

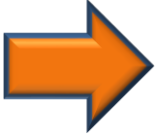
Chicago Public Schools Student Code of Conduct (SCC) Revisions

Context: Suspensions and Expulsions matter because they impact student achievement

- **If students aren't in the classroom, they miss instructional time...**
 - **Attendance** predicts graduation better than test scores.
 - Suspensions contribute to **drop out** rates and **failure** and have an impact on achievement.
 - **Punitive responses are not as effective as** improving school climate and changing behavior.
 - We recognize that our responses to misbehavior can be more instructive and restorative – to keep students in the classroom and to help them modify their behavior and build the skills needed for success.
- **We have already made positive progress in this work and now have a plan to significantly expand our efforts.**

CPS Suspensions and Expulsions Reduction Plan announced in February 2014

Key Workstreams

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- 1) Revise Student Code of Conduct (SCC)**
 - 2) Enhance Accountability Systems**
 - 3) Continue Development of Effective Resources to Support Staff and Parents**
 - 4) Staff Engagement and Training to Expand Best Practices**
 - 5) Changing Expulsion Process to Engage Parents Earlier and Consider Alternative Supportive Interventions First**
 - 6) Citywide Collaboration**

Revised SCC Proposal: Stakeholder Engagement Process

- School staff focus groups (including deans, principals, teachers, counselors, social workers, etc.) – 42 school staff in 2 focus groups
- CTU leadership
- CEO's Principals Advisory Group
- Network chiefs & deputies
- Citywide collaborative (includes Project NIA, Mikva, VOYCE, COFI, CCSR, Lurie Children's Hospital, Illinois Safe Schools, etc.)
- CPS departments: Early Childhood Education, Safety & Security, Office of Diverse Learner Supports & Services, Law and Labor Relations
- Community forums (North Side, West Side, South Side)
- Student focus groups (Mikva, CEO student advisory council, Citywide Collaborative members)

Revision 1: Simplify policy language to improve accessibility

- New upfront mission statement establishes a more holistic, supportive approach to address the root cause of student behavior
- Includes new section outlining rights and responsibilities
- Streamlines the appeal process for parents and guardians to express concerns with a single point of contact through the Office of Family & Community Engagement (FACE)
- Developing administrator guidelines that will guide principals in implementing SCC policy

Revision 2: Limit the use of out-of-school suspensions and emphasize restorative approach

- Provides clear “last resort” criteria for assigning out-of-school suspensions for students in third through twelfth grades:
 - Student’s attendance at school endangers others, or
 - Student causes chronic or extreme interruption to other students’ participation in school activities and prior interventions have been utilized
- Prohibits suspensions for Pre-K through 2nd grade, with exception where behavior poses an imminent danger – in these cases suspensions are limited to one day, require Network Chief approval, must be preceded by restorative efforts, and principal must develop student support plan
- Removes out-of-school suspension as an available consequence for responding to minor misconducts, and lowers the number of suspension days permitted for repeated and more serious misconducts
- Requires administrators to develop a plan to support students if suspended for 3+ days
- Prohibits punitive group punishments, including silent lunches
- Ensures students’/ parents’ right to receive written notice before a suspension occurs

Revision 3: Improve the specificity and appropriateness of behavior codes

- Re-words behaviors to increase specificity and appropriateness of behavior codes, for example:
 - 1-6 “persistent tardiness” becomes “3 or more incidents in a semester”
 - 3-5 “persistent Group 1 & 2 behaviors” becomes “second or more documented violation”
- Differentiates between social cell phone use and disruptive/violent use:
 - Reclassifies unauthorized use of a cellular telephone from a Group 3 to a Group 1 behavior
 - Clarifies behavior constituting disruptive use of a cellular telephone for behavior code 3-11
- Removes vague 5-5 “persistent defiance” offense

Revision 4: Expand options for administrators for most serious behaviors

- Removes Group 6 mandatory expulsion request for students below sixth grade, except for weapons-related offenses
- Allows referral of students to district-level intervention programs in lieu of expulsion for Groups 5 and 6 behaviors (prior to an expulsion hearing)
- Gives administrators greater discretion in situations during which police may be called (limits when police notification is mandatory)

Professional Development Plan: Overview

CPS must support capacity building in a range of school-based strategies

- **Prevention:** Build positive learning climate at schools, Teach techniques to prevent or de-escalate misconducts, Support programs that build social-emotional skills (e.g., Foundations, Second Step, Morning Meeting)
- **Intervention:** Resolve underlying behavioral issues, usually in small group or individual settings (e.g., Anger Coping, Restorative Practices)
- **Alternatives to Out of School Suspension and Expulsion:** Provide effective responses to high-level misbehaviors that address root issues and help build skills and relationships in direct response to misbehavior (e.g., Skill-building In-School Suspension)

Professional Development Plan: Highlights

Audiences

- Network Leaders
- School Leaders
- Teachers
- Clinicians
- Safety & Security
- Family and Community Engagement Staff

Required PD Highlights

- School Leader PD on new SCC and Supportive Discipline Practices
- Sensitivity Training for ALL Staff and Students
- Restorative Practices and De-Escalation Strategies for Security and FACE Staff
- Network bi-weekly professional development and SEL planning

Additional Targeted PD

- PD for high need schools requested based on needs of each school (per Network)
- Topics On-Demand: School Climate, Classroom Management, Restorative Practices, De-Escalation, Model In-School Suspension Practices, Trauma-sensitive classrooms and practices, SEL Curriculum Implementation

- Three formal meetings and additional office hours with 15 charter operators and Illinois Network of Charter schools, focused on effective behavioral support through policy and practice
- Including charters in “SMART” alternative to expulsion programming and district PD
- Determining the process for collection and dissemination of charter discipline data beginning in SY14-15
- Thus far, 10 charter schools have elected to adopt the new CPS SCC for SY14-15
- All revised charter SCCs have been submitted and are currently under review by CPS

CPS Suspensions & Expulsions Data Summary



(Note: Suspensions include only district-managed schools only and charter schools following CPS Student Code of Conduct)

SCHOOL YEAR	SY11-12 EOY	SY12-13 EOY	SY13-14 Preliminary EOY
SUSPENSIONS			
Number of Out of School Suspensions issued to 9 th - 12 th grade students	38,053	36,017	28,217
Number of Out of School Suspensions issued to Pre-K-8 th grade students	29,459	33,828	21,644
Percent of reported misconducts resulting in Out of School Suspensions	51%	52%	41%
Percent of Out of School Suspensions issued to African American students (41% of students)	74%	75%	74%
EXPULSIONS			
Number of Students Expelled: District-Managed Schools (353,261 enrollment in SY12-13)	282	183	89
Number of Students Expelled: Charter Schools (50,200 enrollment in SY12-13)	265	306	291