



# Intrinsic | Downtown S C H O O L S | Campus

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### PROMOTION AND GRADUATION

Students must meet requirements in all of the applicable areas to be promoted to the next grade or to graduate: academics, attendance, advisory, community service, and Learn.Plan.Succeed. Only students who have completed all graduation requirements are eligible to receive a diploma and participate in graduation ceremonies. **Note: Students who do not meet the applicable academic, attendance, advisory, community service, and postsecondary plan requirements must repeat the entire grade.**

1. **Academics:** Students must pass all classes in order to promote to the next grade level or to graduate.
  - a. Students must earn the appropriate credits from all courses in which they are enrolled during the regular school day and school year. Students who fail a class are expected to enroll in credit recovery courses at the earliest available opportunity. The cost of credit recovery courses is \$140. Students unable to make up all credits at least one week before the school year starts will not be promoted to the next grade level or graduate.
2. **Attendance:** Students who have more than 20 days of absences during the 2025-2026 school year will be required to attend an enrichment class in order to be promoted to the next grade level or to graduate. This includes absences earned as a result of tardies to school or early dismissals. (See the Attendance Policy section on page 4 for more details.) All absences, tardies, and early dismissals will be reviewed by our office team.
3. **Advisory:** Advisory is a Pass/Fail class. Pass/Fail classes are issued "P" or "F"; however, they do not factor into grade point averages.
4. **Community Service:** In order to graduate from Intrinsic, high school students must complete a minimum of 40 community service hours and/or service learning projects. Starting in the 2020-2021 school year, all high school students will be required to complete 10 hours of service learning projects per year.
5. **Postsecondary Plan:** Learn.Plan.Succeed. is a CPS high school graduation requirement that starts with the Class of 2020. Every 12th grade student must have evidence of their next step after high school in the form of a concrete postsecondary plan.

### GRADING POLICY

#### Grading Periods

- There are two semesters per year.
- Students will receive progress reports roughly every two weeks of the semester.
- Parents/guardians must attend Student Led Conferences during the first, second, and third quarters.



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### Grading Scale

LETTER GRADE	%	UNWEIGHTED	HONORS	AP/ EARLY COLLEGE
A+	97 - 100	4.4	5.4	6.4
A	92 - 96	4.0	5.0	6.0
A-	90 - 91	3.7	4.7	5.7
B+	87 - 89	3.4	4.4	5.4
B	82 - 86	3.0	4.0	5.0
B-	80 - 81	2.7	3.7	4.7
C+	77 - 79	2.4	3.4	4.4
C	72 - 76	2.0	3.0	4.0
C-	70 - 71	1.7	2.7	3.7
F	0 - 69	0	0	0

**Students transferring in from other high schools:** Students transferring to an Intrinsic campus from another high school must complete a transcript audit prior to acceptance. Students may have a semester's worth of successfully completed classes count as a semester of Intrinsic credit. However, transfer students must take and pay for any classes they have failed at another school. *Students must also provide their current attendance report, behavior report and any other relevant documents such as test scores or IEP (if applicable).*

### Revision Policies

The revision retake policy at Intrinsic provides students a significant opportunity to do their best in a way that is different from many high schools. Three beliefs guide our revision and missing work policies:

1. Mastery can take time and we do not want to penalize students as they work toward mastering objectives
2. Revision/Retake should only be allowed after more learning has occurred
3. Our policy should also support students to develop time management and organizational skills - thus preparation and prep cannot be made up.

Revisions/retakes must take place within 10 days of the original due date. The teacher determines what a student must do to be able to retake or revise an assignment. Examples include:

- Attend and meet the expectations for participation in an Office Hour
- Submit corrections on a test / quiz.
- Complete a reflection assignment designed by the teacher

When an assessment is returned to students and can be revised, teachers should notify parents via Parent Square of the revision requirements and due date via ParentSquare.

After a student completes a retake or revision, the highest grade that a student receives on an assignment is recorded as the final grade for that assessment.

### Missing Work Policy

- Students who do not turn in a formative or summative assignment (or do not meet a minimum bar of completion)



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will receive a Missing (MS) in the gradebook.

- Students will have **10 instructional days** to complete the assignment in order to raise their grade.
- If a student submits the assignment within the window, the teacher will grade the assignment for accuracy and subtract 10% points from the final score. (Ex: A student who earned a 60% will receive a 50%.) The lowest possible score for a completed assignment is a 50% (LS).
- If a student is missing a **non-negotiable summative assignment** beyond this 10-day window, they can still complete the assignment by the end of the assigned semester for a grade of 50% (Low Score) - but will not be triggered for Summer School (unless they numerically fail the course).

### ATTENDANCE POLICY

**Policy:** Students who have more than 20 days of absences during any school year, for any reason, may result in loss of privileges and will be required to recover their attendance in order to be promoted to the next grade level or to graduate. The only exceptions will be for students who have verifiable medical conditions that prevent their attendance as approved by the Principal.

**Early dismissals or late arrivals:** If at all possible, students must make medical or other appointments after school hours or on weekends. In the rare event that a student needs an early dismissal or late arrival, the following procedures must be followed:

1. The legal guardian must come and sign the student out of the school. The legal guardian must show identification. Only parents/guardians listed on the student's emergency contact form will be allowed to pick up the student from school.
2. The student must make up all missed work.
3. Only early dismissals or late arrivals for verified doctor's appointments, observance of a religious holiday, verifiable death in the immediate family, or family emergency will count as excused absences. (This also applies to tardies.) All others are considered unexcused. Doctor's notes should be brought upon arrival to school.

**Early Dismissals:** Early dismissals will not be allowed when the request is received after 2:45 pm or 12:15 on C-Day. Students leaving early for school can negatively impact learning progress. After a student leaves for an early dismissal they may only return if they have a doctor's note or documentation from an excusable appointment. Frequent early dismissals resulting in more than 5 total early dismissals will result in a parent conference with an administrator and may impact a student's good standing.

Late arrivals and early dismissals will have the following impact on a student's attendance record:

Arrival/Departure Time	Attendance
On-time Arrival	1 day present
Late Arrival (Arrival <b>after</b> the end of 1st block)	0.5 day absent
Early Dismissal (Leaving <b>before</b> the start of 4th block)	0.5 day absent
Early Dismissal (Leaving <b>before</b> the end of 1st block)	1 day absent

**Tardy to School:** It is very important that students arrive at school to be in **AMA on time**. Students who arrive to school after the start of AMA will be marked 'Tardy to School.' Tardy students must be scanned in by the front office in order to have an accurate account of attendance. (Powerschool will then email their teacher to let them know they have arrived.) Multiple tardies could lead to disciplinary action and/or loss of privilege.



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**Excused Absences:** Absences may be excused only for illness, or for a verifiable family emergency. Thus, **absences can be excused only if a written note from the legal guardian is received in the main office within 48 hours of the student's return to school. A doctor's note or other official documentation is required for an absence period of more than 3 consecutive days.** Notes from the doctor must come on letterhead. If a student is to be out, the parent/guardian should inform the main office before 8:00am if possible. Absences will be deemed excused if they fall under the following categories:

- Illness (written note from parent/guardian required)
- Medical appointment (Doctor's note required)
- Death of a family member (written note from parent/guardian required or an obituary)
- Observance of a religious holiday
- Mental Health Day

A written note from a parent, guardian, or doctor must be provided (email or text is preferred) for an excused absence. Any absence length longer than three (3) consecutive days must provide a note from a doctor. Extenuating circumstances will be handled on a case-by-case basis by the principal.

