CODE OF CONDUCT
2026-2027

The mission of Polaris Charter Academy is to educate students to be self-motivated, creative, critical thinkers, with the ultimate goal of shaping life-long learners and citizens with a strong sense of personal and civic responsibility.

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Approved by the Polaris Board of Directors on 12/11/2023
Reviewed by Polaris Board of Directors on 12/15/2025

SECTION 1: INTRODUCTION

Vision/Goals:

- To emphasize high achievement through active learning, critical literacy and teamwork structured around in-depth learning expeditions.
- To engage our students in meaningful, authentic learning experiences in all aspects of the curriculum.
- To develop a community of socially responsible problem solvers, critical thinkers, and life-long learners.
- To provide students multiple opportunities for exploration and investigation throughout the curriculum.
- To create a literacy rich environment that enables students to make literature a valued part of their lives.
- To design and teach lessons that are rigorous, engaging and student-centered
- To engage students in the production of high quality work that it involves complexity, craftsmanship and authenticity
- To help students better understand their role within the global community through authentic engagement with literature and experiential excursions

Polaris Features:

- EL Education – challenging, standards-based learning expeditions that involve research, fieldwork, and high quality products and performances
- Focus on three dimensions of student achievement (Mastery of Knowledge and Skills, Character, and High-quality Student Work)
- Points of Polaris (Integrity, Compassion, Explorer, Critical Thinker, Active Citizen)
- Standards Based Grading
- Literacy centered instruction and curriculum
- Authentic student engaged assessment practices utilizing portfolio review, student-led conferencing, and ongoing self-reflection

Polaris Charter Academy strives to create an environment where student character and conduct are founded in the Points of Polaris (Integrity, Compassion, Explorer, Critical Thinker, Active Citizen) All members of the Polaris community are expected to conduct themselves with courtesy, respect for self and others, and a commitment to learning. Each individual member of the learning community plays an essential role in the success of the entire school and is expected to act in a productive, positive, and self-disciplined manner at all times.

Student Rights

The rights of a Polaris Charter Academy student include but are not limited to the following:

- Learn in a free, high-quality public educational setting
- Be safe at school
- Be treated respectfully and fairly by all members of the Polaris community
- Be assisted by Polaris staff in resolving conflicts peacefully and respectfully
- Communicate his/her side of the story before receiving a consequence
- Be told the reason for disciplinary action both verbally and in writing
- Be given information about appealing disciplinary actions

Student Responsibilities

The responsibilities of a Polaris Charter Academy student include but are not limited to the following:

- Be punctual and attend class everyday
- Contribute to a positive learning environment by upholding the Points of Polaris
- Present a written excuse when absent or tardy
- Adhere to the PCA uniform policy daily
- Know and follow school rules, agreements and procedures
- Be honest and courteous
- Respect the rights of fellow students, school personnel, and others
- Refrain from bullying and support anyone you suspect is being bullied, including telling an adult(s) to get help
- Include students who are left out in both school work and social activities
- Do not take or damage the property of the school, other students, faculty or community members
- Report incidents or activities that may threaten or disrupt the school environment
- Seek advice and assistance from school personnel to prevent or resolve conflict
- Complete all assignments on time to the best of your ability
- Be responsible for your learning
- Participate appropriately in class
- Take responsibility for your actions
- Actively welcome visitors to the school

Parent/Guardian Rights

The rights of a Polaris Charter Academy parent include but are not limited to the following:

- Be actively involved in their child's education
- Be treated fairly and respectfully by all members of the Polaris community
- Be notified if their student is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- Appeal disciplinary actions
- Receive information about their child's academic and behavioral progress

Parent/Guardian Responsibilities

The responsibilities of a Polaris Charter Academy parent include but are not limited to the following:

- Ensure that your child(ren) attends Polaris regularly and on time
- Contribute to a positive learning environment by upholding the Points of Polaris
- Notify Polaris if/when your child will be absent (before 7:50 a.m.)
- Provide Polaris with accurate and current contact information
- Update contact information with Polaris as soon as the information changes
- Tell Polaris personnel about any concerns or complaints in a timely and respectful manner
- Work with Polaris personnel to actively address any academic or behavioral concerns regarding their child
- Participate in all three Student Led Conferences each school year
- Participate in their child's Celebration of Learning events
- Read, sign and return all progress reports
- Work with their child on behaving appropriately at Polaris
- Be respectful and courteous to all members of the Polaris community
- Respect other students rights to privacy

Polaris Employee Rights

The rights of a Polaris employee include but are not limited to the following:

- Work in an orderly, safe and supportive environment
- Be treated respectfully and courteously
- Discuss complaints or concerns with Polaris administration and/or Board of Directors
- Receive high quality professional development and resources

Polaris Employee Responsibilities

The responsibilities of a Polaris Charter Academy employee include but are not limited to the following:

- Explicitly teach, re-teach and model clear behavioral expectations to all students
- Contribute to a positive learning environment by upholding the Points of Polaris
- Actively supervise all areas of the school building
- Use positive strategies to redirect behavior
- Provide engaging learning strategies and lessons
- Create an engaging environment where all students are welcome and included
- Intervene early and de-escalate inappropriate behaviors
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs including referring students for additional support when necessary
- Treat all members of the Polaris community fairly and with respect
- Review the circumstances surrounding each situation and exercise discretion to assign logical interventions/consequences in the best interest of the student and school community
- Apply the Polaris Code of Conduct accurately and in a non-discriminatory manner

SECTION 2: GENERAL REQUIREMENTS AND GUIDELINES

Polaris Charter Academy expects all members of our school community to conduct themselves in a positive, self-disciplined manner. All students are expected to uphold the school-wide courtesies and the Points of Polaris. All members of the Polaris community are expected to respond without anger or haste to problem situations. In cases where students fall short of this goal, the Polaris Charter Academy teachers and administrators will work to correct behaviors, restore a positive learning environment and help students learn from their mistakes.

The Polaris Charter Academy Student Code of Conduct applies to students at all times during the school day, while on school property, while traveling to and from school, on field work, at any Polaris related event and while using the Polaris internet.

The Polaris Student Code of Conduct applies to student behavior outside of school if a student engages in a Level 5 or 6 behavior and the behavior disrupts or may disrupt the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking sites that disrupts or may disrupt the educational process or orderly operation of the school.

To address inappropriate choices or behaviors by students, members of the Polaris administrative team:

1. **Redirect to correct the inappropriate behavior** of a student and work with the student to minimize the likelihood of recurring or escalating behaviors. All adults should redirect inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.

2. **Intervene** when necessary to minimize disruption, resolve conflict and keep members of the Polaris community safe. If a student has been injured, make every reasonable effort to immediately notify the parent/guardian.

3. **Gather information** from the people who participated in the incident and the people who witnessed it-teachers, students, school staff or others. When student misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day; however, if student safety is at risk, investigations must begin immediately.
    a. Prior to gathering information, if there is an allegation of sexual misconduct, including but not limited, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender identity, or gender expression, contact the Office of Student Protections and Title IX (“OSP”) immediately for support in following the remaining steps. OSP can be reached at (773) 535-4400.
    b. If a search of the student, their locker, desk, or personal belongings needs to be conducted, follow the Board’s Search and Seizure Policy (http://policy.cps.edu/download.aspx?ID=190). Identify factors that may have contributed to the incident and seek to understand the full context.

