days)
- Suspension (one to five days)

### **SECOND VIOLATION OR MORE**

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Suspension of CPS Network privileges for improper use of the CPS Network or Information
- Technology Devices for up to one year, in addition to any disciplinary action listed<sup>10</sup>
- Referral to School Peer Jury in lieu of suspension (if available and approved by the principal)
- Suspension (one to ten days) and/or disciplinary reassignment per Area approval

\*\* Inappropriate Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not required for these Inappropriate Behaviors.

<sup>6</sup> In addition to other disciplinary actions, a student who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by Chief Executive Officer or designee.

<sup>7</sup> Repeated violations of Inappropriate Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as a 5-6 Inappropriate Behavior.

<sup>8</sup> Students may be subject to disciplinary action for violations of Inappropriate Behavior that occur either on or outside of school grounds.

<sup>9</sup> Disciplinary actions regarding network privileges only apply to network offenses.

<sup>10</sup> Disciplinary actions regarding network privileges only apply to network offenses.

## GROUP 4 - INAPPROPRIATE BEHAVIORS

These acts of misconduct include those student behaviors that *very seriously disrupt* the orderly educational process of the Chicago Public Schools, such as the following:

- \*\*4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified
- \*\*4-2 Extortion
- \*\*4-3 Assault
- \*4-4 Vandalism or criminal damage to property resulting in damages not exceeding \$500
- \*\*4-5 Battery or aiding or abetting in the commission of a battery which does not result in a physical injury
- \*\*4-6 Fighting--more than two people and/or involves injury or injuries
- \*\*4-7 Theft or possession of stolen property not exceeding \$150 in value
- \*\*4-8 Possession, use, or delivery of fireworks
- 4-9 Any behavior not otherwise listed in Groups 1 through 4 of this Code, the commission of which is very seriously disruptive to the educational process
- \*\*4-10 Disorderly conduct
- \*\*4-11 Trespassing on CPS property
- \*4-12 Knowingly or intentionally using the CPS Network or Information Technology Devices to spread viruses to the CPS Network
- 4-13 Possession of any dangerous object for purposes of this Code<sup>11</sup>
- 4-14 Use or possession of alcohol in school or at a school related function or before school or before a school related function<sup>12</sup>

## **INTERVENTIONS AND CONSEQUENCES**

(Sanctions may be modified based on the age or grade level of the student.)

- Balanced and restorative justice strategies may be used where appropriate and approved by the school administration, provided that all participation is voluntary (see Appendix H).
- Teacher-Student-Resource Person-Administrator Conference
- Suspension of CPS Network Privileges for improper use of the CPS Network or Information Technology Devices for up to one year in addition to other disciplinary actions listed<sup>13</sup>
- Detention
  - Before School - After School - Saturday
- In-School Suspension (one to five days)
- Suspension (one to ten days) and/or Disciplinary Reassignment per Area approval

\* Inappropriate Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

\*\* Inappropriate Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not required for these Inappropriate Behaviors.

<sup>11</sup> Second or repeated violations of Inappropriate Behavior 4-13 may result in an expulsion hearing and should be submitted as an Inappropriate Behavior 5-11.

<sup>12</sup> Second or repeated violations of Inappropriate Behavior 4-14 may result in a referral for an expulsion hearing and must be submitted as an Inappropriate Behavior 5-18.

<sup>13</sup> Disciplinary actions regarding network privileges only apply to network offenses.

## GROUP 5 - INAPPROPRIATE BEHAVIORS

These acts of misconduct include those student behaviors that *most seriously disrupt* the orderly educational process in the Chicago Public Schools, such as the following:

- \*5-1 Aggravated assault
- \*5-2 Burglary
- \*5-3 Theft or possession of stolen property exceeding \$150 in value
- \*\*5-4 Use of intimidation, credible threats of violence, coercion, or persistent severe bullying
- 5-5 Gross disobedience to the authority of school personnel, including incidents of persistent defiance towards multiple school personnel
- \*5-6 Gang activity or overt displays of gang affiliation
- \*\*5-7 Inappropriate sexual conduct
- \*5-8 Engaging in any other illegal behavior which interferes with the school's educational process<sup>14</sup>
- \*5-9 Persistent or severe acts of sexual harassment
- \*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified
- 5-11 Second or repeated violation of Inappropriate Behavior 4-13 possession of any dangerous object for purposes of this Code<sup>15</sup>
- \*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury
- \*\*5-13 Initiating or participating in any inappropriate minor physical contact with school personnel<sup>16</sup>
- \*5-14 Use of any computer, including social networking websites, or use of any information technology device, or hacking into the CPS Network to threaten, stalk, harass, bully or otherwise intimidate others, to access student records or other unauthorized information, and/or to otherwise cause a security hazard
- \*5-15 Vandalism or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel
- 5-16 Inappropriate consensual sexual activity
- \*5-17 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function<sup>17</sup>



\*\*5-18 Second or repeated violation of Inappropriate Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function

\*5-19 Participating in a mob action

## **INTERVENTIONS AND CONSEQUENCES**

For violations of Group 5 Inappropriate Behaviors, a student shall be suspended for five to ten days, and may be referred for expulsion and/or disciplinary reassignment. For offenses involving the improper use of the CPS Network or Information Technology Devices, network privileges may be revoked for up to two years, in addition to other disciplinary actions available.

For Group 5 Inappropriate Behaviors for which a student in the sixth grade or above is referred for expulsion, the student may be recommended by an expulsion hearing officer to attend the Board-sponsored SMART program in lieu of expulsion if he or she has no prior Group 5 or Group 6 violations and/or has not engaged in behaviors which involve violence or the threat of violence within the previous nine months. Such recommendations are subject to approval of the Chief Executive Officer. 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. If a student is expelled, Alternative Safe School Placement may be recommended for the period of the expulsion.

Following a period of suspension or expulsion, balanced and restorative justice practices may be used to help reintegrate a student back into the school community. For Group 5 Inappropriate Behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, the five to ten day suspension and discretionary referral for expulsion.