**Participation in Extracurriculars:** Students who are absent for all or part of any day may not attend or participate in any extra-curricular event or sporting event on that day or night except with written permission of the leadership team. Students who are absent for all or part of the day may not be present on school grounds. Students who are absent for all or part of any day for "cut days," "senior cut days," "skip days," "ditch days," or any similar events may be denied participation in any extracurricular event or sport events such as prom, luncheon, or graduation and/or given multiple detentions.

**Make-up Work:** For excused absences and absences due to suspension, make-up work must be allowed and, generally, students are given as many days to turn in work as they were absent. For example, if a student is absent for two days, they would have to turn in make-up work by the second day they are back. Community Service Hours are not counted if done during the school-day hours that students are suspended. For unexcused absences, make-up work does not have to be given.

**Leaving campus (school):** Students are not permitted to leave campus once they are inside the building unless they have off-campus lunch as designated by the Dean or designee. If students have the off campus lunch designation, they are required to have parent/guardian permission and must abide by the Intrinsic Student Code of Conduct. If students or parents/guardians bring an outside lunch, the student may be required to eat in a separate space. This designation can be revoked if students violate these policies. Leaving the campus (school) without authorization will result in a suspension and/or a detention. Students will also have the opportunity to enroll in Dual Enrollment courses at City Colleges of Chicago. If students meet the requirements, they will be allowed to leave early for their classes. Parent/guardian permission is required to participate in this program.

### **Off Campus Lunch:**

#### Guidelines

1. Students must maintain 90% or higher in attendance
  - a. Chronic tardiness will result in revoking off-campus lunch privileges.
    - i. This includes tardies when returning from off-campus lunch.
2. Students must not have a D or F in any of their classes.
3. Students may not have any unserved detentions.
4. Good Standing requirements may also apply.

Procedure:



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1. Students will exit via the main entrance **wearing their student IDs.**
2. Students must return to class on time when the lunch period is over. If a student is tardy after lunch, tardy policy will apply.
3. There are no in-and-out privileges for off-campus lunch. Students who choose to go off-campus must stay off the whole time until the end of the lunch period.
4. **Students may not bring any food purchased outside back into the building.**

**Students exercising off campus lunch privileges are subject to rules of student conduct applicable during the regular school day. The abuse of any of these provisions may result in a suspended or terminated off campus lunch permit and/or other disciplinary consequences.**

### Communication, Support Services and Interventions for Truant or Chronically Truant Students:

#### Communication:

Number of Absences	School Action Step
1 day	Automated message sent from PowerSchool via email/text
3 days (consec.)	Phone call to family; logged in PowerSchool
5 days (consec.)	<a href="#">Intrinsic truancy letter</a> sent via certified mail
6 days (consec.)	Home visit
10 days (cycle)	<a href="#">State truancy letter</a> sent via certified mail
*The <a href="#">lost child protocol</a> will be implemented per CPS requirements	

Schools reserve the right to require an in person parent meeting at any time throughout the above mentioned process. In addition to the parent conferences, schools will provide student counseling - where able, and will provide existing community services that available to truant and chronically truant students that are relevant to their needs.

**Attendance Recovery:** Attendance recovery is an enrichment class that students will be assigned when they reach a total of 20 unexcused absences (including tardies and early dismissals). This will be offered over the summer and during the second semester for select students (as designated by the school principal).

**Illinois Mental Health Days:** [Public Act 102-0321](#) amended the compulsory attendance laws to allow mental and behavioral health reasons as excused absences. Specifically, the School Code has been amended to include mental and behavioral health reasons. students are allowed up to 5 mental health days.

In order to excuse an absence for a mental health day, a student or family needs to inform the main office *prior* to taking the mental health day via phone or email. Mental health absences cannot be used retroactively. These days will be considered excused absences, and students will have an opportunity to make up any missed work.

The main office staff will communicate mental health days taken with the social work team, the student’s advisor, and the grade level teachers.

The Main Office team will notify the Social Work team when the parent/guardian requests a mental health day. The Social Work team will track student mental health days(MHD) and information, and will follow up according to the following guidelines:

- 2 MHD in one week = scheduled check in with a social worker, and provided resources



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- 5 MHD in one semester = scheduled check in with a social worker, and provided resources

### **Homebound or Intermittent Homebound:**

Students are expected to attend school to the fullest extent possible, but homebound and hospital instruction may be provided to students who have a diagnosed medical or psychiatric condition preventing them from participating in classroom instruction because they are limited to home or a healthcare facility.

In order to receive homebound services, a completed medical/psychiatric referral for review and consideration must be submitted. All referrals must be completed by a physician licensed to practice medicine in all of its branches, licensed physician's assistant or licensed advanced practice nurse. Please return the completed referral to the Director of Special Education, Haley Giannone [hgiannone@intrinsicsschools.org](mailto:hgiannone@intrinsicsschools.org). The referral will need review and approval from the school nurse. If the school nurse is unable to contact the referring provider, the request may be denied or delayed. Students approved for homebound services can receive up to 1 hour per day of tutoring on the days they are absent from school due to the medical condition for which the referral was provided. Students who are approved for homebound services and attend the homebound sessions will receive a half day attendance credit (Home/Hospital Instruction) and a half day excused absence. Referral paperwork will need to be updated at least every 3 months, but possibly sooner at the discretion of the school nurse. Failure to produce an updated referral may result in a delay or discontinuation of homebound services.

### SNOW DAYS/SCHOOL CANCELLATION

Intrinsic campuses follow the Chicago Public Schools (CPS) with respect to snow days or other weather related issues. If CPS cancels school because of weather, so will the Intrinsic campuses. Call CPS at 773-553-1000 to find out if they have canceled school. In the event that Intrinsic Schools makes a different decision, families will be notified by their respective school via ParentSquare.

### STUDENT CODE OF CONDUCT (SCC) AND DISCIPLINE POLICY

Similar to academic growth, self-discipline is a skill that develops over time and requires a deliberate community approach of both support and accountability. Every Intrinsic student receives social and emotional development from dedicated staff advisors who guide students through the Intrinsic experience.

Advisors provide important feedback and encouragement to students along with consistent communication to parent(s)/guardian(s). We assume the best in every student and seek to provide positive reinforcement at every opportunity, whether in the hallways, in the classroom, or at extracurricular events. Student leadership is also developed through a variety of campus-specific programs such as peer mentorship programs, student clubs, and a host of other student leadership opportunities in extra-curricular activities.

Finally, with dedicated social workers and culture staff, students have access to emotional care and support. With the rigors of our academic curriculum, we encourage students to communicate when facing obstacles and to utilize the available support. When conflict and tension between students is known, we implement restorative strategies to de-escalate conflict and actively provide mediation with staff and/or social workers. We use restorative practices proactively and responsively to address conflict and repair harm. We also utilize structured behavioral interventions to teach students coping skills and provide social and emotional instruction to teach appropriate behaviors and avoid the occurrence of misbehavior.

The expectations of Intrinsic are high and the Student Code of Conduct is designed to give students the best chance to be prepared for postsecondary success. The purpose of the SCC is to a) instill habits of self-discipline, b) protect the learning environment, and c) to promote a strong and supportive sense of community in our schools.