4. **Analyze** whether the student’s alleged behavior falls within the Polaris SCC using the information gathered and determine the Level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, evaluate whether other interventions were attempted or whether it was determined that there were other appropriate and available interventions, and consider the range of possible interventions and consequences.

5. **Meet with the student** to provide **the opportunity to explain their perspective**.
    a. Inform the student of the inappropriate behavior they may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
    b. Ask the student to explain what happened from their perspective and reflect on their actions.
    c. Seek to understand the root cause of the behavior, including trauma or unmet social, emotional or behavioral health needs.

d. Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
e. 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.

6. **Make a determination and consider the needs of all parties involved**.
    a. Identify the social, emotional, and/or safety needs of the affected student(s) and provide appropriate supports and follow up.

7. **Assign appropriate interventions and consequences** according to the Polaris SCC. Interventions and/or consequences assigned are proportionate to the SCC infraction.
    a. Identify the intervention(s) or consequence(s) most likely to address the cause of the behavior including social, emotional or trauma-related needs, repair harm, and prevent repeat behaviors.
    b. Follow the special procedures contained in the Procedural Safeguards section for students with disabilities and students with Section 504 Plans.
    c. Avoid consequences that will remove the student from class or school, if possible. Use out-of-school suspensions only as a last resort in accordance with the suspension guidelines on page 7.
    d. Note that Polaris does not support the use of zero tolerance policies that require school staff to suspend or expel students for certain behaviors except if required by law. This means out-of-school suspensions cannot be a minimum or required consequence unless required by law.
    e. If a student is suspended, the principal or their designee may choose to give the student a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
    f. School staff members must not use public disciplinary techniques and must respond to inappropriate student behavior as confidentially as possible.
    g. Academic punishments, monetary fines or fees, and encouraging students/families to transfer for behavioral violations is prohibited.

8. **Contact parent(s)** to inform them of the behaviors and consequences. Complete a report that outlines the inappropriate behaviors and resulting consequences that are delivered to parents.

9. **Record the behavior** and consequences for reporting purposes.

10. **Inform parents of their right to appeal** the consequence if they feel that it is unwarranted or excessive.

11. **Restore** the student's positive participation in the Polaris community.
    a. For students who are suspended from school, an administrator will meet with the parent and the student on their return from suspension to discuss a plan for positively re-entering the Polaris community. This plan will include strategies for preventing future behaviors incident, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.
    b. For students returning from an expulsion and have been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the student, parents, and alternative school staff members, to discuss the student's return and prepare for a successful transition back to Polaris.

RESTORATIVE PRACTICES

The goal of discipline at Polaris Charter Academy is to teach students to become self-disciplined in their words and actions. When students make decisions that hurt their crewmates the focus is on supporting the offending student in correcting their inappropriate decisions and restore the school culture to a positive learning environment. There are many practices in which teachers, administrators and students will work together to support offending students. Some of these are

1. **Crew Meetings** – In the EL Education model, the tradition of Crew is both a culture and a structure. The culture of crew impels all members of a school community to work together as a team, to pitch in, to help others. Staff and students help their colleagues and peers get up the mountain together—individual success is not enough. The structure of Crew—daily meetings to support everyone's learning and growth—makes time for students to build meaningful relationships with peers and their Crew leader, to reflect on and monitor academic progress, and to focus on character development. Crew is also an engine for equity and inclusion, a place where all students feel they belong and can succeed. Crew leaders strategically plan Crew meetings to address and assess these multiple goals.
    a. Crew meetings are facilitated daily, incorporating both teacher and student leadership. Crew leaders incorporate greetings, stories, appreciations, apologies, and other activities that foster students' sense of purpose, belonging, and agency.Crew leaders engage students in collaboration and competition in a joyful, supportive environment (e.g., through the use of team-building initiatives and cooperative problem-solving games). They debrief initiatives by helping students reflect on skills and mindsets that can be applied beyond the activity.
    b. Community Crew is a schoolwide structure, an extension of daily crew meetings. We come together as an entire community Monday mornings and Friday afternoons to celebrate, recognize, goal set and progress monitor. It's a time that builds a strong sense of identity and belonging. Community Crews are led by administration, classroom crews, and middle school student leadership (Spirit Crew).

2. **Recovery** – Recovery is a dedicated space within the Crew where a student is able to go to calm down after a difficult situation. The purpose of Recovery is to take no more than 15 minutes to calm down, refocus and prepare to rejoin the Crew. ***Recovery is non-punitive.***

3. **Problem Solving** – Problem Solving is a dedicated space within the Crew where a student is able to self-regulate and reflect with the purpose of calming down, creating a plan to solve a conflict, repair harm, ultimately refocusing and preparing to rejoin the Crew. Problem Solving is used when a student is in conflict, causes harm, or refuses to utilize Recovery. Problem Solving is considered a Level 2 disciplinary action and a parent will be notified via phone call. Problem Solving should take no longer than 15 minutes for a student to return to his/her Crew prepared to work. Students who refuse to go to Problem Solving or are not prepared to return to learning within 15 minutes will be referred for a Level 4 -1 violation of the Student Code of Conduct.

4. **Restorative Conversation** – Restorative conversation is the time outside of the academic day (lunch, recess, free choice, etc) for a student to meet with the Crew teacher to reflect on the impact of student's behavior. This meeting takes place after the student has calmed down and returned to the academic setting. It is an opportunity to reflect on the root cause of the conflict, understand the impact it had on the community, and goal- set to avoid future conflicts as well as make plans to resolve any current problems brought about by the students' behavioral choices.

5. **Conflict Resolution**- When two students are in conflict, outside of the academic day (lunch, recess, free choice, etc.) teachers facilitate a peace circle using restorative conversation sentence stems and/or the 4 Part Apology in effort to teach those in conflict to communicate effectively to resolve conflict, build empathy and understanding, clear up misunderstandings, and prevent further conflict.

6. **Mediation** – In response to support a small group of students in conflict, trained staff members or students will lead those involved through a mediation process that resolves disputes between a small group of students. The purpose is to teach students how to communicate effectively to resolve conflict, build empathy and understanding, and ultimately clear up misunderstandings to prevent further conflict.

7. **Peace Circles** – In response to an individual's disruptive behaviors, or the disruptive behaviors of a large group, trained staff members will facilitate a peace circle in order to support those in conflict to effectively communicate their perspective , build empathy and understanding, clear up misunderstandings, prevent further conflict, and ultimately create a peace contract that repairs any harm and prevents further conflict.

SUSPENSION GUIDELINES

Skill-Building In-School Suspension

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 classroom inside the school building to engage in structured activities that develop academic, social, emotional, and/or behavioral skills. Students in grades kindergarten through second may NOT be assigned in-school or out-of-school suspensions.*

Out-of-School Suspension

An out-of-school suspension is the removal of the student from class attendance or school attendance. Students in grades kindergarten through second may NOT be assigned in-school or out-of-school suspensions.* When a student is removed from school in response to an inappropriate behavior, the removal counts as the first day of an out-of-school suspension. Out of school suspensions are limited to 10 days. The Polaris Board of Directors is given a summary of suspension notices. Upon request, review by board or hearing officer (with report to Board); parents may appear and discuss suspension.