\* Inappropriate Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

\*\* Inappropriate Behaviors marked with two asterisks indicate that the school may use its discretion in notifying police about the incident. Police notification is not required for these Inappropriate Behaviors.

<sup>14</sup> Any attempt at an illegal behavior is an illegal behavior itself, and so is included as punishable under this Code.

<sup>15</sup> First-time violations of Inappropriate Behavior 5-11 by a student in the fifth grade and below will result in a maximum of ten days suspension at the school level, and the student will not be referred for an expulsion hearing.

<sup>16</sup> An example of behavior that would constitute a 5-13 violation is a student pushing school personnel out of the way in order to physically fight with another student.

<sup>17</sup> A student may be referred for expulsion for a first-time violation of Inappropriate Behavior 5-17. It can be assumed that students in possession of large quantities of illegal drugs, narcotics, or controlled substances are engaging in the sale of these substances, which is a violation of Inappropriate Behavior 6-6 and must be referred for expulsion.

## **GROUP 6 - INAPPROPRIATE BEHAVIORS**

These acts of misconduct include illegal student behaviors that not only *most seriously disrupt* the orderly educational process in the Chicago Public Schools but also mandate the disciplinary action described below:

- \*6-1 Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons as defined in this Code, or use or intent to use any other object to inflict bodily harm
- \*6-2 Intentionally causing or attempting to cause all or a portion of the CPS Network to become inoperable
- \*6-3 Arson
- \*6-4 Bomb threat
- \*6-5 Robbery
- \*6-6 Sale, delivery, or intent to sell or deliver alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication or second or repeated violations of Inappropriate Behavior 5-17<sup>18</sup>
- \*6-7 Sex violations or aiding and abetting in the commission of a sex violation
- \*6-8 Aggravated battery, or aiding and abetting in the commission of an aggravated battery
- \*6-9 Murder
- \*6-10 Attempted murder
- \*6-11 Kidnapping
- \*6-12 Theft or possession of stolen property exceeding \$1,000 in value

### **INTERVENTIONS AND CONSEQUENCES**

Suspension for ten days and expulsion for a period of not less than one calendar year, or as modified on a case-by-case review by the Chief Executive Officer or designee. Alternative Safe School Placement may be recommended for the period of the expulsion.

For first-time offenses of Group 6 Inappropriate Behaviors by students in the sixth grade or above which do not involve violence or the threat of violence or the use, possession, and/or concealment of a firearm/destructive device, or the sale or delivery of illegal substances, a student may be recommended by the expulsion

hearing officer to attend the Board-sponsored SMART program in lieu of expulsion if he or she has no prior Group 5 or Group 6 violation during the previous nine months. 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 back into the school community. For Group 6 Inappropriate Behaviors, balanced and restorative justice practices may only be used in addition to, not in place of, the ten day suspension and referral for expulsion.

\* Inappropriate Behaviors marked with a single asterisk indicate that the school must notify the police of the incident.

<sup>18</sup> It can be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances.

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## APPENDIX

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Appendix A	Best Practices for Proactively Supporting Positive Student Behavior
Appendix B	Sample Misconduct Report
Appendix C	Expulsion Hearing and Emergency Alternative Placement Guidelines
Appendix D	Glossary of Terms
Appendix E	Reference Guide for Groups 4, 5 and 6 Inappropriate Behaviors Involving Dangerous Objects, Weapons or Look-Alike Weapons
Appendix F	Procedural Guide for Students with Disabilities
Appendix G	Notice to Parents and Students Regarding Board Policies
Appendix H	Balanced and Restorative Justice Strategies
Appendix I	Acknowledgement of Receipt of the SCC

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## **APPENDIX A - BEST PRACTICES FOR PROACTIVELY SUPPORTING POSITIVE STUDENT BEHAVIOR**

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### **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 students than schools without such a climate for learning.
- All adults contribute to a safe and supportive learning climate – especially security, office staff, lunchroom staff, and those who interact with students at the beginning and end of each day.
- All student benefits from a safe, supportive learning environment, even those who are not disruptive.
- Students are more likely to engage in instruction and take risks with challenging instructional content and tasks when they feel safe and supported by adults and peers.

### **Develop expectations.**

- Provide a short, clearly written set of expectations for positive student behavior; have 3-5 general expectations that apply to all students and staff (e.g. Be respectful; Be responsible; Be prepared; Be safe).
- Ensure expectations are positively worded statements of how to achieve desired behavior, rather than a description of what not to do. You can *never* list all the “don’ts”; you can provide strong guidance on what to do and teach students to use that guidance to make good decisions about what they should and should not do at school.
- Customize and explain the general expectations in all settings: hallways, bathrooms, lunchroom, outdoors, entering/leaving school, etc.
- Allow teacher teams to customize the expectations for each grade level (where departmentalized) and/or classroom.
- Involve students in the development, refinement, and communication of those expectations.

- Have expectations ready for the first day of school.

### **Use expectations to proactively support positive student behavior.**

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- Post the expectations in all settings; post the customized explanation appropriate to each setting.
- Teach the expectations to all students; ensure they are taught on the first day of school and throughout the first week of school. If necessary, continue this instruction on expectations until students demonstrate mastery. Ensure with every teaching event students have the opportunity to watch an adult model what is expected, and physically practice it themselves.
- Reteach after long breaks from school or after a major disruptive event to reset the tone of the learning environment.
- Develop a procedure to teach the expectations to students who transfer in after the first week of school.
- Ensure adults model the expectations for all students in all settings; this includes training parent volunteers, after school providers and community partners to use, reinforce and re-teach the expectations for students under their supervision. Hold all staff accountable when they model inappropriate behavior.
- Provide encouragement and praise when students meet expectations; research shows positive behavior must be recognized three times as often as negative behavior to be reinforced.
- Ensure all staff use the expectations to correct and redirect student behavior.
- Reteach the expectations as needed to address problem behaviors.

### **Guide daily interactions.**

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- Schools leaders must ensure that all adults model expected behaviors; adults who do not model expected behaviors communicate to students that deviation from expectations is acceptable.
- Schools leaders must ensure that most adult-student interactions are positive and encouraging, including:
  - Providing positive interactions as soon as students enter the school campus and building to ensure students feel

welcomed into the learning environment; this provides a critical opportunity to counteract any negative experience the student may have had since leaving school last.

