

YCCS STUDENT DISCIPLINE POLICY



2026-27

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YCCS Student Discipline Policy (SDP)

Discipline in Charter Schools

Pursuant to Charter School Law, Illinois School Law, 105 ILCS 5/27A, all charter schools are exempt from local school board policies, including the Student Code of Conduct. As such, YCCS is free to adopt the CPS Policy of Conduct (Code), align our policies to the CPS Code of Conduct and/or establish our own discipline policies. YCCS also has the option to modify the Code so long as any such modification is consistent with the educational philosophy, vision and mission of the school and complies with applicable provisions of the Illinois School Code and CPS Board Rules.

YCCS seeks to establish and maintain an environment that is safe for all students and campus personnel and provide students with a consistent set of expectations for behavior. YCCS supports our campuses in maintaining safe, nurturing, participatory and productive learning environments. YCCS expects all students to respect the rights of fellow students, personnel and others, and to behave in a manner that does not violate campus rules, procedures, YCCS policy or the law. Students shall be encouraged to seek assistance from campus personnel to prevent or resolve conflicts and to report incidents or activities that may threaten or disrupt the educational environment. The Discipline Policy requires all students enrolled at YCCS campuses to accept responsibility and the appropriate consequences for their actions and behavior.

The disciplinary process outlined in this policy is intended to be instructional and corrective, not punitive. All students are entitled to due process in disciplinary reassignment, in-school or out-of-school suspension, and expulsion. Additionally, students have the right to appeal any interventions or consequences issued.

YCCS adheres to the Chicago Board of Education Rule 6-21 that forbids the use of corporal punishment of any kind upon persons attending a YCCS Campus. School officials should not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

YCCS strongly encourages campuses to establish non-exclusionary measures designed to foster incident avoidance. Where possible, campuses should explore the use of prevention strategies aimed at minimizing the number of incidents requiring student discipline. Discipline is applied respectfully, fairly, consistently and protect students' rights to quality education whenever possible.

PURPOSE AND GOALS

This policy was developed in consultation with the parent-teacher advisory committee to establish appropriate discipline measures when establishing procedures for search/seizure and bullying prevention policies. YCCS seeks to: (1) create a consistent set of expectations for student behavior for all campuses and all students; (2) outline the interventions and consequences for students who engage in inappropriate behavior; and (3) reinforce positive behavior and provide students with opportunities to develop appropriate behavioral skills.

This policy will be distributed to parents/guardians and students no later than 15 days from their registration and orientation at their selected campus. For immediate access, please visit yccs.us.

The campus should make every effort to provide ongoing professional development to teachers, administrators, school resource officers and staff on the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy campus climate.

SCOPE OF THE STUDENT DISCIPLINE POLICY

The Student Discipline Policy is not intended to address the entire spectrum of student misbehavior that may occur at the campus. Instead, the Policy outlines a range of appropriate responses for certain inappropriate behaviors. Campus administrators retain the discretion to address student misconduct that is not specifically included in the Policy. **However, poor academic achievement is not an act of misconduct. Therefore, the Policy may not be used to discipline students for poor academic progress.**

The Policy applies to:

- ❖ Actions of students during campus hours, before and after school and while traveling to and from school.
- ❖ While on campus property.
- ❖ While traveling in vehicles funded by the campus and/or to or from a campus affiliated event.
- ❖ At all campus-sponsored events.
- ❖ While using the campus network or any computer or information technology devices. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.
- ❖ When a student's behavior disrupts the educational environment, interferes with school operations, or negatively impacts the mission and goals of the campus or Youth Connection Charter School (YCCS).

Students are subject to Groups 5 or 6 disciplinary actions for inappropriate behaviors that occur either off campus or during non-campus hours when the misconduct causes an established disruption to the orderly educational process at the campus. This includes seriously inappropriate behavior or social networking websites that disrupt or may disrupt the educational process or orderly operation of the campus. In other words, students may be disciplined at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school.

Students who are suspended or expelled from a campus may not participate in extracurricular activities or campus-sponsored events during the period of the suspension or expulsion. However, students on suspension during the administration of state assessments can enter the school for the purpose of taking the test and may be allowed to participate in related test preparation activities. For violations of the Student Discipline Policy that involve improper use of information technology devices, the student may be subject to discipline pursuant to the Policy, in addition to having his/her network privileges suspended.

Student Uniforms and Dress Code Policies

Campuses can institute a uniform policy that requires students to wear a specific gender-neutral uniform. Campuses may prohibit students from wearing certain items or styles of attire and/or accessories as described below. Campuses 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 styles of attire and/or accessories. This policy is designed to:

- Prevent students from wearing clothing or accessories with offensive images or language, including profanity, hate speech, and pornography.
- Prevent students from wearing clothing or accessories that display affiliation with gangs or other criminally motivated organizations.
- Prevent students from wearing clothing or accessories that denote, suggest, display or reference alcohol, drugs, or related paraphernalia or other illegal conduct or activities.
- Prevent students from wearing clothing or accessories that reasonably can be construed as being or including content that is racist, lewd, vulgar, or obscene, or that reasonably can be construed as containing fighting words, speech that incites others to imminent lawless action, defamatory speech, or threats to others as these items may disrupt the learning environment or school operations.
- Ensure clothes are worn in a manner that fully covers all genitals, buttocks, breasts, and nipples with opaque fabric.
- Ensure that all students are treated equitably regardless of race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income or body type/size.

Students who violate this policy will be asked to put on alternative clothing, either the student's personal clothing or a school-issued uniform, to be dressed more to code for the remainder of the day. Students who fail to follow the school's dress code or uniform policy may be given detentions or excluded from extracurricular activities but may not be barred from attending classes.

Parents/guardians will be notified each time a dress code violation occurs, and school staff will work together with families to help prevent future violations. These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities, such as graduation ceremonies, dances, and prom. Student athletic apparel will be defined by safety and competitive performance standards.

Dating Violence Statement

Any Campus 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 that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. Principal/designee shall promptly and reasonably notify authorities of allegations of dating violence. The principal/designee shall ensure that the student victim of dating violence receives appropriate support services in accordance with the YCCS' Policy on Domestic Violence and Court Order of Protection, Restraint, or no Contact.

RIGHTS AND RESPONSIBILITIES

Student Rights

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be giving information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues and engage in peaceful and responsible demonstrations.

Student Responsibilities

- To read and become familiar with this policy.
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability.
- To know and follow school rules and instructions given by the school principal, teachers and other staff.
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.
- To bring to school only those materials that are allowed.
- To treat everyone in the school community with respect
- To respect school property, community property and the property of others

Parent/Guardian Rights

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Youth Connection Charter School (YCCS) policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

- To read and become familiar with this policy.
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent.

- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child.
- To talk with their child about the behavior expected in school.
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and students
- To respect other students' privacy rights.

School Staff Rights

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration and YCCS
- To receive supportive professional development and resources

School Staff Responsibilities

- To explicitly teach, re-teach and model clear behavioral expectations to all students.
- To actively supervise all areas of the school building and use positive strategies to redirect behavior.
- To provide engaging learning activities that minimize opportunities for disruption.
- To intervene early and de-escalate inappropriate behaviors.
- To identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary.
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the YCCS' Student Code of Conduct accurately, consistently and in a non-discriminatory manner, including providing students with opportunities to respond, notifying parents/guardians when disciplinary actions is taken, and recording all disciplinary action in PowerSchool

YCCS Responsibilities

To monitor the implementation of prevention strategies and the safety and security programs in each of its campuses

- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency and disability as required by the state of Illinois.
- To coordinate staff development activities that improve school discipline.
- To provide a consistent framework for effective school discipline that all YCCS campuses must follow, in alignment with this Student Code of Conduct and the YCCS charter agreement.
- To establish procedures for reciprocal reporting with the Chicago Police Department

By setting expectations, teaching students to meet those expectations, and regularly reinforcing appropriate behaviors, schools will see fewer incidents of inappropriate behavior and more time spent learning.

Process for Addressing Parent and Community Concerns

- ❖ If a student, parent, guardian, or community member has any concerns, they have the right to contact the campus principal to request a meeting. Requests can be made via phone or in writing. All campus contact information can be found on the YCCS website at yccs.us. The principal will respond within three business days to schedule a conference via phone, virtually, or in-person.
- ❖ If a parent, guardian, student, or community member wishes to further discuss a campus principal's decision, they may contact the YCCS Administrative Office at 312-328-0799 to be connected to the assigned YCCS campus representative.
- ❖ If a parent, guardian, student, or community member wishes to further discuss a YCCS campus representative's decision, they may contact the YCCS Administrative Office at 312-328-0799 to be connected to the YCCS Assistant Director.
- ❖ If a parent, guardian, student, or community member wishes to further discuss a decision of the YCCS Assistant Director, they may contact the YCCS Administrative Office at 312-328-0799 to request that the issue be reviewed by the YCCS Board of Directors. The YCCS Board will review all available documentation and statements at the first scheduled Board or committee meeting. The YCCS Board of Directors or designee's decision shall be final.

Sexual Harassment Policy/Title IX

I. Purpose

Youth Connection Charter School (YCCS) is committed to providing equal opportunity to its students and employees in an environment free of sexual harassment. This Policy applies to all members of the YCCS community, including students, teachers, staff, affiliates, and volunteers when acting on behalf of YCCS, whether on or off campus, as well as to contractors, parents, and visitors when they are on school property.

II. Definitions

Title IX is a federal civil rights law that prohibits discrimination on the basis of sex in any educational program or activity that receives federal funding, including all Chicago Public Schools. Every student has a right to come to school and learn in an environment free of sex discrimination and sexual misconduct, including:

Discrimination Based On:

- Gender Identity or Expression • Pregnancy or a Pregnancy-Related Medical Condition • Childbirth • Sexual Orientation

Sexual Misconduct:

- Sexual Harassment, Assault, or Abuse • Dating Violence • Inappropriate Touch • Electronic Recordings of a Sexual Nature

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature is sexual harassment when: Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, benefits or participation in a school activity. Submission to or rejection of such conduct by an individual is considered or used as the basis in decisions affecting that individual's employment, education, benefits, or participation in a school activity.