1. Out-of-school suspension is listed as an available consequence for the Polaris Code of Conduct infraction, and;
2. 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 or;
3. 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, 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 was provided to the student's parents/guardians which included complete information about the specific misconduct, a rationale for the duration of the suspension and notice of parents right to review.

A student serving out-of-school suspension is not allowed to come onto Polaris 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, and 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. The student's attendance will still be marked as suspended.

*Students in grades kindergarten through second may NOT be assigned in-school or out-of-school suspensions. If a student in kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical,

emotional, or mental safety of specific students/staff, Polaris administration may grant an exception and assign an emergency one-day in-school or out-of-school suspension after the student's parent/guardian has been notified.

During the suspension, the social and emotional wellness team must develop a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student's ongoing social, emotional, and academic needs.

EXPULSION GUIDELINES

An expulsion from Polaris Charter Academy is the removal of a student from school for 11 or more consecutive days (up to a maximum of two calendar years). Students whose inappropriate behaviors fall within Level 5 or 6 of the Code of Conduct may be recommended for expulsion by the Principal. The expulsion process is as follows:

Request for Expulsion Hearing

- If a student's inappropriate behavior falls within Level 5 of the SCC, the Principal may request an expulsion hearing for the student. The Principal may also request assignment to an intervention program.
- If a student's inappropriate behavior falls within Level 6 of the SCC, the incident will be automatically referred for Student Adjudication review for a student in 6th through 8th grade or for any student violating section 6-1; Principal may request an expulsion hearing for a student committing any other Group 6 behavior.
- The Polaris Charter Academy Board will review the expulsion hearing request and determine whether to refer the student for an expulsion hearing, assign the student to an intervention program, or refer the student back to the school for intervention/support.

Expulsion Hearing Procedures

- The Executive Director will hire an independent hearing officer to ensure a fair and impartial expulsion hearing.
- The Principal and Executive Director will schedule expulsion hearings and send parents/ legal guardians a written notice by registered or certified mail, or by personal delivery within ten days of the infraction. The notice will provide a description of the incident, the date of the incident, the SCC inappropriate behavior code(s), and the place, time and date for the expulsion hearing.
- Before the hearing, the Principal is responsible for assisting the Executive Director and with case preparation by identifying witnesses and relevant documents, and 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 Principal and other representatives will call witnesses to testify and introduce documents regarding the incident. The student may also call witnesses to testify and introduce documents regarding the incident.
- The independent hearing officer will preside over the expulsion hearing and based on evidence submit a recommendation for or against expulsion to the Polaris Board of Directors

Expulsion Final Determination

- After the hearing, the Polaris Board of Directors will review the independent hearing officers recommendation and make a determination for intervention or discipline, up to expulsion for a set term of two calendar years.
- If a student is expelled, the Polaris Board of Directors will state reasons for expulsion and date it will be effective. A summary of the evidence will be provided that include rationale and specific reason why removing the student is in the best interest of the school.
- If a student is expelled, alternative program placement may be offered for the period of the expulsion.
- The Polaris Board of Directors may recommend that the student attend an intervention program in lieu of expulsion. A recommendation to intervention is subject to approval by the Polaris Board of Directors. A student who is recommended for participation in the intervention program in lieu of expulsion but who fails to successfully complete the program shall be expelled.
- During a term of expulsion, students may not participate in extracurricular activities or school-sponsored events, with the exception of activities or events sponsored by the student's alternative program.

Transition when Expulsion Complete

- When a term of expulsion is completed, the student may return to Polaris Charter Academy

Parent Right to Appeal

After a child is expelled, parents and legal guardians have the right to appeal an expulsion decision by the Polaris Board of Directors. To appeal the decision, the parent/guardian must submit a written appeal letter within five (5) days after the decision is rendered to the Chair of the Board of Directors. The letter should include:

- Child's Name
- Grade Level
- Date of expulsion hearing
- A statement communicating that parent/guardian is appealing the expulsion
- A request for a hearing in front of a different hearing officer
- List any dates and times that you can not attend a hearing
- Include a telephone number where you can be reached at all times

The President of the Board of Directors will respond to the appeal within five (5) days of receipt.

Restorative Reinstatement Meetings

Polaris school administrators, teachers, parents and support service providers will work together to determine the best action plan to re-engage students returning from suspensions, expulsions or alternative school settings. The goal of the action plan will be to support the student in successfully re-entering the Polaris school setting. Necessary supports will be available and determined on an individual case-by-case level.

Police Notification Guidelines

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 alleged illegal behavior (non-emergency situations).
To prevent traumatic impacts of police arrest for children and their families, school administrators should prioritize a trauma-responsive behavioral health approach that focuses on de-escalation and restorative, mental health intervention based on student needs before considering police involvement. Administrators shall follow these guidelines when considering any police notification.

1. Emergency Situations (Clear and Present Danger Reporting)

School administrators have the responsibility to call 9-1-1 in situations they determine to be safety emergencies that constitute clear and present danger or imminent harm to students, staff, or other individuals in the school. This includes but is not limited to:

- Active use, possession, and/or concealment of a firearm/destructive device or other weapon or "look-alikes" of weapons, or use or intent to use an object as a weapon to inflict significant bodily harm
- An act of physical violence or threat of imminent harm that is in progress and unable to be safely de-escalated by school safety officers and support staff, such as restorative practitioners or clinicians
- Bomb threat (6-4) or Arson (6-3) In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

In a clear and present danger situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD. Efforts to contact parents/ guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer.

2. Alleged Illegal Behavior (Non-Emergency Situations)

When a student engages in alleged illegal activity, it may be necessary for Polaris staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. In a non-emergency situation, administrators must

make reasonable efforts to contact parents/guardians prior to contacting CPD. School officials must not contact CPD merely to request removal of a disruptive student from the school in a non-emergency situation.

In a non-emergency situation, administrators must do the following prior to contacting police, including School Resource Officers:

1. Call the CPS Safety and Security to report the incident.
2. For a student in fifth (5th) grade or below, school staff shall consult with the Law Department (773 553-1700) prior to reporting the act to CPD.
3. School administrators and district officials will assess the alleged behavior using the below criteria and determine whether CPD must be notified, including the manner of notification. All CPD notifications should be recorded in Aspen within 24 hours. School officials should consider factors including:
    a. Whether the behavior is related to a student's disability as outlined in their IEP/504,
    b. The severity of the alleged behavior and the degree of harm to people in the school community, including students and CPS staff members,
    c. Whether a person was physically injured as a result of the student's conduct,
    d. The student's age, developmental needs, or known trauma history.
4. In the event that police must be notified, administrators shall make all reasonable efforts to contact parents/guardians prior to contacting CPD. Efforts to contact parents/guardians must include calling all numbers listed on an emergency form and any number supplied by the student, including leaving voice messages when possible if parents/guardians do not answer. All parent/guardian contact attempts must be recorded in Aspen.
5. The school shall follow the Requirements for Police Interactions listed below for any police interaction with students on school grounds.
6. The Principal or designee will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

Only school administrators and designees should follow these notification procedures. In the event that school staff who are not administrators (or designees) should need to notify the police or file a complaint against a student for an incident that occurred on school property, during school hours, or at a school-related function, staff should inform the school principal to ensure the steps outlined above are completed prior to CPD notification.