- Ensuring teachers greet students entering each classroom; this engages students in the learning environment even before learning begins and communicates they are wanted in school.
- Opening lessons with excitement and communicating high expectations for student success.
- Interacting with students during work periods –invite questions, offer encouragement and support.
- Providing students frequent positive feedback on behavioral and academic effort.
- School leaders must ensure that most student-student interactions are positive and encouraging, including:
  - Being inclusive (rather than cliquish or exclusionary),
  - Being supportive (as compared to hostile or sarcastic), and
  - Being gently intolerant of bullying of others (“We don’t treat people that way in this school.”).
- Ensure all adults actively supervise students in all settings. Active supervision significantly reduces student misbehavior and provides more opportunities to reinforce expected behaviors. It includes:
  - Engaging positively with the students they are supervising (chatting, waving, smiling, etc.),
  - Making eye contact with students,
  - Circulating among students continuously; never stand in one place or to one side of the area of supervision,
  - Providing a high concentration of adults in settings that have high potential for conflict (stairs, busy intersections, bathrooms), and
  - Covering all settings when many students are present.
- Develop, teach and reinforce routines, procedures and transitions that support positive behavior and minimize opportunity for conflict.
  - In the classroom, this is especially important for entering, leaving, submitting work and changing between different instructional tasks.
  - In other school settings, this is important for stairwells, lunch periods, the beginning and end of the day, and any

other time when many students are in common areas together.

### **When expectations are not met, use corrective consequences.**

- **All behavioral correction should be done calmly and in a manner that demonstrates that the student is safe and supported at school.**
- View misconduct as an instructional opportunity; reteach what is expected, and allow the student to practice what is expected.
- Use consequences that promote student self-reflection: What harm was caused? What can be done to correct the harm? Why did the student make that choice? What could they have done differently? What help does the student need and from whom to make a different choice next time?
- Communicate the importance of instructional time; correct student behavior and return them to the instructional setting as quickly as possible.
- Document the use of corrective consequences to track their success.

### **Available strategies and support options:**

- Contact the Office of Special Education and Supports at 553-1800 or [cpspeducation.org](http://cpspeducation.org) for additional information on strategies that support these best practices.

### **References**

The practices outlined herein are supported by the following references:

Epstein, M., Atkins, M., Cullinan, D., Kutash, K., & Weaver, R. (2008). *Reducing Behavior Problems in the Elementary School Classroom: A Practice Guide (NCEE #2008-012)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practice-guides> on July 18, 2011.

Sprick, R.S., Garrison, M. & Howard, L. (2002). *Foundations: Establishing positive discipline policies, Module I: The Process, Module II: Behavior in the Common Areas, Module III: Safety, Discipline and Behavior Support*. Eugene, OR: Pacific Northwest Publishing.

Wong, H.K., & Wong, R.T. (1991). *The first days of school: How to start school successfully*. Sunnyvale, CA: Harry K. Wong Publications.



# MISCONDUCT REPORT



Chicago Public Schools  
Bureau of Safety and Security

SCHOOL: \_\_\_\_\_  
SCHOOL ID: \_\_\_\_\_  
Severity Group No: \_\_\_\_\_  
Narrative (Offender's only) \_\_\_\_\_

STUDENT/OFFENDER NAME: \_\_\_\_\_

Student/Offender ID: \_\_\_\_\_  
Misconduct / Incident Report # \_\_\_\_\_

Incident Date: \_\_\_\_\_

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
- Police Notification
- Peer Jury
- Other
- Arrest: P, D, RD#
- Expulsion Referral
- APPROVED BY: \_\_\_\_\_

- Remove From Classroom
- Detention
- Mediation



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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 \_\_\_\_\_

is a student in this school residing at: \_\_\_\_\_

Age: Grade: Room/Division: has been suspended from school this day for a period of school days until the opening of school on . The cause of this action is listed above.

You are invited to attend a conference regarding this suspension. Please call me at \_\_\_\_\_ to discuss this matter.

Area where misconduct occurred:

(Check one)    Classroom                      Halls                      Bus                      Washroom  
                    Out-of-school                      Other

Hearing Date: \_\_\_\_\_ Conference Date: \_\_\_\_\_

Sincerely,

\_\_\_\_\_  
Principal

Report completed by:

Suspension Homework Assigned by:

\_\_\_\_\_  
Telephone Number

SPECIAL EDUCATION STUDENTS ONLY:

total days suspended this year prior to current misconduct.

THE AREA INSTRUCTIONAL OFFICER OF AREA NUMBER, WHOSE OFFICE IS LOCATED AT: \_\_\_\_\_  
HAS BEEN NOTIFIED OF THIS SUSPENSION

PARENT NOTIFIED \_\_\_\_\_ (DATE)

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## **APPENDIX C - EXPULSION HEARING AND EMERGENCY ALTERNATIVE PLACEMENT GUIDELINES**

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### **Hearing Procedures**

- If a student engages in inappropriate behavior, a Misconduct Report is prepared and the parent or guardian and student are contacted, notifying them of the misconduct.
- When a student engages in an Inappropriate Behavior that results in a referral for a disciplinary hearing, the parent/guardian of the student will be sent a Notice of Request for Disciplinary Hearing letter and a Notice of Disciplinary Hearing letter. These notices will provide a description of the incident, the date of the incident, the SCC misconduct number, and the time and date for the disciplinary hearing.
- At the hearing, testimony from all witnesses for the Chief Executive Officer, as well as for the student, will be heard and documentary evidence may be introduced.
- After the hearing, the hearing officer provides an opinion to the Chief Executive Officer for final approval. The hearing officer's opinion shall set forth his or her recommended consequence or intervention for the student's misconduct.
- If a student in Grades 6-12 has not incurred any Group 5 or 6 violations during the previous nine months and the behavior for which the student was referred for expulsion does not involve violence or the threat of violence, the hearing officer may recommend that the student attend the Board-sponsored SMART program in lieu of expulsion. Such recommendations are subject to approval of the Chief Executive Officer. A student who is recommended to attend the SMART program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- The hearing officer may also issue a recommendation that a student be expelled for up to two calendar years or as modified on a case-by-case basis by the Chief Executive Officer or designee. If a student is expelled, Alternative Safe School Placement may be recommended for the period of the expulsion.