Such conduct has the purpose or effect of unreasonably interfering with an individual's employment or educational performance by creating an intimidating, hostile or offensive environment for that individual's employment, education, benefits, or participation in a school activity. The legal definition of sexual harassment is broad and in addition to the above examples other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a school and workplace environment that is hostile, offensive, intimidating, or humiliating to male or female students and staff may also constitute sexual harassment. While it is not possible to list all those additional circumstances that may constitute sexual harassment, the following are some examples of conduct which, if unwelcome, may constitute sexual harassment depending on the totality of the circumstances. This list is not intended to be exhaustive: Unwelcome sexual advances – whether they involve physical touching or not; Sexual terms, jokes, written or oral references to sexual conduct, gossip regarding one's sex life; Comment on an individual's body, sexual activity, deficiencies or expertise; Communicating by any electronic means or displaying sexually suggestive objects, statements, pictures, cartoons; Unwelcome looks, whistling, brushing against the body, sexual gestures, suggestive or insulting comments.

III. Policy

Youth Connection Charter School strictly prohibits all forms of sexual harassment by any member of the Youth Connection community, including visitors to YCCS campuses. All faculty and staff, have the right to bring a complaint of sexual harassment to the Youth Connection Charter School Title IX Compliance officer and CPS' Office of the Inspector General or Student Protections Office.

It is expected that all faculty and staff will report any potential violation of this policy. Faculty and staff have the obligation to cooperate fully in the investigation of such complaints, the duty to

provide truthful information in any report or proceeding under this policy, and the responsibility to keep information related to such report or proceeding confidential.

Nothing in this policy is intended to limit the authority of Youth Connection Charter School to take appropriate action against any individual who violates YCCS' rules or policies, whether or not the conduct constitutes a violation of this policy or the YCCS's Equal Opportunity Policy. YCCS may assume the role of a Complainant and pursue a report or complaint of discrimination or harassment. A determination of whether conduct is considered discriminatory or harassing in violation of YCCS' policies is dependent upon the totality of the circumstances, including the pervasiveness and severity of the conduct. Any student found responsible for sexual harassment is subject to disciplinary action up to and including expulsion from any of the YCCS campuses. An employee found to have committed sexual harassment in violation of this policy is subject to disciplinary action up to and including termination.

Retaliation:

It is unlawful to take adverse actions against any member of the Youth Connection Charter School community for filing a complaint of harassment or discrimination, or for cooperating in an investigation of such a complaint. Retaliation against a member of the YCCS community who, in good faith, reports alleged harassment or who participates in an investigation is a violation of our policy and is subject to appropriate discipline. Retaliation may have an adverse impact in the following areas: hiring, firing, promotions, demotions, compensation, benefits, grading, pressure to withdraw from school, ignoring, refusing requests for assistance. This list is not exhaustive.

Filing a Report:

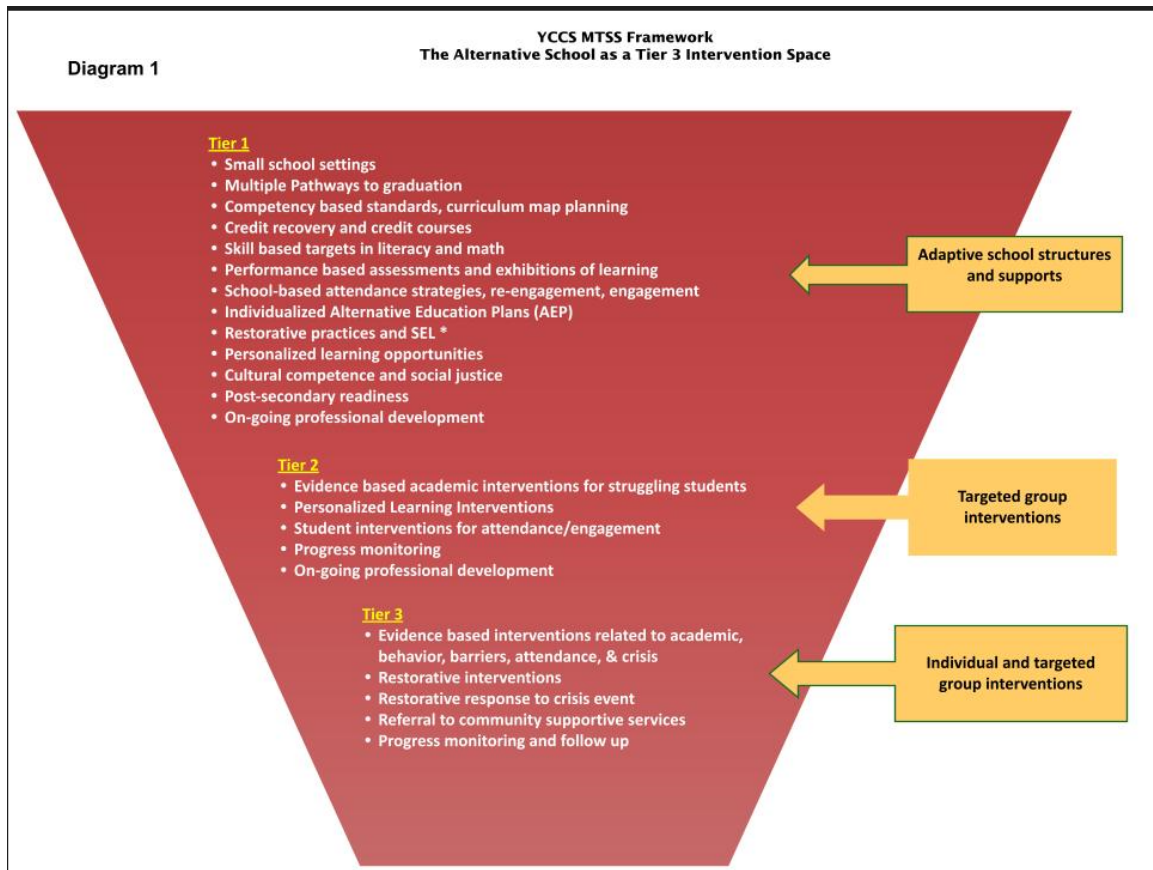
Any student or staff member who is aware of or believes that he or she has been subjected to discrimination, sexual harassment or retaliation by another student, an employee, contractor, consultant, vendor or volunteer at the school may submit a complaint to the Principal or the Assistant Principal of the school or the school's Title IX Coordinator. You may also contact the CPS Office of Student Protections and Title IX at 773-535-4400 or for confidential support you may contact the Chicago Rape Crisis Hotline at 888-293-2080.

Multi-Tiered System of Support

Our MTSS strategy has its basis in the following assumptions:

- Our students have multiple risk factors across multiple domains that are often interrelated and intertwined.
- Students who have failed in traditional education need different structures that are non-traditional, adaptive, and flexible to meet their needs.
- A holistic approach is needed that supports the academic, social, emotional, and physical development of students who have become disengaged from school.
- Given the multilayered needs of our students, an integrated approach to youth development is needed, one that leverages the expertise and resources of schools, community, and institutions.

YCCS's MTSS framework can be best framed as an upside-down pyramid, as illustrated below:



YCCS Tiered Systems of Supports

Tier 1: Adaptive School Structures and Supports

Tier 1 focuses on instruction and support that seek to meet the needs of students in the general education classroom, supporting their re-engagement, school attendance, special education needs, and academic, social, emotional, and behavioral development. The following are descriptions of these practices.

1. 3 Plus 1 Model Design

YCCS's 3 plus 1 Model design anchors our tier 1 universal practices. This overarching framework is designed to meet the unique needs of our students in the following areas:

- Multiple pathways to graduation

- Active learning and engagement
- Interventions for struggling students
- Post-secondary readiness

2. Small School Settings

Campuses under YCCS are highly focused, small school settings (100-200 students on average), which allow for a stronger sense of community and a culture of belonging. Small school settings provide students with more opportunity to build strong relationships with teachers, staff, and their peers and to get individualized attention.

3. Competency Based Standards

Students advance based on demonstrating mastery of competencies, performance indicators and benchmarks. Students are rated as Highly Competent, Competent, Developing Competency, or Emerging Competency for each performance indicator.

4. Credit Recovery and Credit Courses

Campuses under YCCS are structured to provide students with credits needed to graduate based on their credit transcript.

5. Skill Based Targets in Literacy and Math

Curriculum and instruction organized around YCCS' Cross Curricular Competencies in reading and math that allow for significant increases in intensity and frequency of instruction for students based on their skill gaps in literacy and math identified in screener. Includes Gen Ed, Diverse learners, and ELL students.

6. Performance Based Assessments and Exhibitions of Learning

Exhibitions of Learning (EOL) refer to the projects, presentations, and/or products through which students "exhibit" what they have learned and demonstrate whether and to what degree they achieved expected competencies.

Performance tasks are small projects or performances that give you the opportunity to demonstrate the knowledge and skills you've learned. Examples include essays, presentations, research projects, artwork, science investigations, design projects, math problem sets, films, podcasts, text-based discussions, and more.

7. School Attendance and Re-engagement Practices

School attendance and re-engagement practices include persistent outreach, follow up, and intervention for students who are chronically truant or disengaged. School-based attendance strategies address truancy and attendance along the absence continuum that includes addressing barriers to attendance and academic engagement, reducing social barriers, and developing positive peer and peer relationships. School attendance teams meet weekly to monitor data (attendance, retention, academic progress) and intervention strategies.

8. Individualized Alternative Education Plans (AEP)

AEPs are to be developed in collaboration with the student and parent, so that they become aware of what the student needs to meet his/her educational goals. AEPs are to be used to counsel students on their academic progress and to set behavioral and social goals.

9. Restorative Practices and SEL

Practices and structures that foster students' sense of belonging; creates a safe and inclusive learning environment; proactive engagement with students and families; mentor relationships; and curricular design that promotes students developing habits of mind.

10. Multiple Pathways to Graduation and Personalized Learning Opportunities

The use of multiple instructional modes to scaffold student learning and enhance academic competencies. Personalized learning varies the time, place, and pace of learning for students, enlists students in the creation of learning pathways, and utilizes technology to manage and document the learning process. Facilitation of personalized learning opportunities that are designed to help students achieve postsecondary readiness through high-quality educational experiences that acknowledge individual goals, learning styles, and abilities; and increase the rates of secondary school completion and postsecondary continuation.

11. Cultural Competence and Social Justice

Learning opportunities wherein students will develop positive images of themselves as people of color. Includes the use of culturally relevant material that supports developing student's critical literacy and cultural competence, the integration of students' experiential knowledge within the curriculum and through instruction and providing opportunities for students to learn about all systems of oppression - including but not limited to race, class, gender, sexuality, ability, and national origin - to transform and improve the conditions for themselves and their communities.

