

## 2.8.1 Code of Conduct

### 2.8.1: Discipline, Behavioral Intervention, and Classroom Management

Describe the school's approach to student discipline, behavioral intervention, and classroom management. Highlight key policies, systems, and structures related to these areas. Your answer must:

- Describe how the school will communicate its approach and related policies to students and families.
- Describe your school's approach to exclusionary discipline, including a list of offenses that may lead to suspension or expulsion.
- Explain interventions and consequences that the school will use as alternatives to exclusionary discipline. Include a description of how the school's approach to discipline will comply with the recently adopted amendments set forth in Senate Bill 100 (effective September 15, 2016).
- Explain how the school will protect the rights of students with disabilities/impairments in disciplinary actions and proceedings.
- Explain how the school will afford due process for all students.
- Describe the appeals procedures that the school will employ for students facing possible expulsion.
- Include as an attachment the school's proposed discipline policy. If the school will use the CPS Student Code of Conduct, state so here.
- Identify the members of the leadership team and/or staff who will be responsible for implementing, monitoring, and assessing the components of this section.

#### *Appendix 2.8.1*

*In Appendix 2.8.1, applicants who are not using the CPS Code of Conduct must provide their School Discipline Policy and supporting documents related to behavioral interventions or classroom management. The policy should include other school policies that address student behavior, including, for example, promotion or graduation policies when student behavior is an element of successful promotion/graduation.*

## **Behavior Management/Intervention Strategies**

All students will be held accountable in accordance with the CPS Student Code of Conduct. Behavior management and intervention strategies at Illinois Prep will be founded in our strong focus social emotional learning and supports. Students at Illinois Prep will receive upfront and ongoing instruction and modeling of responsible decision-making, relationship building, and management of emotions and behavior to our students—skills critical to success both in school and in college and career.

The **connection between social emotional learning and classroom management** is well-documented. There is a library of research, such as the 2014 report [\*Social Emotional Learning is Essential to Classroom Management\*](#) by [Stephanie M. Jones](#), [Rebecca Bailey](#), [Robin Jacob](#) which documents how students' social-

emotional development can support learning and improve academic achievement. Their research confirms how specific social-emotional learning programs that "can help teachers understand children's development and provide them strategies to use with students effectively."

[The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#) offers [guides to other social emotional learning programs](#) that are also evidence based. Many of these programs establish that teachers need two things to manage their classrooms: **knowledge about how children develop** and **strategies for dealing effectively with student behavior**.

In the Jones, Bailey, and Jacob study, classroom management was improved by combining social emotional learning with the principles of planning, environment, relationships, and observation. They noted that across all classrooms and grade levels, these four principles of effective management using social emotional learning are constant:

1. **Effective classroom management is based in planning and preparation;**
2. **Effective classroom management is an extension of the quality of relationships in the room;**
3. **Effective classroom management is embedded in the school environment; and**
4. **Effective classroom management includes ongoing processes of observation and documentation.**

The goal is a proactive approach to behavior management that fosters a sense of student ownership and positive relationships in the classroom. However, there will be times when disciplinary violations do occur. Dealing with those violations in a timely, appropriate and restorative manner is critical to maintaining a positive learning environment. Illinois Prep realizes that a safe and orderly educational environment is vital to effectively and efficiently deliver high-quality instruction. Students who display problem behavior, break rules or commit serious school offenses, can disrupt this environment and jeopardize the safety and learning of other students. While educational practices may have been to simply remove a "problem student" researcher demonstrates that exclusionary punishment is associated with increased drop out rates, decreased academic achievement, poor school climate, and increased juvenile delinquency. Instead, Illinois Prep will employ a restorative approach to behavior management.

### **What is a Restorative Approach?**

At its core, the restorative approach is a philosophical shift away from the traditional, punitive approach to wrongdoing. The restorative perspective views misbehavior as an offense against relationships. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. To that end, RP seek to address underlying issues of misbehavior and reintegrate wrongdoers back into the school and classroom community.

Traditional/ Punitive Approach	Restorative Approach
What rule was broken?	Who has been hurt/what relationship was damaged?
Who broke the rule?	What are the needs of those harmed and what parties have a stake?
What do they deserve/how will they be punished?	What stakeholders will be involved and what process will put things right again?