In the event that a non-CPS employee (parent, caregiver, community member) should report any allegations of illegal behaviors to school administrators, school administrators shall follow steps outlined in steps 1-3 (non-emergency situations). School administrators shall not file a law enforcement agency complaint at the behest of the non-CPS employee.

Once school staff members contact CPD, the responding police officers ultimately will determine whether or not to investigate, arrest, and/or take any other steps in response. The Principal 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 Head of school will use the Polaris Student Code of Conduct to determine the appropriate intervention(s) and/or consequence(s) to address a student's behavior.

In the event that CPD must interact with students as a result of a police notification, school administrators must follow these requirements and furnish these written guidelines to the student(s) prior to any interactions with law enforcement:

- Student Rights
    - Students have the right to refuse to speak to CPD
    - Students can refuse to give consent to be searched by the police, including electronic devices. This may not stop the search.
    - Students shall not be left alone with CPD at any time.
    - Students shall not be removed from the classroom or common areas of the school by CPD unless an emergency, as defined above, exists.
- Questioning/Interviews
    - If CPD requests to interview or question a student at the school, contact the Law Department.

    - CPS administrators must make all reasonable efforts to ensure that the student's parent or guardian is present during the questioning or, if the parent or guardian is not present, ensure that school personnel, including, but not limited to, a school social worker, a school psychologist, a school nurse, a school guidance counselor, or any other mental health professional, are present during the questioning. The staff member(s) present during police interviews must be someone who was not directly involved in the incident.
    - CPS administrators must make reasonable efforts to ensure that a law enforcement officer trained in promoting safe interactions and communications with youth is present during the questioning.
- Arrests on School Grounds
    - School administrators, district officials, and CPD should avoid student arrests on school grounds whenever possible. If a responding police officer determines that arrest is necessary, they should coordinate with the principal or designee to find a private location out of sight and sound of other students, to the extent practicable and absent exigent circumstances.
    - Should a student be arrested on school grounds, a school administrator or designee is required to accompany the student and arresting officer to the police station or follow. If the parent/guardian is not present, the principal must request the arresting officer that a member of the school staff accompany the student. If such permission is denied, a member of the staff must follow immediately to the place where the student is taken. The staff member who accompanies or follows the student must be someone who was not involved in the incident resulting in the arrest. The staff member must remain with the student for a reasonable time or until they are no longer needed.
- Support for Students
    - Schools should assess any harm identified by students and parents/ guardians that results from a police notification and provide support. If police notification leads to an arrest, healing-centered, restorative re-entry support should be implemented upon the student's return to school.

The inappropriate behaviors that are clear violations of criminal law are identified in the next section with an asterisk (*) before the specific inappropriate behavior. The inappropriate behaviors that may be violations of criminal law are identified in the next section with a double asterisk (**) before the specific inappropriate behavior.

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, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Office of Student Protections and Title IX ("OSP") to assist in assessing whether police notification is needed at the OSP Mainline: (773) 535-4400. 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.

SECTION 3: STUDENT BEHAVIORS COVERED BY SCC

This section identifies the specific inappropriate behaviors for which students will receive interventions and/or consequences. The behaviors are listed in six different groups, according to the degree of disruption to the learning environment.

- Level 1 lists behaviors that are inappropriate. These behaviors are managed by classroom teachers.
- Level 2 lists behaviors that disrupt. These behaviors are managed by classroom teachers.
- Level 3 lists behaviors that seriously disrupt.These behaviors are managed by classroom teachers with support from administration.
- Level 4 lists behaviors that very seriously disrupt. These behaviors are managed by administration.
- Level 5 lists behaviors that most seriously disrupt. These behaviors are managed by administration.
- Level 6 lists behaviors that are illegal and most seriously disrupt. These behaviors are managed by administration.

Level 1 - Teacher Managed Behaviors*

BEHAVIOR DESCRIPTORS	GRADE BAND BREAKDOWN
INAPPROPRIATE BEHAVIOR	**APPROPRIATE RESPONSES**
1-1 Running and/or making excessive noise in the hall or building 1-2 Engaging in any behavior that is disruptive to the orderly process of classroom instruction, which includes but are not limited to: A. Talking out of turn (in classroom and during transitions) B. Shouting/Outburst C. Excessive talking in classroom D. Off task conversations during collaborative work E. Disrespectful facial expressions, including eye rolling and or lip smacking F. Arguing/Talking back to the teacher (no cursing involved) G. Arguing/Talking back to a crewmate (no cursing involved) H. Out of seat/wandering in the classroom or meeting area I. Sleeping in class ***(please contact parent)*** J. Non-participation K. Note passing L. Throwing objects (non-aggressive - without intention to cause physical harm) M. Lack of materials and unprepared for class N. Incomplete or missing classwork/homework	**K - 2** **Tier 1** • Warning-Verbal, non-verbal • Redirection-Verbal, non-verbal • Proximity • Change student seat/ location within classroom • Loss of privilege • Use appropriate behavior intervention(s) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection • Conflict Resolution o Restorative Conversation o 4 Part Apology to negatively impacted parties o Crew meeting peace circle and address problematic behaviors o Crew meeting to teach/reteach social-emotional skills and competencies o Reteaching behavior norms and expectations o Individual and/or Crew goal setting, reflection, and progress monitoring • Recovery within the classroom • Problem Solving within the classroom • Determine logical consequence- act of service to address and repair the harm caused • Classroom Behavior Contract • **Phone call to consult with parent and problem solve behavior** **3/4**

1-3 Loitering, or occupying an unauthorized place in the school or on school grounds 1-4 Failing to attend class without a valid excuse (unexcused full day absence) 1-5 Persistent tardiness to school or class (3 or more incidents) 1-6 Use of the Polaris network for the purpose of accessing non-educational materials, such as games and other inappropriate materials[1]	**Tier 1** ● Warning-Verbal, non-verbal ● Redirection-Verbal, non-verbal ● Proximity ● Change student seat/ location within classroom ● Loss of privilege ● Use appropriate behavior intervention(s) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Conflict Resolution o Restorative Conversation o 4 Part Apology to negatively impacted parties o Crew meeting peace circle and address problematic behaviors o Crew meeting to teach/reteach social-emotional skills and competencies o Reteaching behavior norms and expectations o Individual and/or Crew goal setting, reflection, and progress monitoring ● Recovery within the classroom ● Problem Solving within the classroom ● Determine logical consequence- act of service to address and repair the harm caused ● Classroom Behavior Contract ● **Phone call to consult with parent and problem solve behavior** **5/6** **Tier 1** ● Warning-Verbal, non-verbal ● Redirection-Verbal, non-verbal ● Proximity ● Change student seat/ location within classroom ● Loss of privilege ● Use appropriate behavior intervention(s) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Conflict Resolution o Restorative Conversation o 4 Part Apology to negatively impacted parties o Crew meeting peace circle and address problematic behaviors o Crew meeting to teach/reteach social-emotional skills and competencies o Reteaching behavior norms and expectations o Individual and/or Crew goal setting, reflection, and progress monitoring