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The SCC is not intended to address the entire spectrum of student misbehavior; instead it outlines a range of appropriate consequences proportionately related for certain inappropriate behaviors. While school officials retain the discretion to create campus specific policy and address student misconduct that is not specifically included in this discipline policy as long as it is consistent with this policy, Intrinsic will establish and consult with parent and staff advisory committees to annually review this SCC policy. This code applies to actions of students 1) during school hours and before and after school, while on school property, 2) while traveling on school vehicles to or from a school activity, team or function, or event, 3) off school grounds at all school-sponsored activities or events or events that bear a reasonable relationship to the school, and 4) while using the school network or any electronic devices. This code also applies to actions of students before or after school hours and off school property if those actions pose a substantial likelihood of disruption to the learning environment in the school.

Prior to being subject to any exclusionary discipline, students shall be provided appropriate due process, while consistently following the policies outlined below. **All disciplinary action should include a documented restorative response, unless otherwise stated by the school principal or chief of schools.**

When determining any disciplinary consequence for misconduct by a student with a disability which may result in a suspension for more than 10 cumulative school days or will result in a change of placement, the 504 or IEP team will consider all relevant information in the student's file, including the student's 504 Plan or IEP, any teacher observations and any relevant information provided by the parent to determine if the conduct was a manifestation of the student's disability.

**EPIC Points:** In alignment with our mission and vision, students will be recognized for displaying the core values of Empathy, Perseverance, Identity, and Curiosity and will receive EPIC points. Students will be honored at community meetings, weekly lunch celebrations, and grade level celebrations.

**Interventions:** The following interventions will be used with all students to ensure success:

**Advisor Check-Ins:** Students will have a bi-weekly check in with their advisor in morning advisory. These check-ins serve as a starting and ending point to the day as well as a place to set goals and action plans regarding academics and student behavior. Students will work with their advisor to ensure completion of high school.

**Classroom Removal Reflection:** If a student is removed from class because they are a disruption to the learning environment, they will complete a reflection about their actions in class and a plan for future success. A member of the Culture Team will review the reflection with the student and will share the information with the classroom teacher and advisor. The classroom teacher will call the parent/guardian to discuss the classroom removal and set up a plan for success.

**Classroom Removal Mediation:** If a student is removed from class because they are a disruption to the learning environment, the Dean or designee will host a mediation session between the student and teacher to ensure a successful return to class. This mediation session will occur before the student returns to the classroom space.

**Culture Team Check-Ins:** Students will have the opportunity to check in with a member of the Culture Team throughout the school day to discuss any situations that may arise throughout the school day.

**Parent Conference**—Parent informed by phone or in person with conference documented, incident explained, and future consequences reviewed. The conference notification and notes should become part of the student's permanent record.

**Parent/Guardian and Student Re-Entry Meetings:** A meeting with parents **must** be had prior to re-entry. (This can happen before or after the suspension has been fully served, but must take place at some point prior to the student fully returning to school.) Students **will be expected to meet with a Dean or serve a Culture Workshop**, depending on the nature of the suspension, upon return. A member of the Intrinsic Culture Team will facilitate this



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meeting to ensure the student's successful return to the school setting. The conference will be documented, and notes should become part of the student's permanent record.

**Social Worker Meetings:** Students will have the opportunity to meet with the social worker before or after school, as well as during specific office hours. Students can work with a social worker to ensure completion of high school.

**Social Work Groups:** Students will have an opportunity to participate in small group sessions with the social worker to discuss topics like self-esteem, anger management, and attendance.

**Culture or Social Worker Group Meditation Sessions:** The Culture Team or Social Worker will host group mediation sessions between students. Students will agree to a foundation of ground rules and then share their perspectives. A Culture Team member or the Social Worker will help students define the problem and generate and evaluate potential solutions and come to an agreement.

**Clean/Exemplary Weeks:** If a student earns zero infractions over the course of five days present, a student earns an "Exemplary Week" and is able to remove one detention from his/her/their total number of detentions. An "Exemplary Week" may also be used to reduce detention time by 45 minutes if the detention is served the week immediately preceding the week that the "Exemplary Week" is earned. Students are eligible for clean and honor weeks starting at one detention. Students cannot bank clean weeks and exemplary weeks. All earned detentions must be served by the end of the year.

**Bullying Prevention Course:** Students that violate the Intrinsic anti-bullying policy will have the opportunity to take an online anti-bullying course to reflect upon their actions and create goals for a successful return to the learning environment.

**Social Media Awareness Course:** Students that violate the Intrinsic social media policy will have an opportunity to take an online course to learn more about online safety.

**Community Resources:** Parents and guardians can be provided with community resources, including individual and family counseling and rehabilitation services.

### Response-to-Behavior System

Intrinsic's mission is to equip students with the skills to be successful in their postsecondary pathways. The Response-to-Behavior system addresses student behavior that contradicts the student expectations in classrooms, on campus, during extracurricular activities, or on school transportation. Intrinsic students are held to these expectations to ensure campus remains a safe place where students can focus on learning and growing and are all treated with kindness and respect. Failure to adhere to these expectations may result in consequences that reinforce clearly stated expectations. These consequences should be restorative first where possible. This includes mediations, conversations with a trusted staff member or social worker, etc. More serious student behaviors may earn more severe consequences as outlined in the SCC.

**Mediations:** Mediations will occur after every staff removal or student removal to ensure effective re-entry into the community. Mediations can also be requested by students or staff on a weekly basis to ensure communication among the community.

**Detention:** Detention is a natural consequence of misuse of flex time or unpreparedness that results in lost learning time. For example, a student who is tardy to class is mismanaging their free time between classes, which results in missed class time. Students who earn 3 points a week will receive detention. Depending on the infraction, students may also earn automatic detention. Detentions are calculated weekly and will help to determine a student's Good Standing. Detentions are to be served in three different ways:



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1. Detentions accrued through the consequence ladder as a reflection are served immediately, during class time
2. Detentions accrued through the accumulation of small infractions are served during lunch
3. Students who earn more detentions than they can serve in a week will serve after-school detention on C-Days.

Students who miss detention will be assigned two mandatory make-up sessions. All records of detentions are to be kept in the student's permanent record file along with all parent notifications.

Response-to-Behavior	Infraction	Weight
<b>Detention</b>	Academic Dishonesty	auto detention
	Cell Phone Use	1
	Class Tardy	1
	Dean Detention	auto detention
	Dress Code Refusal	auto detention
	Foul Language	1
	Inappropriate Tech	1
	PDA	1
	Phone Refusal	auto detention
	Removal	auto detention
	Skippping Class	auto detention
	Talking - School Drill	1
Unprepared (Chromebook, ID, Charger, Loaner Uniform)	1	

\*Students who commit academic dishonesty on an assessment, project, or higher credit assignment may be assigned an in-school suspension as well as a documented parent conversation.

**Infraction Appeal:** Students may, at the appropriate time and process, communicate and advocate for their behalf if they feel infractions were inappropriately issued. A student's IEP and/or 504 Plan may impact the implementation of the above.