12. Post-Secondary Readiness

Courses, learning experiences, and services intended to develop students' core academic skills as they relate to career and employability skills, as the context for high school learning.

Tier 2: Targeted Interventions

1. Evidence-based academic interventions for struggling students

Progress monitoring and intensive focused instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the middle and early high school levels and are not showing improvement between test windows.

Progress monitoring and intensive focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level and are not showing improvement between test windows.

Progress monitoring and intensive focused support for students that are not passing courses and/or who have not completed course work by the quarter or semester. Interventions include, but are not limited to, reteaching, make-up classes, tutoring, etc.

2. Engagement Interventions

Intervention for students who are unable to meet attendance expectations but are committed to working toward resolving problems that are creating barriers to his/her academic success. These Interventions may vary the time, place, and pace of learning for students, enlists students in the creation of the intervention, and may be facilitated as a group or individualized. Examples include work/study, flexible schedules, independent study, and support groups.

3. Interventions for Attendance

Interventions for students with attendance rates between 70% and 50%. Interventions include home visits, barrier reduction support, flexible schedules, attendance contracts, etc.

4. Interventions for Behavior

Monitor student behavior relative to frequency and degree in accordance with the Behavior Rating Scale Tiering at the Chronic level and apply YCCS MTSS Tier 2 interventions. Includes restorative interventions.

Tier 3: Targeted Interventions

1. Evidence Based Academic Interventions for Struggling Students

Instruction in both word-level and comprehension skills to meet the diverse needs of students who continue to struggle with reading at the late-elementary level (Tier 3 Reading Strategy)

Progress monitoring and intensive, focused instruction in math to meet the diverse needs of students who continue to struggle with math outside of their grade level

2. Interventions Related to Attendance/Engagement

Interventions for students with attendance rates below 50%. Interventions include home visits, barrier reduction support, flexible schedules, attendance contracts, etc.

3. Evidence Based Interventions Related to Behavior

Monitor student behavior relative to frequency and degree in accordance with the Behavior Rating Scale Tiering at the Chronic level and apply YCCS MTSS Tier 3 interventions. Includes restorative interventions.

4. Evidence-Based Interventions Related to Restorative Response to Crisis Events

A restorative response to crisis events pertains to individual safety but encompasses more than just reacting to an immediate crisis. It extends to proactive measures to prevent self-harm or harm to others and how our actions in the present could resonate in the future. This perspective underscores the significance of contemplating the past and future even amidst moments of crisis. It underscores the notion that within the gravity of such situations, there exists a thoughtful incorporation of future implications to help people and the community move through the event.

OVERVIEW OF THE STUDENT DISCIPLINE PROCESS

Step 1: Redirect to correct behavior.

- ❖ All adults should redirect students to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- ❖ integrate and implement a Multi-Tiered System of Support (MTSS) that promotes all students' academic, social, and emotional learning.

Step 2: Intervene

- ❖ To minimize escalation, and disruption, resolve conflict, and as necessary keep students and staff safe. If a student has been injured, make every reasonable effort to immediately notify the parents/guardians.

Step 3: Campus Officials Investigate

- ❖ The principal or his/her designee should talk to all students, teachers, campus personnel and other witnesses to the incident.
- ❖ If there is an allegation of sexual misconduct, including but not limited to sexual harassment, sexual bullying, sexual assault, dating violence or discrimination related to sex, sexual orientation, gender identity or gender expression, contact YCCS for immediate reporting to CPS' Office of Student Protection and Title IX immediately or contact OSP directly at <https://cps.guardianconduct.com/incident-reporting>. YCCS can be reached at (312) 328-0799. When there is reasonable cause to suspect that a student may be experiencing abuse or neglect, a report must also be filed with the Department of Children and Family Services (DCFS).
- ❖ The investigation may necessitate a search of the student's 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 Chicago Public School's Procedures for Search and Seizure (<http://policy.cps.edu/download.aspx?ID=190>). The Use of Metal Detectors is authorized, and proper signage should be placed at the entrance of the building. Employees, contractors, volunteers, and school officials are prohibited from conducting **strip searches and washroom searches**.
- ❖ Parents and guardians will be notified when any investigation begins. A final letter of determination, noting the outcome of the investigation, will be mailed at the close of any investigation.

Step 4: Analyze

- ❖ Whether the student's alleged behavior falls within the YCCS's Discipline Policy using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.

Step 5: Campus Affords Student Due Process

- ❖ If the Policy applies, the campus official should inform the student of the allegation(s) being made and the range of sanctions the student faces. The student must have an opportunity to respond to the charges by letting the student tell his/her side of the story. The campus official should make a reasonable effort to contact the parent 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.

- ❖ Avoid consequences that will remove the student from class and school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the student's inappropriate behavior.** When suspended out of school, students lose instructional time and opportunities for developing social and emotional skills that could lessen the likelihood of future inappropriate behavior. **Schools may only use out-school-suspensions when other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence in the school (1) poses a threat to the safety of other students, staff, or the school community, OR (2) substantially disrupts the operation of the school.**
- ❖ 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. However, at no time should the safety of students and/or staff be compromised to adhere to this provision.
- ❖ Follow the special procedures contained in the Additional Resources section for students with disabilities and students with Section 504 Plans.
- ❖ No student shall be sent home before the end of the school day unless the school has established contact with the student's parent/guardian and provided written notice of a suspension.
- ❖ Campus administrators will inform the student and parent(s)/guardian(s) that they have the right to appeal the disciplinary decision.

Step 6: Fill Out the Necessary Paperwork

- ❖ The administrator must complete an official Misconduct Report for ALL inappropriate behaviors under the Policy (Groups 1-6). See appendix, ex. A, for sample Misconduct Report. All information should be logged into PowerSchool.
- ❖ A copy of the Misconduct Report must be sent to YCCS' main office within 48 hours.
- ❖ A copy of the Misconduct Report must be sent home to the parent/guardian via certified mail, hand-delivered, or emailed with a read receipt confirmation.
- ❖ Ensure necessary documentation is entered into the PowerSchool MTSS System for proper collection and monitoring of data when using interventions.

Step 7: Discipline According to the Policy

- ❖ Any disciplinary action taken against a student must conform to the interventions or consequences outlined in the Policy.
- ❖ Suspensions may not exceed 10 days for one incident for any reason. **Suspension days are excused absences.**
- ❖ The parents/guardians must be notified about the suspension prior to the suspension being applied. A letter must be sent home via **hand-delivery**, certified mail or emailed with a read receipt confirmation explaining the reason for the suspension and other appropriate and available behavioral disciplinary interventions exhausted. This letter should also explain how the student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community or substantially disrupt, impede or interfere with the operation of the school.
- ❖ Students may not attend campus-sponsored events and are not allowed on campus grounds during the time of the 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 off-campus suspension and must be allowed to make up in-class tests or quizzes for equivalent academic credit given during the period of suspension.

Step 8: Disciplinary Student Reassignment

Disciplinary reassignment to another YCCS campus is considered under specific circumstances, particularly for severe behavioral infractions. Reassignments are at the request of the parent/guardian. The school administrator will work closely with the parent/guardian to understand their concerns and assess the potential benefits of a different campus placement for their child, ensuring alignment with the student's health, safety, and overall well-being.

- ❖ **Group 5 and Group 6 Infractions:** If a student commits a Group 5 or Group 6 infraction, and has repeated infractions in other codes, and all other interventions have been exhausted, the campus may consider reassignment if it could benefit the student.
- ❖ **Process for Disciplinary Reassignment**
 1. **Initial Assessment:**
 - o When a student commits a Group 5 or 6 infraction, school administrators conduct a thorough investigation to understand the incident's context and severity.

2. Discretion and Parental Involvement:

- o For the first occurrences of Group 5 & 6 misconduct, the campus has the discretion to consider reassignment. This decision is made in close consultation with and at the request of the student's parent or guardian.
- o The school administrator works collaboratively with the parent/guardian to understand their concerns and the student's specific needs.

3. Evaluation of Reassignment:

- o The potential benefits of reassigning the student to another YCCS campus are assessed, considering factors such as the student's health, safety, and overall well-being.
- o Available options are explored to determine the most suitable placement, ensuring that the new environment is conducive to the student's success and growth.

4. Final Decision and Transition Plan:

- o Before a final decision is made, the campus must document and demonstrate that all available interventions and supports have been exhausted in addressing the student's behavior. Disciplinary reassignment is only recommended after thorough consultation with the parent/guardian and when it is determined that the student's academic and behavioral needs may be better supported at another YCCS campus.
- o A review meeting is held with the parent/guardian, campus leadership, and if available a YCCS network staff to ensure due process, review the student's intervention history, and discuss the rationale for recommending reassignment. All parties are given the opportunity to provide input before a final decision is made.
- o If reassignment is approved by YCCS and requested by the parent, a transition plan is developed to guide the student's move to the new campus. This plan includes specific supports to address the root causes of the misconduct and strategies for behavioral and academic success. The transition plan is shared with the parent/guardian, the sending campus, and the receiving campus to ensure continuity of support and accountability.

5. Ongoing Support and Monitoring:

- o After the reassignment, the student's progress is closely monitored. Support mechanisms such as counseling, mentoring, and behavioral interventions are put in place to help the student adapt and thrive in the new environment.

By following this structured approach, YCCS ensures that disciplinary reassignment decisions are made thoughtfully and collaboratively, prioritizing the student's best interests and fostering a supportive educational environment.

❖ Determining a New School Placement

When determining a new school placement for students undergoing a disciplinary reassignment, our goal is to ensure the student's continued academic success and well-being in a safe and supportive environment. The following factors are considered in the placement process:

1. Student Home Address:

- o The proximity of the new school to the student's home is a primary consideration. We aim to minimize travel time and disruption to the student's daily routine, ensuring that the new placement is convenient for both the student and their family.

2. Transportation:

- o Availability and accessibility of transportation are crucial factors. We assess the transportation options to ensure that the student can commute safely and reliably to the new school. This includes evaluating public transportation routes and any potential transportation support the school can provide.

3. Safety from Physical Harm Due to Gang Violence:

- o Student safety is our top priority. We carefully evaluate the safety of the new school environment, particularly concerning gang activity and potential physical harm. This includes:
 - Conduct a thorough risk assessment to identify any safety concerns in the new school's vicinity.
 - Consulting with local law enforcement and community organizations to gain insights into neighborhood safety.
 - Ensuring that the new school has effective safety protocols and a supportive staff trained to address any safety issues that may arise.