## **Emergency Referral to Alternative Placement**

- Students who commit extremely serious infractions of Groups 5 and 6 of the Student Code of Conduct may be referred for placement in an interim alternative setting in addition to being referred for expulsion. This placement would be effective following a student's designated term of suspension and would not be considered permanent; therefore, no hearing is required prior to referring a student for emergency alternative placement.
- A general education student may be referred for emergency placement in an alternative school if the student commits a serious act of misconduct that presents a serious and credible threat of harm to themselves or others.
- Students with disabilities may also be referred for emergency alternative placement when in possession of weapons or large amounts of drugs or for causing serious bodily injury to another person when the misconduct occurred on school grounds or at a school-sponsored event. For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution. Students with disabilities may be placed in an interim alternative educational setting for a maximum period of 45 school days even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability.

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## APPENDIX D - GLOSSARY OF TERMS

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**Aggravated assault** - Any assault done with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel.

**Aggravated battery** - Any battery to another that either causes great harm, is done with a deadly weapon, or is done by a person who conceals his/her identity; or the use of physical force against school personnel.

**Alternative school placement** - Disciplinary reassignment to the Safe Schools Alternative Program; serves students in Grades 6-12 and offers specialized curriculum, smaller teacher-student ratios, and support services.

**Arrest** - Detention of a person by a police officer resulting from a criminal charge and a complaint filed with the police by school personnel or the victim. When an act of misconduct warrants arrest, the victim, principal or his designee must serve as a complaining witness.

**Arson** - The act of knowingly damaging, by means of fire or explosive, a building and/or the personal property of others.

**Assault** - An attempt or reasonable threat to inflict injury on someone which is accompanied by a show of force which would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim.

**Attempted murder** - Any act which constitutes a substantial step toward intended commission of murder.

**Ballistic knife** - A device that projects a knifelike blade as a projectile by means of a coil spring, elastic material, or compressed gas.

**Battery** - The act of causing bodily harm to, or unwanted bodily contact with, another without legal justification, such as self-defense.

**Bomb threat** - A false indication that a bomb or other explosive of any nature is concealed in a place that would endanger human life if activated.

**Bullying behaviors** - Acts of repeated intentional behavior that occurs in order to intentionally harm others through verbal or non verbal harassment, physical assault, or other more subtle methods of coercion. Such behavior may include, but is not limited to, manipulation, teasing, taunting, threatening, hitting, stealing, destroying personal property, sending threatening/abusive emails or cyber bullying. Single acts of intentional behavior may be bullying behavior if a student intends for the combined effect on the victim

to be repeated verbal or non-verbal harassment, physical assault, or other more subtle methods of coercion by multiple students.

**Burglary** - Knowingly and without authority entering or remaining within a building or vehicle with intent to commit therein a felony or theft.

**Chicago Public Schools' Electronic Network-Related Technologies and Access ("CPS Network")** - The systems, computer resources and infrastructure used to transmit, store and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the CPS intranet system or CPS mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes.

**Contraband** - Any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school.

**Dating Violence** - A violent or controlling behavior that an individual uses against a girlfriend or boyfriend and can include emotional, physical and sexual abuse, stalking, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness.

**Delivery** - The act of selling or distributing fireworks, alcohol, illegal drugs, narcotics, controlled substances, contraband or "look-alikes" of such substances to others for the purpose of intoxication or profit.

**Detention** - Consequence for student misbehavior that requires student time away from peers and activities but does not result in missed instructional time in the classroom (likely to occur before or after school or on lunch periods).

**Disciplinary Reassignment** - The transfer of a student from his or her current CPS school to another CPS school for disciplinary reasons. Disciplinary Reassignments are reserved only for students who have been determined, pursuant to the SCC, to have engaged in continually disruptive or very serious acts of misconduct. All Disciplinary Reassignments must be approved and facilitated by the CAO or his or her designee, or if the CAO is not assigned to the school, the Chief Executive Officer or designee. For further information, refer to the Board's Comprehensive Policy on the Enrollment and Transfer of Students in the Chicago Public Schools (as may be amended).

**Disorderly conduct** - An act done in an unreasonable manner so as to alarm or disturb others and which provokes a breach of the peace.

**Due process** - The notification to the student and the parent concerning alleged act(s) of misconduct, the right to appeal, the opportunity to answer the charges, and the reason as to why disciplinary action is necessary.

**Expulsion** - The removal of a student from school for 11 or more consecutive days, to a maximum of two calendar years. An expulsion requires a due process hearing including written notification of charges. The student and parent are informed of the due process hearing by registered or certified mail or by personal delivery. This definition does not apply to exclusion of a student from school for failure to comply with immunization requirements.

**Extortion** - The obtaining of money or information from another by coercion or intimidation.

**Fighting** - Physical contact between two or more individuals with intent to harm. (It is not an act of misconduct to defend oneself as provided by the law.)

**Firearm** - The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

**Forgery** - The false and fraudulent making or altering of a document or the use of such a document.

**Gambling** - Participation in games of chance or skill for money and/or things of value.

**Gang** - Any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity.

**Gang activity** - Any act, e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion, performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. Intent can be implied from the character of the individual’s acts as well as the circumstances surrounding the misconduct.

**Hacking** - Intentionally gaining access to a computer or computer network by illegal means or without authorization.

**Inappropriate sexual conduct** - Includes unwelcome sexual contact, indecent exposure or other sexual activities which do not involve the use of force, including the transmission of sexually suggestive images via information technology devices.

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**Indecent proposition** - An unsolicited sexual proposal.

**Information Technology Devices** - These include, but are not limited to: computers, cellular phones used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

**Inoperable Network** - A network is considered inoperable for purposes of this Code when it is unable to perform at the level of functionality intended by its maintainers.