**In-School Suspension:** For certain offenses, students may earn in-school suspension. In-school suspension is a disciplinary consequence that seeks to build productive habits and personal self-discipline in students. Students may earn an in-school suspension for any offense listed below in the "Unacceptable Behavior & Corrective Disciplinary Consequence" table. In-school suspension can be issued for a maximum of 3 consecutive school days and can be issued in conjunction with out of School Suspension. However, the consecutive amount of days a student can be removed from the classroom for any one offense is 8 days. Student with IEPs assigned to in-school suspension will have additional supports reflecting the needs of their IEPs provided. Intrinsic is committed to only offering this program when resources and staffing allow for quality student supervision and development. Therefore, in-school suspension is only offered by campuses and is subject to staff availability and resources. Students should be expected to complete restorative activities, discuss their behavior, work to restore the harm caused where applicable, and any other activities as deemed by staff responsible. Schools should identify the person or persons responsible for designing the restorative activities at the start of each school year. Additionally, misbehavior while assigned to in-school suspension may result in further discipline.



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**Exclusionary Discipline:** Intrinsic strives to maximize instructional time and protect the learning environment for all students. Intrinsic employs a host of behavior interventions and restorative practices to limit the number and duration of exclusionary discipline, resolve threats and address disruptions– including consistent student advisors, fully staffed culture teams, and conflict resolution practices– to ensure students meet the high expectations for behavior with ample support when they struggle. Intrinsic uses exclusionary discipline practices, such as suspensions, as a last resort. Students who are subject to exclusionary discipline, will be provided notices consistent with legal requirements for all exclusionary discipline and upon the student’s return, the campus will facilitate a re-entry plan. Exclusionary discipline will only be used for legitimate educational purposes under the following conditions:

**1 to 3 day Suspensions:** When a student’s (who commits an act of gross misconduct) presence poses a threat to school safety, and/or disruption to other students’ learning opportunities. In the written suspension decision notifying the family of the suspension of one to three days, Intrinsic will explain the specific act of gross disobedience or misconduct and the rationale for the specific duration of the suspension. If a student has an IEP/504, school disciplinarians will consult with the Dean of Specialized Services at the school level. The decision to suspend will be done so on a case by case basis.

**4 or more days Suspension:** When other appropriate and available behavioral and disciplinary interventions have been exhausted and a student’s (who commits an act of gross misconduct) presence in school poses a threat to the safety of other students, staff or the school community or substantially disrupts, impedes or interferes with the operation of the school. The decision to suspend a student for four days or more will be determined on a case by case basis. In the written suspension decision for a suspension of four days or more, Intrinsic will explain the specific act of gross disobedience or misconduct, explain the rationale for the specific duration of the suspension, and will document whether other behavioral and disciplinary interventions were attempted or whether the school determined there were no other appropriate and available interventions. The Chief of Schools should be notified with any out of school suspension over 3 days. If a student has an IEP/504, school disciplinarians will consult with the Dean of Specialized Services at the school level. Any student who receives 4 or more days of out of school suspension must be approved by the Chief of Schools in advance.

**Suspension Process:** Students who have been suspended may not appear on campus nor attend any school functions (before school, after school, during the evening, or over the weekend) while suspended. Violators of this policy will be considered trespassing. They may, however, enter the school to take or prepare for certain assessments or present their Student Led Conference. Suspended students must be given the opportunity to make-up missed assignments, quizzes, or tests for equivalent credit. Students suspended for 4 days or longer are provided with appropriate and available support services during his/her/their suspension. A student can be suspended for up to 10 school days.

In the event, a student is subject to exclusionary discipline, such a student will receive all legal required notices. Students will be provided a suspension conference (unless the student's presence poses danger) during which time the student will be informed of the alleged misconduct against him/her/them and will be given the opportunity to respond. Parents/Guardian will be called and informed of the suspension as well as provided with a misconduct report and suspension letter (via email, mailed home, or given to the parent/guardian).

A parent/guardian or student may request a review before a hearing officer to appear and discuss a suspension within five days of the notice of the suspension. The request and reason for the review of the suspension must be put into writing to the Chief of Schools, [dadams@intrinsicsschools.org](mailto:dadams@intrinsicsschools.org).

If you fail to make a request for review during this time frame, it shall be considered a waiver of your right to a review hearing. After the review, the Chief of Schools will provide a written summary of the evidence to the Principal, and CEO/Board Designee who will take such action as he/she/they finds appropriate. An appeal does not halt a student’s suspension. If the suspension is overturned, the suspension will be removed from the student’s record and any remaining days will not have to be served.

A quarterly summary report of suspensions will be given to the Board.



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**Expulsions not to exceed 2 years:** When other appropriate and available behavioral and disciplinary interventions have been exhausted and a student's (who commits an act of gross misconduct) presence in school poses a threat to the safety of other students, staff or the school community or substantially disrupts, impedes or interferences with the operation of the school. In the written expulsion decision, Intrinsic will explain the specific act of gross disobedience or misconduct, explain the rationale for the specific duration of the expulsion, document whether other behavioral and disciplinary interventions were attempted or whether it was determined there were no other appropriate and available interventions and will document whether appropriate and available support services are to be provided or whether it was determined that no such services exist for the student.

No expulsion shall occur until after a hearing before the hearing officer appointed by the Board. The hearing officer shall draft a hearing report consistent with the law.

**Expulsion Process:** When a campus determines that a student has committed an offense(s) which is (are) grounds for expulsion, has exhausted other appropriate and available behavioral and disciplinary interventions, and believes the continued presence of the student poses a threat to the safety of other students, staff, or members of the school community and/or substantially disrupts, impedes, or interferes with the operation of the school, the Principal designee will begin the expulsion process by forwarding to the parent and the hearing officer appointed by the Board the appropriate misconduct report and such other documents to support the recommendation for expulsion. The student may be suspended for up to 10 school days pending an expulsion hearing conducted by a hearing officer. Upon conclusion of the hearing, the hearing officer will provide a written summary of evidence to the CEO and Principal who will take such action as it finds appropriate. The maximum length for an expulsion is two calendar years. A written expulsion decision that details the specific reasons why removing the student from the school is in the best interest of the school, states a rationale with respect to the specific duration of time for the expulsion, and documents whether other behavioral and disciplinary interventions were attempted (or whether the school determined that there were no other appropriate and available interventions).

### Expulsion steps in order:

1. Principal designee will begin the expulsion process by forwarding to the parent, Chief of Schools, CEO, and Board appointed hearing officer the appropriate misconduct report and such other documents to support the recommendation for expulsion.
2. Principal designee contacts (minimum three attempts) parent to schedule expulsion hearing, and documents that contact in PowerSchool, and notifies parent of the expulsion hearing via email. The written request to appear to the parent/guardian shall include the time, date and place for the hearing, briefly describe what will happen during the hearing, detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion, state the recommended length of expulsion (not to exceed 2 years), state that expulsions are determined on a case by case basis, and ask whether the student will be represented by an attorney. If an advocate or if legal counsel is obtained (or if any member attending is an attorney), the school must be notified 24 hours prior to the expulsion hearing and the contact information of the advocate and/or legal counsel must be shared.
3. Principal designee schedules an expulsion hearing.
  - a. Designated appointed hearing officer will conduct expulsion hearing.
  - b. Principal designee may present evidence and/or witnesses and cross-examine one another.
  - c. Parent is strongly urged to attend
4. The hearing officer holds the hearing and drafts a report summarizing the evidence, makes a recommendation and submits it to the Principal, Chief of Schools, and CEO.
5. The Principal makes an expulsion decision and notifies parent within 5 school days of the expulsion hearing. (Where possible, this should happen before the end of the suspension period.)

**Re-engagement of students removed from school setting:** students who have been previously suspended out of school, expelled, or are returning from an alternative school setting will be provided with support in the form of a re-entry meeting with the parent/guardian, communication with that student's advisor, and social work support.