[1]

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Recovery within the classroom
Problem Solving within the classroom
Determine logical consequence- act of service to address and repair the harm caused
Classroom Behavior Contract
Phone call to consult with parent and problem solve behavior

<u>7/8</u>
Tier 1

Warning-Verbal, non-verbal
Redirection-Verbal, non-verbal
Proximity
Change student seat/ location within classroom
Loss of privilege
Use appropriate behavior intervention(s)

Create/Consult student BIP
Consult student IEP, if applicable
MTSS Data Collection

Conflict Resolution

Restorative Conversation
4 Part Apology to negatively impacted parties
Crew meeting peace circle and address problematic behaviors
Crew meeting to teach/reteach social-emotional skills and competencies
Reteaching behavior norms and expectations
Individual and/or Crew goal setting, reflection, and progress monitoring

Recovery within the classroom
Problem Solving within the classroom
Determine logical consequence- act of service to address and repair the harm caused
Classroom Behavior Contract
Phone call to consult with parent and problem solve behavior

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<td colspan="2">*Repeated infractions to this Level of the Code of Conduct warrant the mandatory creation or revision of a BIP (IEP revision)</td>
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Level 2 - Teacher Managed Behaviors*	
BEHAVIOR DESCRIPTORS	**GRADE BAND BREAKDOWN**
DISRUPTIVE BEHAVIOR	**APPROPRIATE RESPONSES** **(Whenever possible, responses that do not exclude the student from his/her regular educational schedule should be attempted first.)**
2-1 Unauthorized use or possession of cellular telephones or other information technology devices 2-2 Leaving the Classroom without permission 2-3 Disregarding uniform policy (i.e. hoodies up, pants sagging, non-uniform pants, untucked shirt, colored hoodie or jacket worn over uniform, carrying backpack) 2-4 Posting or distributing unauthorized written materials on school grounds 2-5 Interfering with school authorities and programs through walkouts or sit-ins 2-6 Initiating or participating in any unacceptable minor non-threatening physical actions (with no intent to harm) 2-7 Failing to abide by school rules and regulations not otherwise listed in the SCC 2-8 Unauthorized use of school parking lots or other areas 2-9 Use of the Polaris network for the purposes of distributing or downloading non-educational material[2]	**<u>K - 2</u>** **Tier 2** ● **Tier 1 plus...** ● Warning-Verbal, non-verbal ● Redirection-Verbal, non-verbal ● Proximity ● Change student seat/ location within classroom ● Loss of privilege ● Recovery within the classroom ● Problem solving within the classroom ● Reflection during lunch, recess, free choice etc. ● Conflict Resolution o Restorative Conversation o 4 Part Apology to negatively impacted parties o Peace Circle (teacher led) o Mediation (trained facilitator led) ● Determine logical consequence- act of service to address and repair the harm caused ● Classroom Behavior Contract ● ***Parent conference focused on problem solving and to prevent recurrence*** **<u>3/4</u>** **Tier 2** ● **Tier 1 plus...** ● Warning-Verbal, non-verbal ● Redirection-Verbal, non-verbal ● Proximity ● Change student seat/ location within classroom ● Loss of privilege ● Recovery within the classroom ● Problem solving within the classroom ● Reflection during lunch, recess, free choice etc. ● Conflict Resolution o Restorative Conversation o 4 Part Apology to negatively impacted parties o Peace Circle (teacher led) o Mediation (trained facilitator led) ● Determine logical consequence- act of service to address and repair the harm caused

[2]

	• Classroom Behavior Contract
	• ***Parent conference focused on problem solving and to prevent recurrence***
	
	<u>5/6</u>
	Tier 2
	• **Tier 1 plus...**
	• Warning-Verbal, non-verbal
	• Redirection-Verbal, non-verbal
	• Proximity
	• Change student seat/ location within classroom
	• Loss of privilege
	• Recovery within the classroom
	• Problem solving within the classroom
	• Reflection during lunch, recess, free choice etc.
	• Conflict Resolution
	  o Restorative Conversation
	  o 4 Part Apology to negatively impacted parties
	  o Peace Circle (teacher led)
	  o Mediation (trained facilitator led)
	• Determine logical consequence- act of service to address and repair the harm caused
	• Classroom Behavior Contract
	• ***Parent conference focused on problem solving and to prevent recurrence***
	
	<u>7/8</u>
	Tier 2
	• **Tier 1 plus...**
	• Warning-Verbal, non-verbal
	• Redirection-Verbal, non-verbal
	• Proximity
	• Change student seat/ location within classroom
	• Loss of privilege
	• Recovery within the classroom
	• Problem solving within the classroom
	• Reflection during lunch, recess, free choice etc.
	• Conflict Resolution
	  o Restorative Conversation
	  o 4 Part Apology to negatively impacted parties
	  o Peace Circle (teacher led)
	  o Mediation (trained facilitator led)
	• Determine logical consequence- act of service to address and repair the harm caused
	• Classroom Behavior Contract
	• ***Parent conference focused on problem solving and to prevent recurrence***

***Repeated infractions to this Level of the Code of Conduct warrant Level 3 interventions which includes mandatory creation or revision of a BIP (IEP revision)**	

Level 3 - Teacher Managed with Administrative Support*	
BEHAVIOR DESCRIPTORS	**GRADE BAND BREAKDOWN**
SERIOUSLY DISRUPTIVE BEHAVIOR	**APPROPRIATE RESPONSES** **(Whenever possible, responses that do not exclude the student from his/her regular educational schedule should be attempted first.)**
3-1 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures 3-2 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters 3-3 Disruptive behavior on the fieldwork 3-4 Gambling – participating in games of chance or skill for money or things of value 3-5 Fighting – physical contact between two people ***with intent to harm, but no injuries result*** 3-7 Second or more documented violation of a Level 1 or 2 infraction 3-8 Any behavior not otherwise listed in Level 1 through 3 of this Polaris Code of Conduct that seriously disrupts the educational process 3-9 Forgery – false and fraudulent making or altering of a document or the use of such a document 3-10 Plagiarizing, cheating and/or copying the work of another student or other source 3-11 Use of the Polaris network for a seriously disruptive purpose not otherwise listed in this Polaris Code of Conduct 3-12 Leaving the school without permission 3-13 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities	**<u>K - 2</u>** **Tier 3** ● **Tier 2 plus...** ● Change student seat/ location within classroom ● Use appropriate behavior intervention(s) o Complete Functional Behavior Assessment (FBA) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Recovery within the classroom ● Problem Solving within the classroom ● Separation in a partner crew for up to half a day, with re-entry/conflict resolution plan ● Conflict Resolution o Restorative Conversation o 4 Part Apology o Peace Circle (teacher led) o Mediation (trained facilitator led) o Peace Circle (trained facilitator led) o Crew accountability conversation (teacher led) ● Determine logical consequence- act of service to address and repair the harm caused ● Complete Student Behavior Report ● ***Administrator/Teacher/Student/Parent conference focused on problem solving and to prevent recurrence*** **<u>3/4</u>** **Tier 3** ● **Tier 2 plus...** ● Change student seat/ location within classroom ● Use appropriate behavior intervention(s) o Complete Functional Behavior Assessment (FBA) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Recovery within the classroom ● Problem Solving within the classroom ● Separation in a partner crew for up to half a day, with re-entry/conflict resolution plan ● Conflict Resolution o Restorative Conversation