**In-school suspension** - Consequence for student misbehavior that requires student attendance at school but suspends all privileges and requires them to spend their day away from peers and normally assigned classroom instructional settings while still completing assigned instructional tasks. The action is recorded in the student's file. In-school suspension shall not exceed five days and parents must be notified (subject to review by the Chief Executive Officer or designee).

**Insubordination** - The act of a student enrolled in a military academy or JROTC program which defies a lawful and appropriate direct order of a superior ranked officer, staff member or another student.

**Intimidation** - Engaging in behavior that prevents or discourages another student from exercising his/her right to education. Such prohibited behavior includes the use of threats, coercion or force against students, school personnel and school visitors.

**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.

**Leaving the grounds without permission** - "School grounds" refers to the school and the school property adjacent to the building.

**Loitering** - Occupying an unauthorized place in the school or on the school grounds.

**"Look-alike" substance** - Any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

**Mob action** - A large or disorderly group of students using force to cause injury to a person or property, or a large or disorderly group of students persisting in severe disruption after being directed to cease by school personnel or Police.

**Murder** - Killing of an individual without legal justification.

**Overt display of gang affiliation** - Any act, e.g., wearing clothing or paraphernalia, the display of gang signs, symbols, and signals, that signifies or exhibits an individual's affiliation with a gang that seriously disrupts the educational process. Gang affiliation can be implied from the character of the individual's acts as well as the circumstances surrounding the misconduct.

**Police notification** - A report filed with the Police Department. The action is recorded in the student's file.

**Possession** - Physical control over real or personal property (whether lost, found, mislaid or stolen), such as clothing, lockers or bags.

**Prohibited devices** - Prohibited devices, such as pagers, are listed in the Illinois School Code Section 34-18.9.

**Restorative Justice** - A way of thinking and responding to conflict and problems that involves all participants in figuring out what happened, how it affected everyone and how to make things right—Everyone involved is part of the problem-solving process.

**Robbery** - The taking of personal property in the possession of another by use of force or by threatening the imminent use of force.

**School Peer Juries** - School Peer Juries are used in student courts as an alternative to other intervention or consequence. The hearings may be held in the school that is attended by the offender or in a school within the Area of the offender's school. In order to appear before a School Peer Jury, the offending student must admit to committing the misconduct, and the student and parent must agree to abide by the decisions of the School Peer Jury and complete the disciplinary actions it recommends. To participate in School Peer Juries, a student must be referred by the principal, or other school discipline administrator, as approved by the principal. Any individual school's program must be approved by the Chief Executive Officer or designee before a School Peer Jury is put into use, and School Peer Jury members must receive specialized training.

**Security Hazard** - Anything that undermines, disrupts or circumvents an information security system, regardless of intent.

**Sex violations** - Sex crimes which include the use of force such as criminal sexual assault, aggravated criminal sexual assault, criminal sexual abuse and aggravated criminal sexual abuse.

**Sexual harassment** - Unwelcomed sexual or gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent or pervasive so as to limit a



student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment.

**SMART** (Saturday Morning Alternative Reach-Out and Teach Program) - A comprehensive and integrated eight-session Saturday morning program which includes the attendance of an adult representative at two meetings and the completion of outside community service. The SMART program provides students with character building and conflict resolution skills as well as prevention, intervention, referral and support services for amelioration of alcohol- or drug-related problems and misconduct in general.

**Student assistance program** - Any school based program available to provide students with the targeted academic or behavioral skill instruction necessary to increase their success in school, including interventions and restorative justice practices.

**Suspension** - The involuntary removal of a student from class attendance or school attendance for 10 days or fewer. (Any such removal requires parent notification and minimal due process, including oral or written notification of the charges and an opportunity for the student and/or parent to respond to the charges.) Suspension may not be used serially for a single act of misconduct. A student may be considered as trespassing if present on school grounds during the period of suspension. Appeals to suspensions may be made to the Chief Executive Officer or designee. Schools should attempt to ensure the student's receipt of class assignments for the period of the suspension, and the academic grade will not be affected when class assignments are completed satisfactorily.

**Switchblade knife** - A knife with a blade that opens automatically by hand pressure applied to a button, spring or other device in the handle of the knife.

**Theft** - The obtaining or exerting of unauthorized control over the personal property of another.

**Trespassing** - Entrance onto school grounds when previously prohibited or remaining on school grounds after receiving request to depart.

**Vandalism** - The willful or malicious destruction or defacing of school property or the property of others.

**Weapon** - Any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon. See Appendix E for more detail.

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## **APPENDIX E**

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

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#### **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 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 - these include but are not limited to:**

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

#### **Tools - these include but are not limited to:**

- Hammers
- Screwdrivers
- Saws
- Crowbars/Metal pipes
- Other objects commonly used for construction or household repair

#### **Other Objects - these include but are not limited to:**

- Mace/Pepper spray
- 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 be charged with a violation of Section 6-1 of the SCC.

### **Firearms - these include:**

- Pistol
- Revolver
- Other firearms
- Live ammunition/Live bullets
- Any part or portion of a machine gun or rifle

### **Knives - these include only the following types of knives:**

- Switchblade knives
- Ballistic knives (knives that are operated by an air or gas pump)

### **Explosive Devices/Gases - these include:**

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades
- Other explosive substances

### **Other Objects - these include:**

- Blackjack
- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

### **“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 charged with a violation 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 charged with a violation of 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
- Tweezers
- Combs with sharp handles

### **School Supplies - these include but are not limited to:**

- Scissors
- Laser pointers
- Pens/Pencils
- Rulers
- Padlocks/Combination locks
- Other objects commonly used for educational purposes

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## APPENDIX F<sup>19</sup> - PROCEDURAL GUIDE FOR STUDENTS WITH DISABILITIES

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School officials may suspend students with disabilities and cease 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-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum and receive their IEP services, in-school suspensions do not count towards the 10-day limit. Principals are not required suspend students with disabilities for the mandatory periods set forth in this Code for a single offense. Specifically, the Principal or his or her designee has discretion to suspend students with disabilities fewer days than set forth for a single offense. Federal regulations offer some flexibility in suspending students with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with Dispute Resolution (773/553-1905) is absolutely necessary. **Without such consultation and approval from Dispute Resolution, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion or for emergency alternative placement, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the intervention or consequence being considered and the date of an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to discipline the student. School must also provide parent/guardian/surrogate with a written copy of Notice of Procedural Safeguards.
2. The IEP team must:
  - A. Determine whether the misconduct is related to the student's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the student, and the student's IEP. The behavior is a manifestation of the student's disability if:
    - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability: and/or

2) the conduct in question was the direct result of the school's failure to implement the student's IEP.