## 2025-2026 STUDENT CODE OF CONDUCT

### UNACCEPTABLE BEHAVIOR & CORRECTIVE DISCIPLINARY CONSEQUENCES

Please note, while the ranges in the table below allow for exclusionary discipline as a consequence, a suspension or expulsion will only occur consistent with the policy stated earlier on a case by case basis.

LEVEL 2 STUDENT BEHAVIORS	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.)
2-1 Posting or distributing unauthorized written materials on school grounds	<ul style="list-style-type: none"> <li>● Documented Teacher, Student, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>● Recommended instructive, corrective, or restorative response</li> <li>● Detention – lunch, before school, after school, or Saturday</li> </ul>
2-2 Leaving the school without permission	
2-3 Interfering with school authorities and programs through walkouts or sit-ins	
2-4 Initiating or participating in any unacceptable minor physical actions	
2-5 Failing to abide by school rules and regulations not otherwise listed in the SCC	
2-6 Exhibiting or publishing any profane, obscene, indecent, immoral, libelous, or offensive materials, or using such language or gestures	
2-7 Possession (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, matches, or cigarette lighters, including vaporizer devices that contain nicotine products or vaporizer components that do not contain substances	
2-8 Disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities	
2-9 Failing to provide proper identification	
2-10 Unauthorized use of school elevators or other areas	
2-11 Use of the Intrinsic network for the purposes of distributing or downloading non-educational material	



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<p align="center"><b>LEVEL 3 STUDENT BEHAVIORS</b></p> <p align="center"><i>*Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i></p>	<p align="center"><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b></p> <p align="center">(Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)</p>
3-1 Disruptive behavior on the school bus	<ul style="list-style-type: none"> <li>• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Recommended instructive, corrective, or restorative response</li> <li>• Detention – lunch, before school, after school, or Saturday • Skill-building in-school suspension up to three days</li> </ul> <p align="center"><b>ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR</b></p> <ul style="list-style-type: none"> <li>• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days</li> <li>• Out-of-school and in-school suspensions assigned to repeated 3-6 behavior must be approved by the Chief of Schools or designee.</li> <li>• Out-of-school suspensions of three days or less may be used only if the student's continuing presence in school would pose a threat to safety or a disruption to other students' learning opportunities.</li> </ul>
3-2 Gambling – participating in games of chance or skill for money or things of value	
3-3 Fighting – physical contact between two people with intent to harm, but no injuries result	
3-4 Use of bias-based or discriminatory language, gestures, slurs, or other behaviors involving race, color, national origin, immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression, disability or other protected categories. For bias-based behavior, see the Addressing Bullying and Bias-Based Behavior policy before assigning an intervention or consequence.	
3-5 Second or more documented violation of a Group 1 or 2 behavior category	
3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process	
3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document	
3-8 Plagiarizing, cheating and/or copying the work of another student or other source	
3-9 Overt display of gang affiliation	
3-10 Bullying behaviors – conduct directed towards a student, or retaliation against another person for reporting non-sexual conduct that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities (see Anti-Bullying Policy for full definition before assigning an intervention or consequence)	
3-11 Use of cellular telephones or other information technology device to harass, incite violence or interrupt other students' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings which are not sexual in nature	
3-13 Use of the Intrinsic network for a seriously disruptive purpose not otherwise listed in this SCC	



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<p align="center"><b>LEVEL 4 STUDENT BEHAVIORS</b></p> <p align="center"><i>*Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i></p>	<p align="center"><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b></p> <p align="center">(Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)</p>
<p>*4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p>	<ul style="list-style-type: none"> <li>• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>• Recommended instructive, corrective, or restorative response</li> <li>• Detention – lunch, before school, after school, or Saturday</li> <li>• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days               <ul style="list-style-type: none"> <li>○ Out-of-school and in-school suspensions assigned to 4-9 behavior must be approved by the Chief of Schools or designee.</li> <li>○ Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities</li> </ul> </li> </ul>
<p>4-2 Extortion – obtaining money or information from another by coercion or intimidation</p>	
<p>4-3 Assault – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification.</p>	
<p>*4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p>	
<p>*4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of this behavior which does not result in a physical injury</p>	
<p>*4-6 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</p>	
<p>*4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150</p>	
<p>*4-8 Possession, use, sale, or distribution of fireworks</p>	
<p>4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process</p>	
<p>*4-11 Trespassing on Intrinsic property – entering Intrinsic property when previously prohibited or remaining on school grounds after receiving a request to depart</p>	
<p>*4-12 Knowingly or intentionally using the Intrinsic network or information technology devices to spread viruses to the Intrinsic network</p>	
<p>4-13 Possession of any dangerous object, first documented behavior</p>	
<p>4-14 Use or possession of alcohol, drugs, controlled</p>	



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<p>substances, “look-alikes” of such substances, contraband (including all devices that contain substances for the purposes of intoxication or any unknown substances), or use of any other substance for the purpose of intoxication in or before school or a school-related function.</p>	
<p>4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel</p>	
<p>4-16 Voluntary sex acts or voluntary sexual conversations between students that occur on Intrinsic property or during Intrinsic-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex or sending sexually explicit messages or emails.</p>	
<p style="text-align: center;"><b>LEVEL 5 STUDENT BEHAVIORS</b> <i>*Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i></p>	<p><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b> (Whenever possible, interventions and consequences that do not exclude the student from his/her regular educational schedule should be attempted first.)</p>
<p>*5-1 An attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate unwanted bodily contact without permission or legal justification committed with a deadly weapon, by a person who conceals their identity, or against school personnel</p>	<ul style="list-style-type: none"> <li>● Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>● Recommended instructive, corrective, or restorative response (see Guidelines for Effective Discipline)</li> <li>● Detention – lunch, before school, after school, or Saturday</li> <li>● Skill-Building in-school suspension, out-of-school suspension, or combination in-school and out-of- school suspension for up to eight days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.             <ul style="list-style-type: none"> <li>○ Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to safety or a disruption to other students’ learning opportunities.</li> <li>○ Out-of-school suspensions of longer than three days may be used only if</li> </ul> </li> </ul>
<p>*5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein</p>	
<p>*5-3 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</p>	
<p>*5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, bullying, dating violence, or domestic violence.<sup>26</sup> Intimidation is behavior that prevents or discourages another student from exercising their right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe discrimination, bias-based behavior, or bullying. For severe bias-based behavior or bullying, see the Addressing Bullying and Bias-Based Behavior Policy before assigning an intervention or consequence.</p>	
<p>*5-6 Gang activity or overt displays of gang affiliation</p>	



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<p>*5-7 Inappropriate sexual conduct, including unwelcome sexual contact, indecent exposure, and creating and/or transmitting sexually suggestive images and recordings through and device or medium without permission of persons represented</p>	<p>other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school.</p> <ul style="list-style-type: none"> <li>• The principal may request an expulsion hearing at his/her discretion</li> <li>• For behaviors involving the improper use of the Intrinsic network or information technology devices, revocation of network privileges for up to two years</li> </ul>
<p>*5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process and is not otherwise listed in group 5 or 6</p>	
<p>*5-9 Persistent or severe acts of sex-based harassment – unwelcome sexual or gender-based conduct (either physical, verbal, or electronic), or retaliation against any person for having made a complaint or report of sexual misconduct, which is sufficiently severe, or pervasive, objectively offensive, and/or persistent to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment</p>	
<p>*5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified</p>	
<p>5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC</p>	
<p>*5-12 Unwanted bodily contact with another person without legal justification or aiding or abetting in the commission of this behavior which results in a physical injury</p>	
<p>*5-14 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 Intrinsic network to access student records or other unauthorized information, or to otherwise circumvent the information security system</p>	
<p>*5-15 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</p>	
<p>*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</p>	
<p align="center"><b>LEVEL 6 STUDENT BEHAVIORS</b> <i>*Behaviors marked with an asterisk indicate that the misconduct may be a violation of the law.</i></p>	