4. Collaborative Decision-Making:

- o The decision for a new school placement involves close collaboration with the student's parents or guardian. We hold meetings to discuss concerns, preferences, and any specific needs the student may have. This collaborative approach ensures that the parent/guardian is fully informed and involved in the decision-making process.

5. Assessment of Student Needs:

- o We consider the student's academic, social, and emotional needs when determining the new placement. This includes:
 - Reviewing the student's academic records and any special education plans.
 - Understanding the student's social dynamics and any previous behavioral interventions.
 - Ensuring the new school has the resources and support systems to address the student's unique needs.

6. Supportive Transition Plan:

- o Once a new placement is identified, we develop a comprehensive transition plan to support the student's move. This plan includes:
 - Introducing the student and their family to key staff members at the new school.
 - Providing orientation sessions to help the students acclimate to the new environment.
 - Setting up regular check-ins with counselors and mentors to monitor the student's adjustment and address any concerns promptly.

7. Ongoing Monitoring and Support:

- o After the transition, the student's progress is closely monitored. Continuous support is provided through counseling, mentoring, and regular communication with the family to ensure that the student is thriving in the new environment.

❖ Appeal Process

If a student, parent, or guardian feels that the intervention or consequence for misconduct is unwarranted or excessive, they have the right to ask the principal to review the consequence and reconsider the decision. An appeal must be provided in writing within five business days of the written reassignment notice, to the principal or assistant principal. The principal will respond within three business days to schedule a parent conference/hearing where the student can present their case, provide evidence, and bring witnesses if necessary. A final decision will be made within two business days of the parent conference. Further details on appeals can be found in step 10 below.

Step 9: Expulsion and Alternative Placement and Hearings (For Groups 5 and 6 *ONLY*)

- ❖ If a student's misconduct falls within Group 5 and is the student's first occurrence of Group 5 misconduct, the campus retains the discretion whether or not to refer a student for expulsion. If a student's misconduct falls within the Group 6 Category or if a student's misconduct is the second occurrence of misconduct that falls within the Group 5 Category within a ten-month period the student may be referred for expulsion. A hearing will be held for all students referred for expulsion. A hearing must be held prior to a student's expulsion. **To protect students' due process rights, if a student is incarcerated, detained, hospitalized as an inpatient, or otherwise unable to attend due to a serious condition, YCCS will delay the disciplinary proceedings until the student is able to participate.**
- ❖ The parent/guardian must be given the opportunity to present arguments or evidence to potentially reduce or mitigate the expulsion. If the campus makes a decision to pursue an expulsion they should (1) detail the specific reasons why removing the student from the school is in the best interest; (2) provide a rationale with respect to the specific duration

- of time for the expulsion and (3) document whether other behavioral and disciplinary interventions were attempted or whether the school determined that there were no other appropriate and available interventions. The decision to expel must be approved by YCCS Assistant Director or designee.
- ❖ If a Student is expelled from YCCS, the CPS Department of Social and Emotional Learning must be notified to determine appropriate placement for the student per the Chicago Board of Education's Policy on Enrollment and Transfer of Students in the Chicago Public Schools. (Policy Manual Section 702.1at section 1.F.2.). The campus should make every effort to facilitate the re-engagement of students who are suspended out-of-school, expelled, or returning from alternative school settings.
 - ❖ For additional information about Expulsion Hearings and Disciplinary Reassignments, see Exhibit E, Expulsion Hearing, Emergency and Alternative Placement guidelines.

Step 10: Appeals

- ❖ If a student, parent, or guardian feels that the intervention or consequence for misconduct is unwarranted or excessive, he or she has the right to ask the principal to review the consequence and to reconsider the decision. An appeal must be provided in writing within five business days of the written suspension/expulsion notice, to the principal or assistant principal. The principal will respond within three business days to schedule a parent conference. A final decision will be made within two business days of the parent conference.
- ❖ In the event that a parent, guardian or student (emancipated adult) wishes to appeal a principal's decision to suspend or refer a student for expulsion, he or she must appeal in writing, within five business days of the final principal's decision, to the YCCS Assistant Director or designee. The Assistant Director or designee will respond within three business days to schedule a due process hearing.
- ❖ The campus will submit summary statements to YCCS prior to the due process hearing. YCCS will determine if there has been a violation of the YCCS student discipline policy and if due process has been followed within two days of the due process hearing.
- ❖ Any appeal of the YCCS Assistant Director's determination of a student's suspension/expulsion must be made in writing within 5 business days of the due process hearing and sent, along with any additional evidence not available at the time of expulsion, to the YCCS Board of Directors. The YCCS Board will review all available documentation and statements at the first scheduled Board or committee meeting and make a decision regarding whether due process was followed. The YCCS Board of Directors 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 YCCS Assistant Director or the YCCS Board of Directors.

POLICE NOTIFICATION

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

Emergency

School administrators have the responsibility to call 911 in situations they determine to be emergencies.

Criminal Acts

When a student's misconduct amounts to a criminal act or poses danger to the health, safety or welfare of other students and staff at a campus, it may be necessary and appropriate to contact the Chicago Police Department (CPD) and to seek their assistance. The inappropriate behaviors that require a campus official to notify the CPD are identified throughout the Policy by the placement of an asterisk (*) preceding the specific inappropriate behavior. If a student engages in such behavior, a campus official must contact the CPD. Whenever the campus notifies the police during an emergency concerning student misconduct, the campus must also immediately make a reasonable effort to contact the parent/guardian of that student and YCCS.

There are other inappropriate behaviors by students, not listed in the Policy, that require the campus administrator 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, the administrator must make a judgment call as to whether contacting CPD is appropriate.

Campus 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 campus 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 (notify police if student has an IEP).

Once school staff contacts CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. School principals and staff do not have the authority to decide whether a student will be arrested. Moreover, responding police officers do not have the authority to decide whether a student will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

If a campus official has any questions regarding the decision of whether to notify the police, he or she should contact YCCS prior to notifying the police. However, at no time should the safety of students and/or staff be compromised to adhere to this provision.

Sexual Misconduct

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact CPD. When made aware of an allegation of sexual misconduct, including but not limited to, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the YCCS for appropriate reporting to the Office of Student Protections and Title IX to assist in assessing whether police notification is needed. DCFS mandatory reporter obligations are separate from reporting to CPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

RESTORE

If the student received an out-of-school suspension for three (3) or more days, the principal or designee develops a re-entry plan to support the student's transition back into the school community. YCCS recommends that the plan includes strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs, with input from the student and parents/guardians. See page 46 **Transition when Expulsion is Complete** for the process for students returning from expulsion.

In-School Suspension-Skill-Building

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

A student in grades nine through twelfth may be assigned a skill-building in-school suspension if:

- 1) Skill-building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the misconduct report (Attached here) was provided to the student's parents/guardians.

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. When a student is removed from school in response to inappropriate behavior, the removal counts as the first day of an out-of-school suspension.

A student in grades nine through 12th may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The principal or designee determines that the student's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific students/staff and this threat is documented in PowerSchool, or
- 3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in PowerSchool, and
- 4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 5) A copy of the misconduct report (attached here) was provided to the student's parents/guardians.

A student serving out-of-school suspension is not allowed to come onto school property, participate in extracurricular activities, or attend school-sponsored events. A student may be considered trespassing if he or she comes onto school grounds while suspended out of school.

Out-of-school suspensions are excused absences. The principal must ensure that a student serving suspension is able to obtain homework for equivalent credit and appropriate and available support services during the period of their suspension. Upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with YCCS approval. The student's attendance will still be marked as suspended. YCCS must approve any other exception to the out-of-school suspension guidelines.

An out-of-school suspension should not exceed 10 consecutive days and it should be used only for legitimate educational purposes.

School officials shall make all reasonable efforts to resolve threats, address disruptions, and minimize the length of student exclusions to the greatest extent practicable.

The campus must submit an out-of-school suspension report to ISBE, Chicago Public Schools (CPS) as well as their board of directors.

If a student, parent, or guardian feels that the intervention or consequence for misconduct is unwarranted or excessive, they have the right to ask the principal to review the consequence and reconsider the decision. An appeal must be provided in writing within five business days of the written reassignment notice, to the principal or assistant principal. The principal will respond within three business days to schedule a parent conference/hearing where the student can present their case, provide evidence, and bring witnesses if necessary. A final decision will be made within two business days of the parent conference. Further details on appeals can be found in step 10.

IMPLEMENTATION OF THE YCCS STUDENT DISCIPLINE POLICY

It shall be the responsibility of each campus to:

- ❖ Confer with campus personnel, parents, students, and appropriate community agencies to formulate practices, procedures and programs that will foster socially acceptable student conduct.
- ❖ Prepare and submit copies of Incident Reports for Group 3, 4, 5 and 6 violations of the School Discipline Policy to YCCS.
- ❖ Document/record and send the Misconduct Report to the student's parent/guardian for every occurrence of inappropriate behavior. For all violations of the Student Code of Conduct (1) the parent notice should explain the specific act of disobedience or misconduct (2) the rationale for the specific duration of the suspension if applicable.
- ❖ Notify the Chicago Police Department as necessary to protect the safety, health and welfare of students and staff.
- ❖ Assist YCCS staff with expulsion proceedings by identifying witnesses and reviewing and transmitting all documentation regarding an incident to YCCS to ensure that it is complete, accurate and properly written.

- ❖ Make a reasonable effort to meet with the student's parent/guardian or to ensure that another campus official meets with the student's parent/guardian following every act of misconduct.
- ❖ Ensure that students who are suspended receive homework assignments and are allowed to participate in any statewide assessments given during the period of a student's suspension.
- ❖ Encourage positive behavior by students.
- ❖ Complete a report in the PowerSchool student information system for all inappropriate behaviors under the discipline policy. Hand-deliver to the parents/guardians, mail a copy of the misconduct report to the student's home address or email the misconduct report to a documented email provided by the parent/guardian.

It shall be the responsibility of YCCS staff to accomplish the following:

- ❖ Review campus intervention procedures and consequences to ensure alignment with the YCCS Student Code of Conduct (SCC), which is uniformly applied across all campuses, and hear appeals related to these actions.
- ❖ Monitor the implementation of prevention strategies and the safety/security program at each campus.
- ❖ Systematically monitor suspensions, expulsions, and other disciplinary actions.