- B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined.

If the student's behavior is not a manifestation of the disability, school officials may apply the Student Code of Conduct, taking into consideration the student's special education and disciplinary records. In no event, however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur.

Students with disabilities may be placed in an interim alternative educational setting for a maximum of 45 school days, even in instances where the student's misconduct is ultimately determined to be a manifestation of his or her disability.

Students with disabilities may be referred for emergency interim alternative placement when in possession of weapons or large amounts of drugs, or for inflicting serious bodily injury on another person while on school grounds or at a school sponsored event. The parent or legal guardian may request a due process hearing to challenge the emergency interim alternative placement.

For students with disabilities whose misconduct presents a danger to themselves or others in a manner other than those specified above, please consult with Dispute Resolution as the Chief Executive Officer may request that a hearing officer order a 45-day emergency interim alternative placement.

Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

<sup>19</sup> All procedural safeguards contained in the SCC and this Appendix are equally applicable to those students with §504 plans.

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## **APPENDIX G**

# **NOTICE TO PARENTS AND STUDENTS REGARDING BOARD POLICIES**

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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.

### **Student Records**

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.

### **Notice of Student Record Retention and Disposal**

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

- The Student Cumulative (or Temporary) Record for elementary school students shall be kept until the student is 21 years old and for high school students, shall be kept until the student is 27 years old.
- Special education related records for students with disabilities shall be kept until the student is 27 years old.
- Student Permanent records are kept for at least 60 years after the student has transferred, graduated, or otherwise permanently withdrawn from the school.

The Board will follow the above retention schedule and will destroy these student records in the natural course of business when the records are eligible for disposal. Parents will be given notice when students permanently withdraw from school of the record disposal schedule. For additional information, refer to the Board’s Policy on the Maintenance and Retention of School Student Records at (<http://policy.cps.k12.il.us/documents/706.1.pdf>).

## **Right to Review and Challenge Student Records**

Parents and students, whether emancipated or not, have the right to inspect and copy all of the student's educational records maintained by the school or the Board unless the parent is prohibited by an order of protection from obtaining those records.

When a student is transferring to a school outside the Chicago Public Schools district, parents have the right to inspect and copy and to challenge their children's temporary and permanent student records prior to the time records are transferred to the out-of-district school.

Schools may not charge to search for or retrieve information, though schools may charge a reasonable fee to copy records. *No parent or student shall be denied a copy of the student records due to their inability to pay.*

Parents have the right to request that a school corrects recorded information (with the exception of academic grades) that they believe is inaccurate, irrelevant or inappropriate through an informal conference at the local school. If the school decides not to amend the records, the parent has the right to request a formal hearing by submitting a written request to the Board. Parents should contact the Office of P-12 Management, Chicago Public Schools, 125 S. Clark Street, 10<sup>th</sup> Floor, Chicago, IL 60603, for a formal hearing. After the hearing, if the Board decides not to amend the 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., Suite 14-300, Chicago, IL 60601. For more information on how to review and/or challenge a student's record, review the Board's policy on "Parent and Student Rights of Access to and Confidentiality of Student Records" (<http://policy.cps.k12.il.us/documents/706.3.pdf>).

## **Release of Student Records**

Generally, schools may not release student records information without written permission from the parent. However, the law allows the disclosure of records, without consent, to select parties, including:

- School district employees or officials<sup>20</sup> who have an academic or administrative interest in the student;
- Schools to which the student is transferring, upon the request of the parent or student;
- Certain government officials as required by State or Federal law;
- Persons conducting studies, provided no student can be individually identified;
- Individuals who have obtained a court order regarding the records, provided the parents are notified;

- Persons who need the information in light of a health or safety emergency; and
- State and local authorities in the juvenile justice system.

A school may also disclose, without consent, certain “Directory Information” such as a student’s name, address, telephone number, date and place of birth, and awards and dates of attendance, provided that prior to the release of the Directory Information the parents are given the opportunity to opt out of the release of this information, in which case the information will not be released.

Please note that no person may condition the granting or withholding of any right, privilege or benefit or make as a condition of employment, credit or insurance the securing by any individual of any information from a student’s temporary record that the individual may obtain through the exercise of any right secured under ISSRA.

### **Release of Records to Recruiters**

The No Child Left Behind Act (“NCLB”) and the Illinois School Code require; school districts to provide the names, addresses and telephone numbers of all 11<sup>th</sup> and 12<sup>th</sup> grade students to military recruiters or institutions of higher learning upon their request. This information is made available to recruiters only through the Office of P-12 Management. Parents and students, regardless of whether the student is emancipated or not may request that their contact information not be disclosed as described below.

If a parent or student does not wish to have the student’s contact information released to military recruiters or institutions of higher education, they must submit a written request to the Office of P-12 Management, Chicago Public Schools, 125 S. Clark St., 10<sup>th</sup> Floor, Chicago, IL 60603, (773) 553-2150, FAX (773) 553-2151. The request to opt out must include the student’s name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. Parents and students must submit their opt out request to the Office of P-12 Management by **December 1<sup>st</sup>** 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>).

<sup>20</sup>School officials can include contractors, consultants, volunteers or other parties under the Board’s direct control with whom the Board has agreed to outsource certain institutional services or functions, and who have a legitimate educational interest in the specific education records disclosed. The Board’s agreement with these contractors, consultants, volunteers or other parties will specifically outline the legitimate educational interest and which educational records are disclosed.