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<p>*6-1 Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm</p>	<ul style="list-style-type: none"> <li>• Documented Teacher, Student, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> </ul>
<p>*6-2 Intentionally causing or attempting to cause all or a portion of the Intrinsic network to become inoperable</p>	<ul style="list-style-type: none"> <li>• Recommended instructive, corrective, or restorative response</li> </ul>
<p>*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others</p>	<ul style="list-style-type: none"> <li>• Detention – lunch, before school, after school, or Saturday</li> </ul>
<p>*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated</p>	<ul style="list-style-type: none"> <li>• Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for up to eight days. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing student needs.</li> </ul>
<p>*6-5 Robbery taking personal property in the possession of another by use of force or by threatening the imminent use of force</p>	
<p>*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, contraband, or any other substance used for the purpose of intoxication</p>	<ul style="list-style-type: none"> <li>○ Out-of-school suspensions of three days or less may be used only if the student’s continuing presence in school would pose a threat to school safety or a disruption to other students’ learning opportunities.</li> </ul>
<p>*6-7 Sex acts, and attempted sex acts, that occur without the voluntary participation of one or more parties, that may involve the use of implicit or implied force. This is unwelcome touching of the private body parts of another person (buttocks, groin, breasts) for the purpose of sexual gratification, forcibly and/or against the person’s will. This also includes unwelcome oral, anal or vaginal penetration. Sexual violence occurs when a reasonable person knew or should have known that the victim did not or could not engage in the sex act voluntarily</p>	<ul style="list-style-type: none"> <li>○ Out-of-school suspensions longer than three days may be used only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student’s continuing presence in school would either (i) pose a threat to the safety of other students, staff, or members of the school community or (ii) substantially disrupt, impede, or interfere with the operation of the school</li> </ul>
<p>*6-8 Unwanted bodily contact with another person without legal justification that causes great harm, is done with a deadly weapon, is done by a person who conceals their identity, or the use of physical force against school personnel. This includes aiding and abetting in the commission of this behavior.</p>	
<p>*6-9 Murder – killing an individual without legal justification</p>	<ul style="list-style-type: none"> <li>• The principal may request an expulsion hearing at his/ her discretion</li> </ul>
<p>*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder</p>	<ul style="list-style-type: none"> <li>• For behaviors involving the improper use of the Intrinsic network or information technology devices, revocation of network privileges indefinitely</li> </ul>
<p>*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine</p>	<ul style="list-style-type: none"> <li>• Any student violating section 6-1, is an automatic referral to Student Adjudication Review</li> </ul>
<p>*6-12 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</p>	<ul style="list-style-type: none"> <li>• Behaviors involving improper use of the Intrinsic network or information technology</li> </ul>



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	devices will result in revocation of network privileges indefinitely.
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**Good Standing:** Students who break school rules or fail to serve the penalty for breaking them may lose their good standing status at school. For those not in good standing, this could result in not being eligible for activities such as sports, dances, prom, camp, activities, and field trips.

**Social Media/Networking:** The principal (or designee) may investigate or require a student’s cooperation in an investigation if there is specific information about an activity on the student’s social networking account that violates the SCC. A student may be required to share the reported conduct during the investigation. The school may not request password or account information.

**Searches:** Students or personal property of students can be searched with reasonable suspicion the student has broken the law or has violated the SCC and the search will turn up evidence of that wrongdoing. Each search must be reasonable in scope and justified in its inception. Student personal property can be seized if a search produces evidence that the student has violated the law or the SCC. The search must be done by a staff member who is the same gender as the student identifies and there must always be a second staff member present as a witness.

**Police Report:** If there is reason to believe that a student may be, or was involved in any illegal activity on school grounds or at any school sponsored activity or event, school personnel may contact the police to report the incident. This standard applies to all violations of the SCC. A campus official will take reasonable actions to inform parents/guardians prior to or shortly thereafter the police are called. A school staff member shall immediately notify the office of the principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student’s parent/guardian. “School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

**Weapon Definition:** For the purposes of the SCC, weapon is defined as any object which may be used, is intended to be used, or is attempted to be used for bodily harm including, but not limited to a firearm or firearm “lookalike,” a stick, brass knuckles, a knife, box cutters, bullets, screw drivers, saws, metal pipes, b.b. guns, toy guns, slingshots, mace/pepper spray, billy clubs, or broken bottles.

### HATE SPEECH POLICY

Intrinsic Schools has not and will not tolerate hate speech. This Policy applies to all students, employees and third parties who visit or otherwise interact with Intrinsic, and the Policy applies to all employment functions and all educational programs of Intrinsic. This Policy may also apply to conduct that occurs off school grounds, including online or electronic conduct, if Intrinsic finds that the conduct occurred in the context of an employment or education program or activity of Intrinsic.

#### Hate Speech and Harassment Definition

Hate Speech or Harassment is behavior aimed at a person’s sex, gender identification, race, religion, creed, age, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or disability that substantially interferes with a student’s school performance or creates an intimidating, hostile, or offensive school environment. Hate Speech or Harassment may be verbal, non-verbal, or physical acts during all competitions. This policy and procedure is designed to provide a consistent, rational framework for managing and dealing with situations in which someone has used hate speech towards a student or member of staff.



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### **Reporting Process**

Any person (student, parent/guardian or staff member) may report an incident of hate-motivated speech (whether or not the person reporting is the person alleged to be the victim of conduct), in person, by mail, by telephone, or by electronic mail, using [downtowndeans@intrinsicsschools.org](mailto:downtowndeans@intrinsicsschools.org) or call 708-887-2735. Intrinsic encourages individuals to report such acts as soon as possible after the act has occurred.

- A. Reports may be submitted anonymously.
- B. Anyone submitting a report should not experience “adverse consequences” because they chose to file a report

It is the responsibility of the school administration team (or designee) to promptly and appropriately respond to hate-motivated behavior. Any complaint of hate-motivated behavior shall be documented and investigated appropriately. If determined to be discriminatory, interventions or disciplinary action may be taken in accordance with ILSC. Interventions may include, but are not limited to, educating the person on the harm the comment or statement made caused, providing school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services. Disciplinary actions will be in accordance with the student behavioral consequences as mentioned beginning on page 13 of this document.

If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

## **ANTI BULLYING POLICY**

### **Purpose**

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

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

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

### **Scope**

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects Intrinsic students against bullying and harassment on the basis 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, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. The Board recognizes the particular vulnerability of students with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

### **Anti-bullying policy**

This Policy is based on the engagement of a range of school stakeholders, including students and parents/guardians. The Board or its designee will re-evaluate this Policy every two (2) years based on an assessment of its outcomes and effectiveness, including, but not limited to, factors such as the frequency of victimization; student, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized;



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and bystander intervention or participation. The information developed will be made available on the District's publicly accessible website.