	o 4 Part Apology o Peace Circle (teacher led) o Mediation (trained facilitator led) o Peace Circle (trained facilitator led) o Crew accountability conversation (teacher led) ● Determine logical consequence- act of service to address and repair the harm caused ● Complete Student Behavior Report ● ***Administrator/Teacher/Student/Parent conference focused on problem solving and to prevent recurrence*** **<u>5/6</u>** **Tier 3** ● **Tier 2 plus...** ● Change student seat/ location within classroom ● Use appropriate behavior intervention(s) o Complete Functional Behavior Assessment (FBA) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Recovery within the classroom ● Problem Solving within the classroom ● Separation to a partner crew for up to half a day, with re-entry/conflict resolution plan ● Conflict Resolution o Restorative Conversation o 4 Part Apology o Peace Circle (teacher led) o Mediation (trained facilitator led) o Peace Circle (trained facilitator led) o Crew accountability conversation (teacher led) ● Determine logical consequence- act of service to address and repair the harm caused ● Complete Student Behavior Report ● ***Administrator/Teacher/Student/Parent conference focused on problem solving and to prevent recurrence*** **<u>7/8</u>** **Tier 3** ● **Tier 2 plus...** ● Change student seat/ location within classroom ● Use appropriate behavior intervention(s) o Complete Functional Behavior Assessment (FBA) o Create/Consult student BIP o Consult student IEP, if applicable o MTSS Data Collection ● Recovery within the classroom ● Problem Solving within the classroom ● Separation in a partner crew for up to half a day, with re-entry/conflict resolution plan ● Conflict Resolution o Restorative Conversation o 4 Part Apology

	○ Peace Circle (teacher led) ○ Mediation (trained facilitator led) ○ Peace Circle (trained facilitator led) ○ Crew accountability conversation (teacher led) ● Determine logical consequence- act of service to address and repair the harm caused ● Complete Student Behavior Report ● ***Administrator/Teacher/Student/Parent conference focused on problem solving and to prevent recurrence*** ***<u>NOTE FOR ALL GRADES:</u> Repeated disruptive behaviors require the a Functional Behavior Assessment followed by the development or revision of a Behavior Intervention Plan. Reach out to social worker if support is needed.*** ***Copy of FBA and BIP must be turned into the Social and Emotional Wellness Team.***
***Repeated infractions to this Level of the Code of Conduct warrant the mandatory creation or revision of a BIP (IEP revision)**	

Level 4 - Administrative Managed Behaviors*	
BEHAVIOR DESCRIPTORS	**GRADE BAND BREAKDOWN**
VERY SERIOUSLY DISRUPTIVE BEHAVIOR	**APPROPRIATE RESPONSES** **(Whenever possible, responses that do not exclude the student from his/her regular educational schedule should be attempted first.)**
4-1 Refusal to willingly participate appropriately in Time Out 4-2 Use of cellular telephones or other information technology device to incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings 4-3 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified 4-4 Extortion – obtaining money or information from another by coercion or intimidation 4-5 Assault[3] – an attempt or reasonable threat to inflict injury on someone with a show	**<u>K - 2</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating them ● **Teacher Discretion** – Separation from crew for up to one day (partner crew, Main Office etc) ● **Mandatory** – Complete Student Behavior Report to recommend administrative action, mandatory ○ Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) ○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Mandatory** – Complete Peer Mediation Referral ● **Mandatory – Teacher will make initial contact with parent to communicate details of what took place.**

[3]

of force that would cause the victim to expect an immediate battery 4-6 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than $500 4-7 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury 4-8 Fighting – physical contact between more than two people with intent to harm, or physical contact between two people with ***intent to harm that results in injury*** 4-9 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 that costs less than $150 4-10 Possession, use, sale, or distribution of fireworks 4-11 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process 4-12 [this code intentionally left blank] 4-13 Trespassing on Polaris property – entering Polaris property when previously prohibited or remaining on school grounds after receiving a request to depart 4-14 Knowingly or intentionally using the CPS network or information technology devices to spread viruses to the CPS network[4] 4-15 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability 4-16 Overt display of gang affiliation 4-17 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	**Administration will follow up with parent to communicate administrative responses and to invite parent to attend a parent conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to social worker if support is needed.*** **<u>3/4</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating them ● **Teacher Discretion** – Separation from crew for up to one day (Buddy Crew, Main Office etc) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory o Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension o ***If a suspension is assigned,*** administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). o Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) o Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Mandatory** – Complete Peer Mediation Referral ● **Mandatory – Teacher will make initial contact with parent to communicate details of what took place. Administration will follow up with parent to communicate administrative responses and to invite parent to attend a parent conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to social worker if support is needed.*** **<u>5/6</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating them ● **Teacher Discretion** – Separation from crew for up to one day (Buddy Crew, Main Office etc)

[4]

	● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory o Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension o ***If a suspension is assigned,*** administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). o Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) o Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Mandatory** – Complete Peer Mediation Referral ● **Mandatory – Teacher will make initial contact with parent to communicate details of what took place. Administration will follow up with parent to communicate administrative responses and to invite parent to attend a parent conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Social Work if support is needed.*** **<u>7/8</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating them ● **Teacher Discretion** – Separation from crew for up to one day (Buddy Crew, Main Office etc) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory o Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension o ***If a suspension is assigned,*** administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). o Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses)

	○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Mandatory** – Complete Peer Mediation Referral ● **Mandatory – Teacher will make initial contact with parent to communicate details of what took place. Administration will follow up with parent to communicate administrative responses and to invite parent to attend a parent conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to social worker if support is needed.*** ***<u>NOTE FOR ALL GRADES:</u> Repeated Level 4 disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to social worker for support to develop and revise plans.***
***Repeated infractions to this Level of the Code of Conduct warrant the mandatory creation or revision of a BIP (IEP revision)**	

Level 5 - Administrative Managed Behaviors	
BEHAVIOR DESCRIPTORS	**GRADE BAND BREAKDOWN**
MOST SERIOUSLY DISRUPTIVE BEHAVIOR	**AVAILABLE INTERVENTIONS AND CONSEQUENCES (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)**
5-1 Possession of any dangerous object as defined by Polaris Charter Academy 5-2 Use or possession of alcohol in school or at, before, or after a school related function, first infraction 5-3 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*** 5-4 Aggravated assault – assault[5] with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel	**<u>K - 2</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory ○ Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension ▪ Request expulsion for up to two years ○ Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s).