## **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

(2) The National Student Clearinghouse, an organization which provides data to CPS on students' postsecondary enrollment and retention. The National Student Clearinghouse helps CPS to understand and improve the college readiness and success of CPS graduates.

The Directory Information to be released is: the student's name, address, date of birth and high school name. If a parent or student does not wish to have the student's Directory Information released to ISAC for the FAFSA Completion Project and scholarships or the National Student Clearinghouse they must submit a written request to the Office of College and Career Preparation, Chicago Public Schools, 125 S. Clark St., 12th Floor, Chicago, IL 60603, (773) 553-5934, FAX (773) 553-2971. The request to opt out must include the student's name, ID number and school. For convenience, the Board has developed an opt out form which is available at all Chicago Public Schools high schools. Parents and students must submit their opt out request to the Office of College and Career Preparation by October 1st if they wish to opt out of releasing student Directory Information for the FAFSA Completion Project and/or the National Student Clearinghouse.

### **Filing of Complaints**

Parents have the right to file a complaint with the U.S. Department of Education if they believe the school district has failed to abide by the requirements of FERPA by contacting the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202-5901.

### **Student Interventions**

The District maintains a policy on the use of momentary physical interventions to maintain the safety of students and staff and to remove disruptive students from the classroom (<http://policy.cps.k12.il.us/documents/705.7.pdf>). The District also maintains a policy on the use of Behavioral Interventions, Physical Restraints and Isolated Time-Outs with Students with Disabilities (<http://policy.cps.k12.il.us/documents/705.4.pdf>).

### **Notice of Search and Seizure Policy**

Any Person who enters onto the property of the Board of Education of the City of Chicago may be subject to a search in accordance with the Board's Search and Seizure Policy (<http://policy.cps.k12.il.us/documents/409.3.pdf>).

### **Student Research Surveys**

The District maintains a Research Study and Data Policy to address how individuals may conduct student research activities including surveys in the Chicago Public Schools (<http://policy.cps.k12.il.us/documents/203.4.pdf>). This policy has been established to comply with the requirements of the Federal Pupil Protection Rights Act ("PPRA"). Parents or guardians who believe their rights under the PPRA may have been violated may file a complaint with: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C. 20202.

### **Administration of Medications Policy**

The District maintains a policy on the requirements for the administration of medication to a student during school hours (<http://policy.cps.k12.il.us/documents/704.2.pdf>). A written request must be made by a licensed physician and submitted on the CPS medication request form. The parent/guardian must 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.

### **CPS Policy Website**

Copies of all Board Policies can be obtained on the CPS Website at (<http://policy.cps.k12.il.us/>) or by writing to the Board Secretary, Chicago Board of Education, 125 S. Clark St., 6th Floor, Chicago, Illinois 60603.

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## **APPENDIX H**

# **BALANCED AND RESTORATIVE JUSTICE STRATEGIES**

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Following is a listing of generally accepted balanced and restorative justice strategies. Balanced and restorative justice strategies may be used at the discretion of the principal in lieu of, or in addition to, certain other interventions set forth in the SCC, when all parties voluntarily agree to participate and the appropriate resources are available to support a meaningful effort. This list is not exhaustive of all balanced and restorative justice strategies.

### **Circles (Also called Peacemaking Circles, Circles of Understanding)**

Circles - sometimes called peacemaking circles - use traditional circle ritual and structure to involve the victim, victim supporters, the offender, offender supporters, police, and all interested community members. Within the circle, people can speak from the heart in a shared search for understanding of the event, and together identify the steps necessary to assist in healing all affected parties and prevent future offenses.

Circles typically involve a multi-step procedure that includes: (1) application by the offender to participate in the circle process; (2) a healing circle for the victim; (3) a healing circle for the offender; (4) a circle to develop consensus on the elements of a healing plan; and (5) follow-up circles to monitor the progress of the offender. The healing plan may incorporate commitments by the school, community, and family members, as well as by the offender. Specifics of the circle process vary from community to community and are designed locally to fit community needs and culture. Circles also may be used in schools to improve school culture and build relationships.

### **Goals**

The goals of circles include:

- Promote healing for all affected parties
- Provide an opportunity for the offender to make amends
- Empower victims, community members, families, and offenders

by giving them a voice and a shared responsibility in finding constructive resolutions

- Address the underlying causes of offense behavior
- Build a sense of community and its capacity for resolving conflict
- Promote and share community values
- Improve school culture

### **Implementation**

A successful circle process depends upon a healthy partnership between the school and the community. Participants from both need training and skill building in the circle process, peacemaking, and consensus building. The school can subsequently customize the circle process to fit local resources and culture.

Circles are not appropriate for all offenses. The connection of the offender to the community, the sincerity and nature of the offender's efforts to be healed, the input of victims, and the dedication of the offender's support group are key factors in determining whether a case is appropriate for the circle process.

### **Community Service**

Community service is work performed by an offender for the benefit of the school community as a formal or informal sanction. Just as neighborhoods and school communities are harmed by criminal and delinquent activities, they can be at least partially restored by meaningful service that contributes to their improvement. Community service offers one way an offender can be held accountable to repair some of the harm caused by his or her criminal or delinquent actions.

### **Goals**

The goals of community service are to:

- Hold offenders accountable for the harm they have caused to the school community
- Provide school communities with human resources that can assist in maintaining a positive school climate
- Allow victims a voice and occasionally some direct benefit by recommending the type of community service performed

### **Implementation**

Successful community service programs require a true partnership. Offenders in a school community can enhance efforts of the community by providing meaningful contributions. Examples of community service include: programs that beautify a community's environment

such as cleanup efforts or graffiti removal. Truly restorative community service offers crime victims the opportunity to provide input into the types of community service they would like to see the offender perform, including activities that directly benefit the victim or a charity or project of the victim's choice.

### **Peer Juries**

#### **(Also called Youth, Teen and Student Courts)**

Peer Juries are programs in which youth work together with youthful offenders, victims and the community which is most often the school setting, to repair harm, build competencies and help to create safer schools and/or communities. Youth Courts typically are set up in different configurations resembling courts, while peer juries often resemble BARJ models of Peacemaking Circles or Community Panels. They usually deal with minor delinquent and other problem behaviors.