Bullying is prohibited:

- 1.) during any school-sponsored or school-sanctioned program or activity;
- 2.) in school, on school property, on school buses or other Board-provided transportation, and at designated locations for students to wait for buses and other Board-provided transportation ("bus stops");
- 3.) through the transmission of information from an Intrinsic 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 Board-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- 5.) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on Board-provided 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**

Bullying means any severe or pervasive (repeated over time) physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students, that has or can be reasonably predicted to have one or more of the following effects:

- 1) placing the student in reasonable fear of harm to the student's person or property;
- 2) causing a substantially detrimental effect on the student's physical or mental health;
- 3) substantially interfering with the student's academic performance; or
- 4) substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

### **Bullying**

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. This list is meant to be illustrative and non-exhaustive.

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

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

### **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.



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### **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 SCC.

### **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.

### **Procedures**

Consistent with federal and State laws and rules governing student privacy rights, includes procedures for promptly informing parents or guardians of all students involved in the alleged incident of bullying within 24 hours after the school's administration is made aware of the students' involvement in the incident and discussing, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained by the school within the 24-hour period "Restorative measures" means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that:

- (i) are adapted to the particular needs of the school and community,
- (ii) contribute to maintaining school safety,
- (iii) protect the integrity of a positive and productive learning climate,
- (iv) teach students the personal and interpersonal skills they will need to be successful in school and society,
- (v) serve to build and restore relationships among students, families, schools, and communities, and
- (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.
- (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

When an incident of bullying is reported, Intrinsic Schools will follow the procedure as follows:

- (A) Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying.
- (B) Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- (C) Notifying the principal or school administrator or his or her designee of the report of the incident of bullying as soon as possible after the report is received.
- (D) Consistent with federal and State laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

Interventions may be taken to address bullying, which may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.

### **Reporting Process**

In order to report an incident of bullying to the school, the community and all stakeholders should email [downtowndeans@intrinsicschools.org](mailto:downtowndeans@intrinsicschools.org) or call 708-887-2810. Reports can be made anonymously, but this shall not be construed to permit formal disciplinary action solely on the basis of an anonymous report.



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The Principal or designee shall post this policy on the school's publicly accessible website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.

As part of the process of reviewing and re-evaluating the policy under subsection (d) of Procedures (above), contains a policy evaluation process to assess the outcomes and effectiveness of the policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. The non-sectarian nonpublic school may use relevant data and information it already collects for other purposes in the policy evaluation. The information developed as a result of the policy evaluation must be made available on the Internet website of the school. If an Internet website is not available, the information must be provided to school administrators, school board members, school personnel, parents, guardians, and students.

Requires all individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying, to be reported to the parents or legal guardians of those involved under the guidelines provided in paragraph (4) of this definition.

### **Restorative Measures**

Restorative measures means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs.

## INTRINSIC SCHOOLS DRESS & UNIFORM POLICY CODE

**Dress Code:** The dress code is in effect whenever students are in the school building. During summer school, at school events and sporting events outside of the school building or on dress down days, students may not be required to wear the school uniform, however the rest of the dress code still applies.

### **I. Shirts and outerwear**

- A. Students' top layer must be an unaltered Intrinsic Downtown shirt/outerwear each day.
- B. Students may wear any color t-shirt under their Intrinsic shirt as long as it does not distract from the uniform. Only Intrinsic sweatshirts or Intrinsic sweaters only may be worn over the top of the school shirt.
- C. Hoods may not be worn in the building at any time.
- D. Students may wear solid color long sleeve shirts under their Intrinsic shirt.
- E. Coats, non-school sweatshirts, or any other non-Intrinsic outerwear, including scarves, are not permitted to be worn in the school and must be left in the coatroom or in a backpack all day.

### **II. Pants**

- A. Black, blue, grey, or khaki chinos (khaki) pants
  1. Pants must have no skin visible underneath them.
  2. Belts are highly recommended for any pants with belt loops.
  3. Pants must be worn at the waist or higher with no visible underwear.
  4. Capri pants, shorts, jeans, sweatpants, will not be permitted.
  5. Pants that are made of spandex, lycra, or other tight, stretching material are not permitted, even if they are designed to look like other varieties of pants.



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6. Pants must be worn at waist level. Cargo pants meeting these guidelines are permitted.

### III. Shoes

- A. Any closed-toe, closed-heel shoe except for high-heeled shoes is permitted. Shoes must have hard rubber soles and be intended for wear outside of the home.
- B. Crocs, flip flops, stilettos, stacks, wedges, platform shoes, sandals, moccasins, slippers or house shoes are not permitted.

### IV. Intrinsic Identification Card

- A. Students must wear their Intrinsic Identification Card at all times on their Intrinsic lanyard or on a retractable ID holder as part of the uniform.
- B. Students cannot alter their Intrinsic ID card. If their ID card is altered via marker, stickers, etc, a new ID card must be purchased.
- C. Replacement ID: Can be purchased from the main office for \$5 or from the EPIC Store with earned EPIC points.

### V. Gym Uniform

- A. P.E. uniform components that do not comply with the school uniform are only to be worn during P.E.
- B. Students must wear school gym shirts and school gym shorts or pants. Students may not cut off or alter the gym shirts or gym shorts/sweatpants in any way.
- C. Students must wear gym shoes.
- D. Students must change in their assigned space.

### VI. Jewelry and Make-Up

- A. Earrings cannot have any inappropriate wording or phrasing.
- B. Make-up, perfume, lotion or any other cosmetics are not to be applied anywhere but bathrooms.

### VII. Head Coverings

- A. No hats or other head coverings are permitted, including scarves, hairnets, hoods, bonnets, durags and bandanas anywhere inside the building at any time, except where mandated by legitimate religious requirements. Sunglasses are also prohibited.

### VIII. Tattoos

- A. Tattoos (permanent or non permanent) cannot have implied or expressed obscenities or sexual vulgarities, promote the use of drugs, alcohol, or tobacco products, promote or incite violence, gang activity, or other illegal acts, or convey other messages that impact the emotional and physical safety of the school community. Tattoos will need to be covered if they have any of the above language or pictures.

### IX. Inappropriate Clothing

- A. Clothing cannot have implied or expressed obscenities or sexual vulgarities, promote the use of drugs, alcohol, or tobacco products, promote or incite violence, gang activity, or other illegal acts, or convey other messages that impact the emotional and physical safety of the school community.

### X. Computers

- A. Students are required to bring their school-issued computer to school each day. If a student's computer is missing, they will receive a loaner computer from the school. A temporary charge of \$400 will be added to the student account. This charge will be removed upon return of the loaner computer. Students who repeatedly forget their computer will be given appropriate interventions in the form of habit-building courses, detention or parent/guardian conference.

### XI. Fixable vs. Unfixable uniform consequences



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- A. Fixable uniform violations are any violation that may be corrected in the moment by the student (e.g. pants that are too low or out of uniform outerwear).
  - 1. Students who fix their fixable uniform violation when asked have no additional consequence.
  - 2. Students who refuse to fix their fixable uniform violation when asked or who are repeatedly out of compliance will be responded to using the consequence ladder.
- B. Unfixable uniform violations are any violation that cannot be corrected by the student (e.g. incorrect uniform item)
  - 1. Students who have an unfixable uniform violation may not attend class until it is fixed.
  - 2. Students will be offered a loaner uniform item to wear and will receive an infraction
    - a) Students must submit collateral in return for a loaner uniform item. The collateral will only be returned upon receipt of the loaner uniform item. The culture team will determine the acceptability of collateral items from one of the following categories:
      - (1) The item of clothing being replaced
      - (2) Phone
      - (3) AirPods (or equivalent)
      - (4) Smart Watch
    - b) The school reserves the right to create individualized plans for students who are found to be abusing loaner uniform availability
  - 3. Students who refuse to wear a loaner uniform item will not be permitted to attend class and will spend the day in ISS until a parent brings replacement uniform items

### **XII. Out of Uniform Days**

- A. At the school's discretion, dress down days may be scheduled. Specific Guidelines will be provided.