GROUP 1 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include *inappropriate* student behaviors in the classroom or on the campus grounds:

Infraction Code:

- 1-1** Running and/or making excessive noise in the hall or building.
- 1-2** Leaving the classroom without permission.
- 1-3** Displaying any behavior that is disruptive to the orderly process of classroom instruction.
- 1-4** Loitering or occupying an unauthorized place in the school or on school grounds.
- 1-5** Failing to attend class without a valid excuse.
- 1-6** Persistent tardiness to campus or class
- 1-7** Use of the campus computers for the purpose of accessing non-educational material.
- 1-8** Profane Language
- 1-9** Unauthorized use and possession of or cellular telephones or other information technology devices without prior permission from administration. *Upon written request from a parent or legal guardian, a principal may authorize a student to possess a cellular telephone for medical and other family emergencies, or for any other good cause. A denial of authorization for possession or use of cellular telephones may be reviewed by the YCCS Assistant Director or designee.*

INTERVENTIONS AND CONSEQUENCES

FIRST VIOLATION

- ❖ Documented Teacher-Student Conference
- ❖ Documented Teacher-Student-Parent Conference
- ❖ Mentoring
- ❖ Academic tutoring (if academic-related)
- ❖ Restorative response: Peace circle with students and teacher.

SECOND, THIRD, FOURTH VIOLATIONS

- ❖ Documented Teacher-Student-Resource Person- Parent-Administrator Conference focused on violations, cause of behavior, and strategy to prevent recurrence.
- ❖ Detention: -Before School -After School -Saturday
- ❖ Referral to Campus Peer Jury in lieu of suspension (if available and approved by the principal).
- ❖ Suspension of computer lab privileges for fun/free time only for a specified number of days, in addition to any other disciplinary action. *Non-educational materials include, but are not limited to, games, pornographic material, or other inappropriate material. Disciplinary actions regarding network privileges apply only to network offenses.*
- ❖ In-School Suspension (one to three days)
- ❖ Self-management plan
- ❖ MTSS Intervention: Referral to anger management/social work counseling
- ❖ Service Project
- ❖ MTSS Intervention: Check in/Check Out or Behavior Contract

GROUP 2 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include student behaviors that *disrupt* the orderly educational process at the campus or on the campus grounds:

Infraction Code:

- 2-1** Posting or distributing unauthorized or other written materials on campus grounds
- 2-2** Leaving the campus without permission.
- 2-3** Interfering with campus 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 campus rules and regulations not otherwise listed in the Policy
- 2-6** Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive written materials, or using language or gestures.

- 2-7** Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, cigarette lighters, or rolling papers
- 2-8** Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities.
- 2-9** Failing to provide proper identification.
- 2-10** Unauthorized use of campus parking lots or other areas
- 2-11** Use of computers/ computer lab for the purposes of distribution or downloading non-educational material

INTERVENTIONS AND CONSEQUENCES

FIRST VIOLATION

- ❖ Teacher-Student Conference
- ❖ Restorative response
- ❖ MTSS Interventions
- ❖ Documented Teacher-Student-Parent Conference and/or Teacher-Student-Resource Person-Administrator Conference
- ❖ Suspension of computers/lab privileges for fun/free time only for a specified number of days, in addition to any other disciplinary action.
- ❖ Detention: Before School -After School –Saturday

SECOND, THIRD, FOURTH VIOLATIONS

- ❖ MTSS Interventions
- ❖ Detention: Before School -After School -Saturday
- ❖ Referral to Campus Peer Jury in lieu of suspension (if available and approved by the principal)
- ❖ In-School suspension (one to three days)
- ❖ Suspension of computers/lab privileges for fun/free time only for up to one semester, in addition to any other disciplinary action
- ❖ Self-management plan
- ❖ Referral to anger management/social work counseling
- ❖ Service Project
- ❖ Check in/Check Out or Behavior Contract
- ❖ Classify the incident as (3-5) and follow those consequences

GROUP 3 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include student behaviors that *seriously disrupt* the orderly educational process of the campus:

Infraction Code:

- 3-1** Disruptive behavior on the campus bus
- 3-2** Gambling – participating in games of chance or skill for money or things of value (*campus may notify police at own discretion*)
- 3-3** Fighting*-physical contact between two people with intent to harm, but no injuries result
- 3-4** Verbal abuse, Profane, obscene, indecent or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, gender identity, gender expression, age, religion, or disability. (Misconduct targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the CPS' Office of Student Protection)
- 3-5** Second or more documented disobedience or misconduct listed in Groups 1 through 3 of this Policy
- 3-6** Any behavior not otherwise listed in Groups 1 through 3 of this Policy that seriously disrupts the educational process (NO OUT OF SCHOOL SUSPENSIONS WILL ALLOWED FOR REPEATED OFFENSES UNDER THIS CATEGORY)
- 3-7** Forgery (*campus may notify police at own discretion*)
- 3-8** Plagiarizing, cheating and/or copying the work of another student or other source
- 3-9** Overt Display of Gang Affiliation (see glossary for definition)
- 3-10** Bullying behaviors – conduct directed towards a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property and/or interfere with student's ability to participate in school or school activities (see glossary for definition and Anti-Bullying Policy before assigning an intervention or consequence)
- 3-11** Unauthorized activation or use of cellular telephones or other information technology device to harass, incite violence, or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings
- 3-13** Use of the campus computer network for seriously disruptive/unauthorized purpose not otherwise listed in this Policy

INTERVENTIONS AND CONSEQUENCES

FIRST VIOLATION

- ❖ MTSS Interventions:
- ❖ Documented Teacher - Student - Resource Person - Administrator Conference

- ❖ Detention: -Before School -After School -Saturday
- ❖ Mentoring
- ❖ Self-management plan
- ❖ In-School Suspension (one to five days)
- ❖ Suspension of computer lab privileges for fun/free time only for improper use for up to one semester, in addition to any disciplinary action listed.
- ❖ Out-of-School Suspension (one to three days) Can only be used if the student's presence poses a threat to the school safety OR a disruption to other students' learning opportunities.

SECOND, THIRD, FOURTH VIOLATIONS

- ❖ Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence.
- ❖ Restorative Response
- ❖ Referral to Campus Peer Jury in lieu of suspension (if available and approved by the principal)
- ❖ Suspension of computer lab privileges for fun/free time only for improper use for up to one year, in addition to any disciplinary action listed
- ❖ In-School Suspension (one to five days)
- ❖ Referral to anger management/counseling
- ❖ Out-of-School Suspension (one to five days) Can only be used if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence poses a threat to the school safety OR a disruption to other students' learning opportunities.

For second, third, fourth inappropriate behavior 3-9 or 3-10 of the Policy may result in a referral for disciplinary reassignment at the parent's request, after the campus has exhausted all other disciplinary interventions and should be submitted as a 5-6 violation.

Students may be subject to disciplinary action for violations of inappropriate behavior that occur either on or outside of campus grounds.

GROUP 4 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include student behaviors that *very seriously disrupt* the orderly educational process of the campus (*campus may notify police at own discretion for any of the following violations*): Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)

Infraction Code:

- 4-1** False activation of a fire alarm that does not cause a campus facility to be evacuated or does not cause emergency services to be notified

- 4-2** Extortion – obtaining money or information from another by coercion or intimidation
- 4-3** Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery
- 4-4** Vandalism -willful or malicious destruction or defacing of the property of others or criminal damage to property resulting in damages not exceeding \$500
- 4-5** Battery – unwanted bodily contact with other person without legal justification or aiding or abetting in the commission of a battery which does not result in a physical injury
- 4-6** Fighting* – physical contact between more than two people with intent to harm, or physical contact between more than two people and/or involves injury or injuries
- 4-7** Theft – unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property not exceeding \$150 in value.
- 4-8** Possession, use, sale or distribution of fireworks
- 4-9** Any behavior not otherwise listed in Groups 1 through 4 of this Policy, the commission of which is very seriously disruptive to the educational process
- 4-10** Disorderly conduct
- 4-11** Trespassing on campus property – entering campus property when previously prohibited or remaining on school grounds after receiving a request to depart
- 4-12** Knowingly or intentionally using campus computer to spread viruses.
- 4-13** Possession of any dangerous object for purposes of this Policy
- 4-14** Use or possession of alcohol, drugs, controlled substances, “look-alikes” of such substances, contraband (including all devices such as vaporizers that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function. (Repeated violation must be submitted as 5-17 and it may be cause for reassignment at the parent’s request, after the campus has exhausted all other disciplinary interventions.)
- 4-15** Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student with no intent to harm school personnel.
- 4-16** Voluntary sex acts that occur on school property or during School-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex.

INTERVENTIONS AND CONSEQUENCES

- ❖ Restorative Response
- ❖ Documented Teacher-Student-Resource Person-Administrator Conference focused on violation of policy, cause of behavior, and strategy to prevent recurrence
- ❖ Detention: -Before School -After School -Saturday

- ❖ In - School Suspension (one to five days)
- ❖ Out-of-School Suspension (one to five days) Can only be used if other appropriate and available behavioral and disciplinary interventions have been exhausted AND the student's presence poses a threat to the school safety OR a disruption to other students' learning opportunities.
- ❖ Suspension of computer privileges for improper use for up to one year in addition to other disciplinary actions listed.

Second, third, fourth violations of Inappropriate Behavior 4-13 may result in a request for disciplinary reassignment at the parent's request, after the campus has exhausted all other disciplinary interventions and should be submitted as a 5-11 violation.

GROUP 5 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include student behaviors that *most seriously disrupt* the orderly educational process of the campus (*campus must notify the police for all following violations except for 5-4, 5-11 and 5-13. In cases 5-4 and 5-13 police notification is left to the discretion of the campus*):

Infraction Code:

- 5-1** Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel
- 5-2** Burglary – knowing and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein
- 5-3** Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers or bags) of stolen property exceeding \$150.00 in value
- 5-4** Use of intimidation, credible threats of violence, coercion, persistent severe bullying. Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy before assigning an intervention or consequence.
- 5-5** Gross disobedience to the authority of campus personnel regarding

Examples might include:

Repeatedly refusing to comply with instructions or directives given by teachers or administrators, such as ignoring requests to stop disruptive behavior that threatens the safety of the classroom, repeatedly disrespecting or verbally abusing teachers, administrators, or other school staff members, including repeatedly directing profanity at staff or making threats, harassing peers, staff, or faculty members, despite interventions or disciplinary measures implemented by school personnel, refusing to comply with legitimate searches or confiscation efforts by school authorities, or continuously challenging the authority and decisions of high school personnel without proper justification or following established protocols for addressing grievances or concerns.