### **What Will a Restorative Approach Look Like at Illinois Prep?**

Restorative practices will be used as a framework and set of practices used for the *prevention* of rule breaking and as an *intervention* after a rule is broken. At the classroom level teachers will focus on building a sense of community and fostering relationships to develop a shared sense of responsibility for the well being of each group member. Implementation of school-wide RP require expertise and consultation from trained professionals, thus restorative practices and SEL training will be a critical component of professional development.

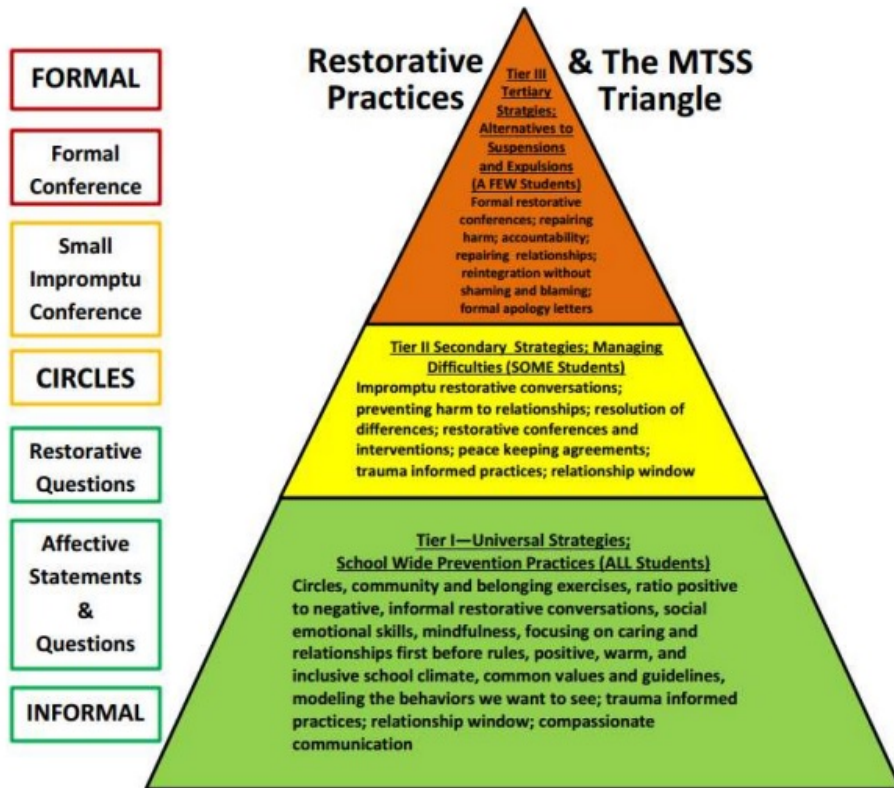
### **Proactive Practices in the Classroom**

- *“Fair processes”* such as establishing classroom rules and expectations as a group to engage in shared decision-making.
- Teach, model and practice *“affective statements/questions”* that explain/ask how others are impacted by the positive or negative behavior of an individual.
- Through the use of *“proactive or responsive circles”* in which the class comes together in a circle to discuss topics of concerns or problem solve.
- The use of *“student-led conferences”* to discuss academic and social progress.

### **Intervention Practices-School wide**

- *Peer Mediation/Juries/Courts*- student-centered programs that hear “cases” on rule breaking or offenses
- *Restorative/Family Conferences*-all stakeholders come together, including the one who committed the harm, to discuss the offense and the feelings of those involved, how to make things right and how to prevent a similar situation in the future. Depending on the severity of the offense, a trained facilitator may be required.
- *Restitution Planning/Restorative Agreements*-a plan of action to repair or “put right” the offense
- *Reintegration Following Exclusion*-holding a restorative meeting circle with all involved parties (parents, administrators, teachers, the party harmed and one who committed the harm) to reintegrate the offender back in to the school community.

*Restorative practices will be implemented via the MTSS Model*



Tier 1: Build Relationships. Immerse the whole school in restorative community building to create a caring culture where every member can thrive.

Tier 2: Respond to Conflict and Harm. Provide restorative practices to heal harm, resolve conflicts, and create learning opportunities.

Tier 3: Provide Individualized Support. Provide formal

individual conferences and interventions for individual behaviors that require tier 3.