[5]

5-5 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein 5-6 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150 5-7 Use of intimidation, credible threats of violence, coercion, or 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. 5-8 Gang activity or overt displays of gang affiliation 5-9 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 5-10 Engaging in or attempting any other illegal behavior which interferes with the school's educational process 5-11 Persistent or severe acts of 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 to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment 5-12 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified 5-13 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC 5-14 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. 5-15 [this code intentionally left blank] 5-16 Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the Polaris network	○ Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) ○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting** ○ **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.** ○ **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.** **<u>3/4</u>** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory ○ Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension ▪ Request expulsion for up to two years ○ Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). ○ Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) ○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting** ○ **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.** ○ **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Social Work if support is needed.***

to access student records or other unauthorized information, or to otherwise circumvent the information security system 5-17 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 personal property belonging to any school personnel 5-18 Inappropriate consensual sexual activity 5-19 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	**5/6** **Tier 3+** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory o Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension ▪ Out-of-school suspension ▪ Request expulsion for up to two years o Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) o Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting** o **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.** o **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Social Work if support is needed.*** **7/8** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Complete Inappropriate Behavior Report to recommend administrative action, mandatory o Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension up to 5 days ▪ Out-of-school suspension up to 5 days ▪ Request expulsion for up to two years o Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). o Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses)

	○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting** ○ **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.** ○ **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to Social Work if support is needed.*** **ADDITIONAL RESPONSES** ● Recommend instructive, corrective, or restorative response ● For behaviors involving the improper use of PCA network or information technology devices, revocation of network privileges for up to two years

Level 6 - Administrative Managed Behaviors	
BEHAVIOR DESCRIPTORS	**GRADE BAND BREAKDOWN**
ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR	**AVAILABLE INTERVENTIONS AND CONSEQUENCES**
6-1 Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"[6] of such substances, or contraband[7], or use of any other substance for the purpose of intoxication in or before school or a school-related function 6-2 Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function 6-3 Use, possession, and/or concealment of a firearm/destructive device or other weapon such as a knife, brass knuckles or other knuckle weapons, billy club or "look alikes", or use or intent to use any other object to inflict bodily harm	**K - 2** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Request immediate Administrative and Security assistance ● **Mandatory** – Complete Misconduct Report to recommend administrative action ○ Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension (up to 10 days) ▪ Out-of-school suspension (up to 10 days) ○ Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s).

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6-4 Intentionally causing or attempting to cause all or a portion of the Polaris network to become inoperable 6-5 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others 6-6 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 6-7 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force 6-8 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes"[8] of such substances, contraband,[9] or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17 6-9 Sex acts which include the use of force 6-10 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 6-11 Murder – killing an individual without legal justification 6-12 Attempted murder – an act that constitutes a substantial step toward intended commission of murder 6-13 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 6-14 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000	○ Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) ○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused ● **Mandatory** – Complete Incident Form if any physical harm took place ● **Mandatory** - Administrative request for expulsion up to two years* ● **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting** ○ **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.** ○ **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.** ● ***Repeated disruptive behaviors require the development or revision of a Behavior Intervention Plan. Reach out to social worker if support is needed.*** **3/4** ● **Mandatory** – Secure the safety of student(s) by removing or separating (Buddy Crew, Main Office, etc.) ● **Mandatory** – Request immediate Administrative and Security assistance ● **Mandatory** – Complete Misconduct Report to recommend administrative action,(out-of-school suspension or combination in-school suspension and out-of-school suspension up to 10 days) ○ Possible Administrative responses in an effort to support teacher's repair of classroom environment: ▪ In-school suspension (up to 10 days) ▪ Out-of-school suspension (up to 10 days) ○ Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s). ○ Teacher creates and enacts a plan for student(s) to repair harm, restoring relationships, and prevent future incidents (see conflict resolution responses) ○ Administration and teacher will partner to determine logical consequence- act of service to address and repair the harm caused

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	• **Mandatory** – Complete Incident Form if any physical harm took place
	• **Mandatory** - Administrative request for expulsion up to two years*
	• **Invitation to Parent(s) to Participate in Restorative Circle Reinstatement Meeting**
	  o **Administrator (or teacher at administrator's direction) will make initial contact with parent to communicate details of what took place.**
	  o **Administration will follow up with parent to communicate administrative responses and to invite parent to attend a conference focused on problem solving and preventing recurrence.**
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	  ▪ In-school suspension (up to 10 days)
	  ▪ Out-of-school suspension (up to 10 days)
	  o Administration will coordinate and facilitate a restorative reinstatement circle with parent(s), student(s), teacher(s).
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	• Recommend instructive, corrective, or restorative response • For behaviors involving the improper use of PCA network or information technology devices, revocation of network privileges indefinitely *Administration may request a Disciplinary Review Hearing with the Polaris Charter Academy Board of Directors as an intermediate consequence when the expellable infraction does not cause physical or harm or there is evidence that there was no intent to cause physical harm to a member(s) of the Polaris community.

PCA Procedural Guide for Students with Disabilities

Polaris Charter Academy school officials may suspend students with disabilities and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. 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 their IEP's, in-school suspensions and lunch detentions do not count toward the 10-day limit. The Principal is not required to suspend students with disabilities for the recommended periods set forth in the Code of Conduct for a single infraction. Specifically, the Head of school or his/her designee has discretion to suspend students with disabilities fewer days than set forth for a single infraction. 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, including referrals requesting emergency assignment pursuant to the Polaris Code of Conduct, the following apply:

1. 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 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:
        i. 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
        ii. the conduct in question was the direct result of the school's failure to implement the student's IEP
    B. Review, and revise if necessary, the student's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the student is being disciplined

If the student's behavior is not a manifestation of the disability, school officials may apply the Polaris Code of Conduct, taking into consideration the student's special education and disciplinary records. **In no event,**

however, may the student be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

If the student's behavior is a manifestation of the disability, a disciplinary change in placement (expulsion) cannot occur. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

All MDR's are subject to legal review by the Department of Procedural Safeguards and Parental Supports.

Student Dress Code Policy

All Polaris Charter Academy students are expected to be in complete uniform every day, unless otherwise communicated by the school (i.e. dollar jean days). It is the expectation that all employees ensure that all students are in complete uniform.

A correct Polaris uniform consists of the following:

1. Blue Polaris t-shirt, Light Leader Shirt, 8th grade Orange Leadership Shirt (8th Grade Only), or any other Polaris sanctioned shirt on at all times
    a. ***MANDATORY 8th Grade:*** *orange Polaris Leadership Shirt for expert visits and fieldwork*
    b. ***NOTE: Uniform shirts are expected to be tucked in when in the building.***
2. In warm weather circumstances: khaki skorts, shorts *(must be longer than fingertips when resting straight arms against thighs)*
3. Skirt (appropriate length with worn with leggings underneath)
4. In cold weather circumstances, Polaris sweatshirts/hoodie (hood down), any sweatshirt, hoodie, sweater with no wording or branding (worn under uniform shirt).
5. Shirts tucked in, pants fit professionally around the waist. Belt allowed.
6. Accommodations will be made for head coverings worn for cultural, medical or religious reasons.

Students are not allowed to travel around the school with a backpack.