- 5-6** Gang activity, including overt displays of gang affiliation

- 5-7** Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force
- 5-8** Engaging in or attempting any other illegal behavior which interferes with the campus' educational process such as trespassing on school grounds without permission, participating in or organizing illegal activities, Participating in or promoting illegal activities off-campus that negatively impact the school environment or pose a threat to the safety and well-being of students
- 5-9** Persistent or severe acts of sexual harassment – unwelcomed sexual or gender-based conduct (either physical or verbal) and/or conduct of sexual nature which is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment
- 5-10** False activation of a fire alarm which causes a campus 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 Policy)
- 5-12** Battery or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.
- 5-13** Hacking (intentionally gaining access by illegal means or without authorization) into the campus network or use of any computer, including social networking websites or information technology device to stalk, harass, threaten, bully or otherwise intimidate others, to access student records or other unauthorized information, and/or to otherwise cause a security hazard.
- 5-14** Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to campus property or personal property belonging to any campus personnel
- 5-15** This code is intentionally left blank
- 5-16** Use of 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 or before school or a school-related function.
- 5-17** Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function
- 5-18** Participating in a mob action – a large or disorderly group of students using force to cause injury to a person or property or persisting in severe disruption after being directed to cease by school personnel or police.

INTERVENTIONS AND CONSEQUENCES

- ❖ Documented Teacher-Student-Resource Person-Administrator Conference focused on violation of policy, cause of behavior, and strategy to prevent recurrence
- ❖ For first-time violations of Group 5 Inappropriate Behaviors, a student shall be suspended for five to ten days. Only to be used if other appropriate and available behavioral and

- disciplinary interventions have been exhausted AND the student's presence poses a threat to the school safety OR a disruption to other students' learning opportunities and may be referred for expulsion and/or disciplinary reassignment.
- ❖ Referral to substance abuse counseling
 - ❖ Service Project
 - ❖ Mentoring
 - ❖ For second-time violations of Group 5 Inappropriate Behaviors, a student may be out-of-school suspended for longer than three days only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school
 - ❖ Disciplinary Reassignment at the parent's request, after the campus has exhausted all other disciplinary interventions.
 - ❖ Any attempt at an illegal behavior is an illegal behavior itself, and so is included as punishable under this Policy.

GROUP 6 - INAPPROPRIATE BEHAVIORS

The following acts of misconduct include illegal student behaviors that most *seriously disrupt* the orderly educational process on the campus:

Infraction Code:

- 6-1** Use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons as defined in this Policy, or use or intent to use any other object to inflict bodily harm
- 6-2** Intentionally causing or attempting to cause the campus computer network or any portion of it, to become inoperable or malfunction
- 6-3** Arson –knowingly damaging, by means of fire or explosive, a building and/or personal property of others
- 6-4** Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated
- 6-5** Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force
- 6-6** Use, possession, sale, or distribution of 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 repeated violation of Behavior 5-17
- 6-7** Sex acts which include the use of force. Sex violations or aiding and abetting in the commission of a sex violation. This is unwelcome oral, anal, or vaginal penetration. Sexual violence occurs when a reasonable person knows or should have known that the victim did not or could not engage in the sex act voluntarily.

- 6-8** Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel), or aiding and abetting in the commission of an aggravated battery
- 6-9** Murder – killing an individual without legal justification
- 6-10** Attempted murder- an act that constitutes a substantial step toward the intended commission of murder
- 6-11** 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
- 6-12** Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers or bags) of stolen property that cost more than \$1000.

INTERVENTIONS AND CONSEQUENCES

- ❖ Documented Teacher-Student-Resource Person-Administrator Conference focused on violation of policy, cause of behavior, and strategy to prevent recurrence.
- ❖ Out-of-school suspensions longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.
- ❖ Disciplinary Reassignment at the parent's request, after the campus has exhausted all other disciplinary interventions.

STATE REQUIRED PROVISIONS

- ❖ School officials should not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.
- ❖ A student may not be issued a monetary fine or fee as a disciplinary consequence, except when the student may be required to pay restitution for lost, stolen, or damaged property.

FLEXIBLE DISCIPLINARY APPROACH

- ❖ Our goal is to maintain safe and orderly schools for all our students and staff. Each employee at the campus and administrative level is serious about providing a safe and secure environment that fosters learning and respect for all of its students and as a result YCCS does not have a zero-tolerance policy.
- ❖ Each student is expected to respect the right of others to learn and allow the staff to teach in a constructive and orderly environment.

MONETARY FINES OR FEES AS DISCIPLINE

- ❖ A student may not be issued a monetary fine or fee as a disciplinary consequence, though this shall not preclude requiring a student to provide restitution for lost, stolen, or damaged property.

APPENDIX

Exhibit A Misconduct Report/Parent Notification Letter

Exhibit B Anti-Bullying Policy

Exhibit C Glossary of Terms

Exhibit D Reference Guide for Groups 4, 5, and 6 Inappropriate Behaviors

Exhibit E Expulsion Hearing, Emergency and Alternative Placement Guidelines.

Exhibit F Procedural Guide for Students with Disabilities

Exhibit G Acknowledgement of Receipt of the Student Discipline Policy



Youth Connection Charter School

Exhibit A: Misconduct Report/Parent Notification Letter



Campus Name, Address, Phone Number

Re: Student Name

Dear Student, Parent or Guardian:

In accordance with the policies and procedures of _____, a campus of Youth Connection Charter School (YCCS), and as authorized by the YCCS Student Code of Conduct, **Student Name**, has received a behavior infraction.

On this date _____, the following infraction occurred: _____, and the cause of this action is as follows:

Behavior Description:

Supportive Response:

This incident report is used to document a classroom or school behavior incident. We respectfully request your support to resolve the behavior mentioned above. We have discussed and re-taught the expectation and specific rule concerning the infraction with a restorative mindset. If you would like to discuss this incident further, please contact us at the phone number listed above.

Respectfully yours,

Dean



Campus Name, Address, Phone Number

Re: Student Name

Dear Student, Parent or Guardian:

In accordance with the policies and procedures of _____, a campus of Youth Connection Charter School (YCCS), and as authorized by the YCCS Student Code of Conduct, **Student Name**, has been suspended this day for a period of ___ school days. The suspension begins on _____ and ends on _____.

On this date _____, the following infraction occurred: _____, and the cause of this action is as follows:

Behavior Description:

Supportive Response:

The rationale for the number of days suspended is as follows:

The student/parent has the right to appeal the suspension or any consequence of the behavior administered by the Dean to the school Principal at the phone number listed above and subsequently with YCCS at 312-328-0799. In addition, the student will be afforded the opportunity to complete any homework and/or assessments for equivalent credit that took place during the period of suspension.

Respectfully yours,

Dean

Exhibit B: ANTI-BULLYING POLICY

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve and that bullying causes physical, psychological and emotional harm to students and interferes with their ability to learn and participate in school's activities. Bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, skipping, and dropping out of school. Fighting, using drugs and alcohol, and sexual harassment and violence. It is the goal of the Chicago Board of Education and Youth Connection Charter School (YCCS) to create a learning environment in all its school communities where students are protected from bullying, so they feel safe and supported in their efforts to succeed academically and develop emotionally into responsible, caring individuals.

YCCS asks every campus student, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

- I will not bully others.
- I will try to help anyone I suspect is being bullied.
- I will work to include students who are left out.
- If someone is being bullied, I will tell an adult at school and an adult at home.

Scope

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This policy protects YCCS students against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin or immigration status, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), genetic information unfavorable discharge from military service, political belief or affiliation, or on the basis of a person's association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. YCCS recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or perceived to be lesbian, gay, bisexual or transgender. Nothing in this policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article 1 of the Illinois Constitution.

Bullying and harassment are prohibited:

- (1) During any school-sponsored or school-sanctioned program or activity;
- (2) In school, on school property, on school buses or other YCCS-provided transportation, and at designated locations for students to wait for buses and other YCCS-provided transportation ("bus stops");
- (3) Through the transmission of information from a YCCS computer or computer network, or other electronic school equipment;

- (4) When communicated through any electronic technology or personal electronic device while on school property, on school buses or other YCCS-provided transportation at bus stops and at school-sponsored or school-sanctioned events or activities.
- (5) When it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on YCCS provided transportation;
- (6) When it is a Student Code of Conduct group 5 or 6 offense that occurs off campus but seriously disrupts any student's education.

Definitions:

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

1. An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s); and/or student(s) were targeted based on prejudice or bias (as defined below).
2. The behaviors are severe or pervasive (repeated over time), or there is a high likelihood that behaviors will be repeated. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the severity and if other elements of bullying are present.
3. The intent of the person(s) engaging in the behavior is to cause physical or emotional harm to the targeted student(s).
4. The behavior has or can be reasonably predicted to have one or more of the following effects:
 - (1) Placing the student in reasonable fear or harm to the student's person or property;
 - (2) Causing a substantially detrimental effect on the student's physical or mental health;
 - (3) Substantially interfering with the student's academic performance; or
 - (4) Substantially interfering with the student's ability to participate in or benefit from the services, activities or privileges provided by a school.

Bullying may take various forms, including without limitations, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Bullying behavior may also qualify as other inappropriate behaviors listed in the Discipline Policy. When deciding whether inappropriate behavior constitutes bullying. Administrators should consider the student's intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the students involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the student's intent and power imbalances.

“Cyber bullying” means using information and communication technologies to bully. This definition does not include cyber bullying by means of technology that is not owned, lease, or used by the school district, unless an administrator or teacher receives a report that bullying through this means has occurred. This policy does not require a district or school to staff or monitor any non-school-related activity, function, or program.

“Retaliation” means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a student, who reports bullying or provides information during an investigation, or witnesses or has reliable information about bullying. Retaliation is prohibited and will result in the imposition of appropriate interventions/consequences according to this Policy.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate, and developmentally appropriate. Conflicts arise when two or more students with relatively similar observed or perceived power have differences in opinion or perspectives. When school employees are aware of peer conflict, they are expected to guide students in developing new skills in social competency, learning personal boundaries and peaceably resolving conflict, and to model appropriate social interactions.