Most programs require youth to admit guilt or accept responsibility prior to participation. When the program or disposition is completed, charges or consequences are typically dismissed. Agencies operating and administering youth court programs include juvenile courts, juvenile probation departments, law enforcement, private nonprofit organizations, and schools.

#### **Goals**

The goals of peer juries are to:

- Determine a fair and restorative sentence or disposition
- Supervise the disposition and monitor the outcome

#### **Implementation**

Successful peer juries consist of students who are trained in restorative justice practices, including circles, conferencing and community panels. Students who participate in peer jury sessions as victims, offenders or community members should be encouraged to participate as volunteers on subsequent panels.

### **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 victim and the offender; and the family, friends and key supporters of both — in deciding the resolution of an incident. These affected parties are brought together by a trained facilitator to discuss how they and others have been harmed

by the offense and how that harm might be repaired. To participate, the offender must admit to the offense. Participation by all involved is voluntary. The facilitator contacts the victim and offender to explain the process and invites them to the conference; the facilitator also asks them to identify key members of their support systems, who will be invited to participate as well.

The conference typically begins with the offender describing the incident, followed by each participant describing the impact of the incident on his or her life. It is preferable to allow the victim to start the discussion, if they wish. Through these narrations, the offender is faced with the human impact of the behavior on the victim, on those close to the victim, and on the offender's own family and friends. The victim has the opportunity to express feelings and ask questions about the incident. After a thorough discussion of the impact of the behavior on those present, the victim is asked to identify desired outcomes from the conference, and thus help to shape the obligations that will be placed on the offender. All participants may contribute to the problem-solving process of determining how the offender might best repair the harm he or she has caused. The session ends with participants signing an agreement outlining their expectations and commitments.

## **Goals**

The goals of restorative group conferencing include:

- Provide an opportunity for the victim to be directly involved in the discussion of the offense and in decisions regarding appropriate sanctions to be placed on the offender
- Increase the offender's awareness of the human impact of his or her behavior and provide an opportunity to take full responsibility for it
- Engage the collective responsibility of the offender's support system for making amends and shaping the offender's future behavior
- Allow both offender and victim to reconnect to key community support systems

## **Implementation**

In implementing any restorative conferencing program, the facilitators, who may be students or school personnel, must be trained in conferencing preparation techniques. It is critically important that the facilitator do everything possible to ensure that neither the victims nor offenders are harmed in any way. Additionally, the victim's participation must be completely voluntary, as should the participation of

the offender. Whenever possible, the victim should be given choices concerning decisions such as when and where the conferencing session will take place, who will be present, who will speak first, etc. The facilitator should conduct in person, pre-conferencing sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached.

## **Victim Impact Panels**

Victim impact panels provide a forum for victims to tell a group of offenders about the impact of the offense on their lives and on the lives of their families, friends, and neighbors. Panels typically involve three or four victim speakers, each of whom spends about 15 minutes telling their story in a nonjudgmental, non-blaming manner. The offenders of the victim presenters are not present. While some time is usually dedicated to questions and answers, the purpose of the panel is for the victims to speak, rather than for the victims and offenders to engage in a dialogue.

### **Goals**

The goals of victim impact panels are to:

- Help offenders understand the impact of their offenses on victims and communities
- Provide victims with a structured, positive outlet to share their personal experiences and to educate offenders, and others about the physical, emotional and financial consequences of offenses
- Build a partnership among victim service providers and community agencies that can raise the individual and community awareness of the short- and long-term impacts of crime

### **Implementation**

Many criminal and juvenile justice agencies have institutionalized victim impact panels as a sentencing option. Victim service organizations either implement the program for the court, or work in collaboration with justice personnel to conduct panels. Whatever the structure, victim service agencies are usually best prepared to perform the critically important role of screening victims to ensure they are sufficiently healed from their victimization experience not to be re-traumatized by participating in the panel. Other implementation tasks are to prepare the victims for participation, moderate the panels, gather participant feedback information, and provide records of participants and program activities to the sentencing authority.

## **Victim Offender Conferencing (Also called Victim-Offender Mediation, or Victim-Offender Dialogue)**

Victim offender mediation is a process that provides interested victims an opportunity to meet their offender, in a safe and structured setting, and engage in a mediated discussion of the offense. With the assistance of a trained mediator, the victim is able to tell the offender about the offense's physical, emotional and financial impact; to receive answers to lingering questions about the offense and the offender; and to be directly involved in developing a restitution plan for the offender to pay back his or her financial debt.

This process is different from mediation as it is practiced in civil or commercial disputes, since the involved parties are not "disputants" nor of similar status - with one an admitted offender and the other the victim. Also, the process is not primarily focused upon reaching a settlement, although most sessions do, in fact, result in a signed restitution agreement. Because of these fundamental differences with standard mediation practices, some programs call the process a victim offender "dialogue," "meeting," or "conference."

### **Goals**

The goals of victim offender mediation include:

- Support the healing process of victims by providing a safe and controlled setting for them to meet and speak with the offender on a strictly voluntary basis
- Allow the offender to learn about the impact of the offense on the victim and to take direct responsibility for their behavior
- Provide an opportunity for the victim and offender to develop a mutually acceptable plan that addresses the harm caused by the offense

### **Implementation**

In implementing any victim offender mediation program, it is critically important to maintain sensitivity to the needs of the victim. First and foremost, the mediator must do everything possible to ensure that the victim will not be harmed in any way. Additionally, the victim's participation must be completely voluntary, as should the participation of the offender. The victim should also be given choices, whenever possible, concerning decisions such as when and where the mediation session will take place, who will be present, who will speak first, etc. Cases should be carefully screened regarding the readiness of both victim and offender to participate. The mediator should conduct in person, pre-mediation sessions with both parties and make follow-up contacts, including the monitoring of any agreement reached.



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# **APPENDIX I**

## **ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT CODE OF CONDUCT**

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### **Chicago Public Schools Student Code of Conduct 2011-2012**

#### **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 acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the SCC.

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Student Signature

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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.

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Parent/Guardian Signature

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Date

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