The following are violations of the Polaris Middle School uniform/dress code:

- Non-Polaris shirt, of any kind, for any reason
- Jeans, colored pants or shorts, for any reason
- Low-rise pants with undergarments showing
- Skirts above the knee *(without leggings underneath)*
- Sweaters/ sweatshirts with inappropriate language or imaging- explicit or suggestive
- Make-up of any kind (lip gloss, blush, eye make-up, etc.)
- Long acrylic nails *(This is a safety concern.)*
- Long, large, loop or dangling earrings *(This is a safety concern.)*
- Bracelets (watches are allowed, *no Smart Watches)*
- Open-toe shoes, ie flip flops or slides *(This is a safety concern.)*
- High heels *(This is a safety concern.)*

Periodically, students are allowed to be out of uniform. ***The following are dress code for students on approved non-uniform days:***

- No exposed midriffs
- No above knee length shorts or skirts (shorts and skirts must pass the fingertip rule)

- No exposed shoulders (no strapless or spaghetti strap shirts)
- No high heeled shoes
- Appropriate jewelry is allowed (student takes responsibility for care of jewelry)
- Accommodations will be made for head coverings worn for cultural, medical or religious reasons.

If a child is not in uniform/ dress code school will inform parent/guardian and ask that appropriate uniform clothing be delivered. A loaner uniform may be issued in the meantime. Consequence for not adhering to the uniform expectation is a phone call home to request a uniform clothing dropoff to school. Repeated infractions will lead to parent outreach and additional consequences.

Student Cell Phone Policy

Polaris students are welcome to bring their cell phone to school. Polaris is not responsible for any lost or stolen cell phones or cell phone accessories. The student cell phone policy consists of the following:

- Cell phones must be turned OFF before entering the building.
- Parent choice on where student stores cell phone: either in backpack or locked/stored away by teacher
- **Students are not allowed to have a cell phone at any time during school hours without explicit teacher permission.**
- Students found with a cell phone can expect the following response:
  - **1st Offense:** Student will give phone to teacher and receive it back at dismissal.
  - **2nd Offense:** Student will give phone to teacher and receive it at dismissal. Teacher will call home to inform parent.
  - **3rd Offense:** Student will give phone to teacher. Teacher will contact parent. Parent will pick up the phone and attend a problem solving meeting with teacher and student and devise a plan for prevention.
  - **4th Offense:** Repeat of 3rd infraction responses. In addition, student will be on cell phone probation. Student will have to turn in their cell phone to the main office administration for 6 weeks.

SECTION 4: ADDRESSING BULLYING AND BIAS-BASED BEHAVIORS

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bullying and Bias-based behaviors are directly contrary to this and can cause physical, psychological, and emotional harm to students and interferes with their ability to learn and participate in school activities. It is the goal of the Polaris Charter Academy to create learning environments where all students feel safe and supported, are protected from bullying and Bias-based harm, and are able to succeed academically as well as develop socially and emotionally into responsible, caring individuals.

Polaris Charter Academy asks every Chicago 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 or intentionally harm others.
- I will try to help anyone I suspect is being bullied or harmed.
- I will work to include students who are left out.
- If someone is being bullied or harmed, I will tell an adult at school and an adult at home.

Preventing Bullying and Bias-based Behaviors

Polaris Charter Academy administration and staff shall work to develop safe and supportive school environments that prevent bullying and Bias-based behaviors through:

- Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- Teaching all students social and emotional skills and establish 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.
- Establishing predictable responses and effective disciplinary practices that address root cause, teach skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plans to respond to bullying and harassment.
- Committing to welcoming and inclusive practices that center belonging, affirm cultural differences, and address and support the transformation of Bias-based harm.

PCA Anti-Bullying Policy

Everyone has a right to feel safe and secure at school. Polaris Charter Academy intentionally strives to create an inclusive environment where all members of our community feel welcome to be themselves regardless of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression.

All members of the Polaris community, students, parents and staff, commit to upholding the standards of the school community. Polaris Charter Academy staff will work to maintain an environment that is free from bullying at all times and during all school related functions and activities.

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

Bullying behaviors may also qualify as other inappropriate behaviors listed in the PCA Student Code of Conduct. When deciding whether inappropriate behavior constitutes bullying, administrators will 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.

Bullying and Bias-based behaviors are prohibited and are considered a violation of the CPS Student Code of Conduct and subject to discipline:

1) during any school-sponsored or school-sanctioned program or activity;
2) in school, on school property, on school buses and at designated locations for students to wait for buses and other Board-provided transportation;
3) through the transmission of information from a CPS 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 school sanctioned transportation, 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 school sanctioned transportation;
6) when it is a Student Code of Conduct ("SCC") Group 5 or 6 behavior that occurs off campus but most seriously disrupts any student's education.

Definitions

"Bias-based Behavior" is any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected category within the school community that is of a discriminatory or harmful nature.

"Bullying" means any 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. Note: if the behavior or part of the behavior is Bias-based or targeted at a member of a protected category please see the responding to Bias-based behaviors guidelines.

1) An observed or perceived imbalance of power exists between the person(s) engaging in the bullying behavior(s) and the targeted student(s).
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:
    a) placing the student in reasonable fear of harm to the student's person or property;
    b) causing a substantially detrimental effect on the student's physical or mental health;
    c) substantially interfering with the student's academic performance; or
    d) 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 limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. Knowingly making false accusations of bullying will be investigated and will be treated as bullying behavior that is subject to discipline under the Student Code of Conduct. This list is meant to be illustrative and non-exhaustive.

"Cyberbullying" means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by the school district when 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.

“Discrimination” is treating an individual less favorably because of their actual or perceived membership in one or more of the Protected Categories.

“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 NonDiscrimination, 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.

“Microaggressions” are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their actual or perceived Protected Category membership such as race, sexual orientation, and gender identity (Adapted from Wing Sue, Derald. "Racial Microaggressions in Everyday Life,” 2010).

“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).

“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, 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 and the PCA Student Code of Conduct.

“Peer Conflict” means disagreements and oppositional interactions that are situational, immediate and developmentally appropriate. 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. These interventions are designed to prevent Peer Conflict from escalating to Bullying.

Preventing Bullying and Bias-based Behaviors

Administration and staff shall work to develop safe and supportive school environments that prevent bullying and Bias-based behaviors through:

- Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- Teaching all students social and emotional skills and establish 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.

Responsibilities of Students, Parents and Guardians

No Polaris student who witnesses bullying may stand by or participate in the bullying, but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Anonymous reports will be accepted by the Principal/Designee. No disciplinary action will be taken on the sole basis of an anonymous report.

Steps for Investigating Bullying Reports

1. The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
2. Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days, unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.

The investigation shall include:

1. Ensuring safety. The Principal or their 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. Alleged behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression should be reported immediately to the Office of Student Protections and Title IX for assistance and support: (773) 535-4400.
2. Notifying parents/guardians of all involved students. Within one school day of receipt of a bullying report, the Principal/Designee 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 these notifications in the District student information system.
    a. Notifications should be made privately to students directly involved and their parent/legal guardians.
    b. Additionally, when incidents have a larger impact on the school community, the Principall/Designee shall provide clear communication to students, staff and parents to re-inforce school-wide expectations and a climate of respect and inclusion.
3. Identifying the perpetrator(s), target(s) and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
4. Conducting an individual interview in a private setting with the alleged perpetrator.