“Harassment” is any unwelcome verbal, nonverbal, visual, or physical conduct that is based on an individual’s actual or perceived membership in one or more of the Protected Categories, as defined in the Final New Comprehensive Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct And Retaliation Policy, that is persistent, pervasive, or severe and objectively offensive and unreasonably interferes with, limits, or denies an individual’s educational or employment access, benefits, or opportunities. Unwelcome conduct may include, but is not limited to, bullying, intimidation, offensive jokes, slurs, epithets, or name calling, assaults or threats, touching, ridicule or mockery, insults or put-downs, offensive objects or pictures, messages sent via email, text or social media, sexual advances, requests for sexual favors, conduct of a sexual nature, or any other sex-based conduct.

“Protected Categories” are an individual’s actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation.

“Racial Discrimination” is any distinction, exclusion, restriction, or preference based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment, or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of school, school and district life (Adapted from United Nations, 2019).

“Restorative Practices” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools and

communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

Preventing Bullying

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

- **Developing supportive school climate strategies**, including clear expectations and shared agreements to guide interactions between students, and between staff and students.
- **Teaching all students social and emotional skills** and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establish predictable responses and **effective disciplinary practices** that address root causes, teach skills, build empathy and repair harm. Ensure all students, staff, and stakeholders know how your school plans to respond to bullying and harassment.

Intervening to Address Bullying

Responsibilities of YCCS Employees and Contractors

All YCCS employees and contractors, including security officers, lunchroom staff and bus drivers, who witness incidents of bullying or school violence or who possess reliable information that would lead a reasonable person to suspect that a person is a target of bullying must:

- (1) Intervene immediately in a manner that is appropriate to the context and ensure the safety of all people involved;
- (2) Report the incident of bullying or retaliation to the Principal/Designee as soon as practicable, but within 24 hours, on the YCCS Bullying Complaint Form (Attachment A);
- (3) Cooperate fully in any investigation of the incident and in implementing any safety plan established by the Principal/Designee.

Responsibilities of Students, Parents and Guardians

No student who witnesses bullying may stand by or participate in the bullying but must notify an adult at school and adult at home as quickly as practical. Any parent or guardian who witnesses or is notified of bullying has an obligation to report to the Principal/Designee as quickly as practical.

Reports can also be made to any YCCS employee or contractor in person, by completing attachment A and submitting it to the Principal/Designee. Anonymous reports will be accepted by the Principal/Designee and YCCS. No disciplinary action will be taken on the sole basis of an anonymous report.

Reporting Bullying/Bias-Based Behavior

School-based staff who witness or become aware of must report any and all instances of Bullying/Bias-based behaviors to the principal who must complete the Form for Reporting Bullying and Retaliation Report Form and answer the question regarding Bullying harm.

Students who experience or witness Bullying behaviors are to report these to a school-based staff member or by calling the YCCS offices at (312) 328-0799 or email mfraco@yccs.org. Alternatively, students can also make reports directly to the Office of Student Protections and Title IX in the following ways:

- Online: Complete and submit a complaint form located at cps.edu/osp
- Via Email: Submit complaints to civilrights@cps.edu.
- Via Telephone: Submit complaints to 773-535-4400.

Steps for Investigating Bullying Reports

1. **Ensure safety.** The principal or his/her designee will provide immediate support to any targeted student(s) to ensure safety. If there are overt or implied risks of safety, follow the steps in the CPS Crisis Manual, including immediately notifying the CPS Student Safety Center and the YCCS' office. Alleged behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression should be reported immediately YCCS and to the Office of Student Protections and Title IX for assistance and support at the OSP Hotline: (773) 535-4400.
2. **Notify parents/guardians of all involved students.** Within one school day of receipt of a bullying report, the Principal/Designee, consistent with federal and state laws and rules governing student privacy rights, the principal/designee shall promptly inform the parent/guardian of all students involved in the alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. consistent with federal and state laws and rules governing student privacy rights. in addition, the principal/designee shall provide the parent/guardian of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal/designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying. The principal/designee shall document each of these notifications to parent(s)/guardian(s). shall report to the parent/legal guardian of all involved students, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document each of these notifications to parent(s)/guardian(s) in the PowerSchool system.
 - a) Notifications should be made privately to students directly involved and their parents/legal guardians.
 - b) Additionally, when incidents have a larger impact on the school community, the Principal/Designee shall provide clear communication to students, staff, and parents to re-enforce school-wide expectations and a climate of respect and inclusion.

3. **Document all allegations of bullying.** Within two school days of receiving a report of bullying, the Principal/Designee will document the allegation in the PowerSchool student information system as a general incident report and document all notifications made.
4. **Conduct an investigation.** The principal and/or a designee, who is knowledgeable about bullying prevention and intervention, shall perform the investigation. Investigation of reported bullying shall be initiated within 5 school days of receipt of a report, documented within the incident report in the PowerSchool student information system, and completed within 10 school days

The investigation shall include:

- a. Identifying all involved parties, including the student(s) alleged to have engaged in bullying behaviors, alleged target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with all involved parties. The alleged target should never be interviewed in public or with the student(s) alleged to have engaged in bullying.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety.
5. **When the investigation is complete,** the Principal/Designee shall consider whether the four elements of the bullying definition are met or if all four elements of bullying are not present, whether the behavior qualifies as another inappropriate behavior listed in the SCC. The investigation report is attached to the Incident Report All pertinent details must be entered into PowerSchool.

6. Notify all involved parties of the outcome of the investigation. Within one day of deciding, the Principal/Designee shall notify in writing to the parent/legal guardian of all involved students, the outcome of the investigation. Parents/legal guardian of the students who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions taken to address the reported incident of bullying, and any resources available in or outside the school to help the students address the underlying reasons for the bullying.

When communicating incidents of bullying to the target's parent/guardian, the Principal/Designee should follow the federal and state laws and rules governing student privacy rights and consider whether the student may want to keep certain information confidential. For example, if a student is bullied after coming out as gay; the Principal/Designee shall not disclose the student's sexual orientation to the parent/guardian without the student's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a student with a disability, that affects social skill development or makes the student vulnerable to bullying, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the student's individual needs and revise the IEP accordingly. For example, if the student's

disability affects social skill development or makes the student vulnerable to bullying. In cases where the student engaging in bullying behavior has a disability, the Principal/Designee shall ask the student's IEP Team to consider whether the IEP should include provisions to develop the student's skills and proficiencies to avoid and respond to bullying.

If the student who engaged in bullying behavior is a student with disability, the school shall convene the IEP Team to determine if additional supports and services are needed to address the inappropriate behavior and consider examining the environment in which the bullying occurred to determine if changes to the environment are warranted. For example, the IEP Team should consider a behavior intervention plan for the student or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Students with Disabilities/Impairments when considering interventions and consequences for students with disabilities.

Assigning Interventions and/or Consequences

Many Peer Conflicts can be resolved immediately and do not require reporting or creation of a Misconduct or Incident Report. If, however, a conflict is ongoing and meets the definition of bullying, the investigation procedures in this policy must be followed.

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the student, and the student's history of problem behavior and performance. Appropriate responses and consequences are outlined in the Student Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact Youth Connection Charter School for more information about the appropriate and legal consequences for student misconduct.

When an investigation determines that bullying occurred, the Principal/Designee shall explain the consequences in a non-hostile manner and shall impose any consequence immediately and consistently. The Principal/Designee shall keep communicating and working with all parties involved until the situation is resolved. Some key indicators of resolution include:

- The perpetrator is no longer bullying and is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice a more positive climate in the areas where bullying incidents were high.

What Not to Do:

Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that put the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative approaches may be helpful but only if used after the interventions have balanced the power differential between the perpetrator and target.

- Dismiss bullying as typical student behavior or assume it is not serious.

Referrals

Interventions with bullies should not focus on feelings, but on changing thinking. The Principal/Designee shall refer students who bully to positive-behavior small-group interventions (for anger management, trauma, or social skills), social work, counseling, or school psychological services within the community and/or school, if possible, to reinforce the behavioral expectation they violated and increase their social-emotional competency.

The targets of bullying need protection from bullies but may also need support and help in changing their own behavior. The Principal/Designee shall ask a school mental health professional to refer these students to individual or group therapy where they can openly express their feelings about their bullying experience, social-skills training and/or groups where they can practice assertiveness and coping mechanisms, or social work, counseling or school psychological services available within the school.

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the YCCS offices within 15 calendar days of notification of the principal's decision. The YCCS administrator shall render a final determination in accordance with the timeline and procedures set out in the anti-bullying appeal guidelines established by YCCS. YCCS may return the incident to the principal or designee for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. YCCS shall notify the party requesting the appeal and Principal that its decision is final and shall document that notification in the Incident Report in PowerSchool.

Consequences for YCCS Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was taking place but failed to report it, the employee/contractor will be considered to have violated this policy. The principal shall consider employee discipline for such violations in accordance with the YCCS Employee Discipline and Due Process Policy. Remedies with respect to contractors will be in accordance with their contract.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by YCCS for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to the school staff as part of professional development prior to the start of the school year.

Training and Professional Development

On-going professional development will be offered to teachers, administrators, board members, school resource officers and staff on adverse consequences of school exclusion and justice-system involvement, classroom management, culturally responsive discipline and development of appropriate disciplinary methods that promote positive school climate.

Professional development will be offered to build the skills of all Campus personnel as well as YCCS/Contractors and volunteers to implement this policy. The Content of such professional development shall include, but not be limited to:

- (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them as well as effective interventions when bullying occurs.
- (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying.
- (3) Research findings on bullying, including information about specific categories of students who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
- (4) Information about internet safety issues as they relate to cyber bullying.

Student Internet Safety Education

In accordance with YCCS' Internet Safety Policy each campus shall incorporate into the school curriculum a component on internet safety to be taught at least once each school year to all students. The Chief Office of Teaching and Learning or designee shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address: (a) safety on the internet; (b) appropriate behavior while online, on social networking Web sites, and in chat rooms; and (c) cyber bullying awareness and response. The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught.

Distribution & Review

This policy shall be posted on the Youth Connection Charter School website and included in the student handbook, and, where applicable, posted where other policies, rules, and standards of conduct are currently posted. The policy also must be distributed annually to parents/guardians, students, and school personnel, including new employees when hired, and must also be provided periodically throughout the school year to students and faculty. YCCS shall review and re-evaluate this policy and make necessary and appropriate revisions every two years and file the updated policy with the Illinois State Board of Education. The policy must be based on the engagement of a range of school stakeholders, including students and parents/guardians. The principals/designees shall assist with the evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:

- The frequency of victimization
- Student, staff, and family observations of safety at a school
- Identification of areas of a school where bullying occurs
- The types of bullying utilized
- Bystander intervention or participation

The evaluation process may include the use of relevant data and information that the school already collects for other purposes. The relevant information must be provided to school administrators, board members, school personnel, parents/guardians, and students.

This policy is consistent with the policies of the school board, charter school, or non-public, non-sectarian elementary or secondary school.

Attachment A

Form for Reporting Bullying and Retaliation (Complaint Form)

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

Please submit this report to the principal or any school staff member. You may also fax your report to Youth Connection Charter School at (312) 328-0971

Victim or Target Information

Campus: _____

Name(s) of Victim/Target: _____

Reporting information (*Optional for students/parents/guardians)

Name & Title of Person Reporting _____

Relationship to Victim/Target: _____

Phone: _____ Email Address: _____

Incident Information

Name(s) of students of engaging in bullying behaviors OR Description (if name(s) unknown):

Location of incident: _____

Date and time of incident: _____

Approximate dates, time and frequency of prior incident(s) _____

Describe what happened and who was present in as much detail as possible (required information)

Date of submission: _____

Exhibit C: GLOSSARY OF TERMS

Aggravated assault - Any assault done with a deadly weapon or done by a person who conceals his/her identity, or any assault against campus 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. The use of physical force against campus personnel.

Arrest - Detention of a person by a police officer resulting from a criminal charge and a complaint filed with the police by campus 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 - Verbal or nonverbal behavior that occurs repeatedly over time and causes physical and/or emotional harm to another. Such behavior may include, but is not limited to, teasing, taunting, threatening, hitting, stealing, or destroying personal property. Cyber bullying.

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

Contraband - Property which is illegal or against campus rules to possess.

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.

Disciplinary Reassignment - The transfer of a student from his or her current campus to another for disciplinary reasons or safety concerns.

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 intervention or consequence is necessary.

Expulsion - The removal of a student from a campus for 11 days or more, 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 campus for failure to comply with immunization requirements.

Expulsion Hearing - Students who are recommended for expulsion are entitled to a hearing before the board of Directors designees. At that hearing, the student and the parents or legal guardian have the right to be represented by legal counsel.

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 or consensual but inappropriate displays of affection; indecent exposure or other sex crimes which do not involve the use of force.

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, 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 Policy when it is unable to perform at the level of functionality intended by its maintainers.

In-School suspension - The student remains at campus. All privileges are suspended, classes are not attended. The action is recorded in the student's file. In-School suspension shall not exceed five days and parents must be notified.

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, campus personnel and campus 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 - "Campus grounds" refers to the campus and the campus property adjacent to the building.

Loitering - Occupying an unauthorized place at the campus or on the campus 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.

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 Campus Policy 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.

Campus Peer Juries - Campus Peer Juries are used in student courts as an alternative to other intervention or consequence. The hearings may be held at the campus that is attended by the offender or at a campus within the Area of the offender's campus. In order to appear before a Campus 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 Campus Peer Jury and complete the disciplinary actions it recommends. To participate in Campus Peer Juries, a student must be referred by the principal, or other campus discipline administrator, as approved by the principal.

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 - Unwelcome 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 campus environment.

Suspension - The involuntary removal of a student from class attendance or campus attendance for 10 days or less. (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 campus grounds during the period of suspension. Appeals to suspensions may be made to the **YCCS Assistant Director** or designee. Campuses 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. **Suspension days are not to be recorded as unexcused absences and do not count towards dismissal for excessive absences.**

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 campus grounds when previously prohibited or remaining on campus grounds after receiving request to depart.

Vandalism - The willful or malicious destruction or defacing of campus 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 Exhibit D for more detail.

Exhibit D: REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 INAPPROPRIATE BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be 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
Live ammunition/Live bullets
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

Any part or portion of a machine gun or rifle, or a gun cartridge

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

Taser/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

Combs with sharp handles

Tweezers

Campus Supplies - these include but are not limited to:

Scissors

Rulers

Laser pointers

Padlocks/Combination locks

Pens/Pencils

Other objects commonly used for educational purposes

Exhibit E: EXPULSION HEARING, EMERGENCY AND ALTERNATIVE PLACEMENT GUIDELINES

Expulsion Referral

- Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years.
- If a student's inappropriate behavior falls within Group 5 of the Discipline Policy, a campus principal may choose to refer to an expulsion with a written justification submitted to YCCS. At the parent's request, disciplinary reassignment may be considered in lieu of expulsion.
- If a student's inappropriate behavior falls within Group 6 of the Discipline policy, a campus principal must refer the student for expulsion. At the parent's request, disciplinary reassignment may be considered in lieu of expulsion, pending YCCS approval.
- Campuses submit expulsion referrals to YCCS's Strategic Operations Department. The YCCS Assistant Director will review the expulsion referral and prepare the case for YCCS's Board review. The YCCS Assistant Director will then schedule an expulsion hearing.
- Parents and guardians of students referred for expulsion will be sent a notification letter. The letter will provide a description of the incident, the date of the incident, the Discipline Policies inappropriate behavior code(s), as well as the place, time and date for the expulsion hearing. The notice will be sent by registered or certified mail or delivered in person.

Emergency Assignment to Alternative Placement

- Students with disabilities may 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, YCCS will consult with the OSD District Representative at 773-553-3053. During the expulsion hearing, the school will present more than hearsay evidence to prove allegations. Parents and students will be allowed to cross-examine witnesses and present evidence.
- Students with disabilities may be given an emergency alternative placement 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.

Expulsion Hearing Procedures

- Before the hearing, campus principals are responsible for assisting YCCS with case preparation by identifying witnesses and submitting relevant documents, as well as reviewing all documentation regarding the incident to ensure it is complete, accurate, and properly written.

- The hearing will be conducted before an independent hearing officer. The YCCS Assistant Director will call witnesses to testify and introduce documents more than hearsay evidence to prove allegations regarding the incident. The student/parent may also call witnesses to testify as well as cross-examine witnesses and introduce documents regarding the incident.
- After the hearing, the hearing officer will make a recommendation for intervention or discipline, up to expulsion for a set term of two calendar years to the YCCS Assistant Director.
- The hearing officer's recommendation may be modified on a case-by-case basis by the YCCS Assistant Director or designee.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events.

Expulsion Final Determination

- After the hearing, the YCCS Assistant Director will present one of the following recommendations to the YCCS board: Do not expel or Expel (for a set term of one semester up to two calendar years. The YCCS's board will then approve recommendation or deny.
- Expulsion decision details specific reason why removing the student is in the best interest of the school
- Expulsion decision includes rationale for duration of expulsion as well as a statement that expulsion for at least 1 year, adjusted on a case-by-case basis, for bringing the following objects to school
 - o Firearms
 - o Look-alike firearm
 - o Knife
 - o Brass knuckles, or other knuckle weapon,
 - o Billy club
 - o Any other object if used or attempted to be used to cause bodily harm
- When a student is expelled from YCCS, the CPS Department of Social and Emotional Learning will be notified within 5 five days of the expulsion decision to determine appropriate placement for the student per the Chicago Board of Education's Policy on Enrollment and Transfer of Students in the Chicago Public Schools. (Policy Manual Section 702.1at section 1.F.2.).
- Student/Parent have the opportunity to appeal the expulsion.

Transition when Expulsion is Complete

For students attending the Safe Schools Alternative Program, a transition meeting, including the student, parents/guardians, alternative school staff members, and home school staff members, will be scheduled to discuss the student's re-engagement plan to transition the student back into the home school environment. The YCCS campus will implement the YCCS's Re-engagement Model whose goal is to support the student's ability to be successful in school when they return following a period of exclusionary discipline. The model is designed to foster student's resilience, autonomous learning motivation, and academic self-efficacy.

1. Reengagement activities will be designed to increase student self-efficacy, autonomy, and positive peer relationships.
2. This includes a tiered system of assessments, interventions, and supports that address multiple student risk factors across the domains of academic engagement, social/environmental, behavioral, academic learning, and learning disabilities.
3. The Reengagement Model uses data-driven monitoring of academic progress, attendance, and behavior that strategically guides the delivery of interventions and student support.
4. The coordination with community-based partners to provide a continuum of outreach, follow-up, and wraparound support services for students with persistent discipline and engagement issues.

Program Design Element

- Implemented prior to a student's return after exclusionary discipline in collaboration with student and guardian
- Whole School for all new re-engaged students
- Designated coordinator assigned
- Quarter long student plan that includes time for instruction, counseling, interventions, and progress monitoring

Core services

- An orientation to the school program, expectations, and norms
- Resiliency based / experiential/competency-based instruction
- Academic, career, and college counseling with goal setting
- Assessment
- Peace/Talking circles
- Attendance monitoring
- Social service referrals and direct services
- Wraparound support services for students with persistent behavior issues
- Multidimensional self-efficacy scale and/or resiliency assessment
- Transcript Review
- Attendance history review
- Barrier Survey
- Universal Screener using Renaissance Star Reading and Math
- Learning Styles Inventory

Core Instruction:

- o Experiential learning-based instruction that challenges students' assumptions about learning and promotes opportunities for student self-reflection
- o Theme-based instruction around personal and social identity
- o Resiliency instruction directly delivered or embedded
- o Frequent field trips and outside-of-classroom learning experiences
- o Interdisciplinary team teaching with project-based work products
- o Instruction involves student reading, writing, and reflection
- o Opportunities for students to earn credit and/or competencies toward graduation

Exhibit F: PROCEDURAL SAFEGUARDS FOR STUDENTS WITH DISABILITIES

School officials may suspend students with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if students with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. 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 the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, the following apply:

1. The school must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing 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 request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the 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. The student should not receive an **academic punishment** for behavioral violations. Student has the right to respond to allegations prior to suspension. The consequences being administered should be in proportion to the offense committed.

Exhibit G: ACKNOWLEDGEMENT OF RECEIPT OF THE STUDENT DISCIPLINE POLICY

Student Agreement

I, _____ (print student's name) have received and read the Discipline Policy. I am aware of my rights and responsibilities under the Discipline Policy. Furthermore, I understand that acts of misconduct or inappropriate student behavior will result in interventions and consequences as stated under the Discipline Policy.

Student Signature

Date

Parent/Guardian Agreement

I am the parent or guardian of the above-named student. I have received and read the Discipline Policy. I understand that by signing this document, I agree to support and promote the goals of the discipline policy and make every effort to work with the school in resolving all disciplinary matters.

Parent/Guardian Signature

Date