## **SCHOOL FEES**

Students may apply for a payment plan for any fees and families who demonstrate financial hardship may apply to have fees waived, including restitution requirements, so that promotion or graduation will not be denied on the basis of inability to pay fees.

School fees must be paid in the front office before 8am or after school hours. School fees cannot be paid by students during the school day. All mandatory school fees (Student Fee, Graduation Fee) must be paid in full before any optional fees (prom, luncheon, etc.) are paid.

## **NO SOLICITATION**

**No Solicitation:** Students may not sell any good or services for any fundraiser or other reason while in the school building unless they are doing so for a school-sponsored club or organization.

## **ACADEMIC DISHONESTY**

Students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes. Students must learn how to use technology including artificial intelligence (AI) tools responsibly and to support their learning. Students must follow the specific rules and instructions outlined by their teachers on when and how to use AI on an assignment.



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Students must understand that copying words, ideas, or opinions of someone else and/or the use of AI without giving credit to that person or the tool in the form of footnotes or references is considered plagiarism. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of cheating.

### **Deliberate Plagiarism:**

1. Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
2. Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not one's own.
3. Obtaining a paper (including papers from the internet, other publications, or individuals) and handing it in as one's own.
4. Inputting assignments into AI, copying the answer, and turning it in.

### **Accidental Plagiarism:**

1. Forgetting to place quotation marks around another writer's words.
2. Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

### **Cheating:**

1. Obtaining a copy of tests or scoring devices, or altering scores/grades.
2. Copying another student's answers during a test.
3. Providing another student's questions or answers to, or copies of, actual test questions.
4. Having or using non-permitted materials during tests.
5. Duplicating another student's project or work for submission as one's own work.
6. Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
7. Permitting another student to copy one's own homework, paper, project, laboratory report, or take-home test.
8. Using electronic devices to look up information or answers when it is explicitly prohibited.
9. Turning in work fully or partially created by AI as one's own work.

The following consequences may occur for students who engage in acts of academic dishonesty:

- Redo of the assignment or an alternate assignment; the grade of the assignment will be marked as Missing until the task is done.
- Teacher/student/Director of Instruction or Assistant Principal/parent conference
- Automatic detention (for academic dishonesty with Completion of Academic Dishonesty Module)

In addition to the above, the following consequences may occur for more severe or repeat violations of academic dishonesty:

- Automatic F on the assignment.
- Removal or disqualification from NHS or summer programs
- In-School Suspension
- Out of School Suspension

## **TECHNOLOGY ACCEPTABLE USE POLICY**

This document outlines what constitutes acceptable use while connected to the Intrinsic Schools network and using Intrinsic-owned equipment, as well as addressing what it means to show positive behavior as an Intrinsic student.

Intrinsic Schools provides a variety of information and communication technologies to our students and staff. These tools, when used properly, become an essential resource to ensuring the success of all members of the Intrinsic family. This document details best practices and standards that all are expected to follow.



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### **Cell Phone Usage:**

**Cell phones are not allowed to be used, heard, or seen on school grounds. If parents need to communicate with their students they are encouraged to email students or call the main office.**

### **Access and Content Filtering**

Intrinsic owned computers and wireless infrastructure have content filtering software to ensure that all resources accessed are age appropriate as defined by the federal Children's Internet Protection Act (CIPA). Student Chromebooks utilize this software both inside and outside of the Intrinsic network. Students are prohibited from installing any tools/software that try to bypass these filters. If students are found to have tampered with a chromebook to install or remove any of the software to help keep them safe, students will be issued with the appropriate consequences outlined by the student code of conduct relating to the misuse of technology. If there is damage done to the chromebook, there will be a fee associated with the damages. It will be put on the student's account and a parent(s)/guardian(s) will be notified.

### **Accounts and User Information**

Every student is assigned a username and password to access resources where necessary. These accounts are to be used solely for work pertaining to Intrinsic Schools. Passwords are not to be shared between users. Users should only access their files and resources.

### **Digital Citizenship**

Students are expected to demonstrate the values of Intrinsic both offline and online. This means remembering that you are a representative of Intrinsic and are expected to show empathy in all online spaces. Students are not to participate in cyber-bullying, gossip, or other unkind actions. Please see an Intrinsic staff member if you feel bullied in any way.

### **Staying Safe Online**

In a world of Social Media and online communication it can be tempting to not represent oneself authentically and to communicate with people who you may not know. We ask that all Intrinsic students represent themselves responsibly and to only communicate with people they can verify as being a part of their community. If you wouldn't tell your parents/guardians about them, you should not be talking to them. If you find yourself in a situation with a person online whom you do not know, please reach out to a trusted Intrinsic staff member for advice. Instances of online bullying or hate speech towards or about members of the Intrinsic community may result in school-based consequences, even if the incident occurred outside of school time. Similarly, online content will be considered when addressing any on-campus conflict between students.

### **Responsibility**

Students are expected to bring their assigned Chromebook to school everyday, fully charged. If a student arrives without their Chromebook, a parent and/or guardian will be contacted immediately to bring the device to the school. A student's Chromebook is an integral piece of their school day, they will be given a loaner chromebook for the day and a lost chromebook fee will be added to their account until the loaner chromebook is returned to the front office.

Students and staff have a responsibility to treat all Intrinsic owned equipment with respect. If a device is damaged in any way, the Technology Department should be notified immediately. A student will be assessed for damages and given a correlated damage fee. In the event of fire or theft of a device, a police report must be filed. A copy of the police report must be provided to Intrinsic Schools.

### **Student Devices**

Students are provided with all necessary tools and resources while at Intrinsic Schools. Intrinsic will handle all necessary



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repairs and support to ensure the devices are operating properly. Physical damage is not covered, associated costs are the responsibility of the student. **Students must use school issued devices. The use of personal devices such as personal tablets, chromebooks, laptops, headphones, etc. are prohibited.**

**Cell phones are not allowed to be used, heard, or seen on school grounds. If parents need to communicate with their students they are encouraged to email students or call the main office.**

### SUPERVISION OF STUDENTS

Students are not to be in the building or on the school grounds after the regular school day unless under the direct supervision of a school staff member.

### PERSONAL SAFETY OUTSIDE THE BUILDING

To maximize personal safety outside the building, it is recommended that students stay in groups if possible and not talk on cell phones or count money while walking down the street. Also, do not engage in conversation, tough talk, or taunting with individuals. If students are threatened, they should go to a business or public area as quickly as possible and ask to call the police.

### FIRE DRILL

A map detailing the evacuation protocol is required to be posted in every room. Students are to follow their teacher according to that map and to stay with their class. In the event of a fire drill or fire, students must not stop at the bathrooms. They must go directly to their exit door and stay as a class in the designated outside location until given further instruction. Any student violating this procedure is jeopardizing the safety of the school and will face consequences, including possible suspension. **There is to be no talking during a school wide drill.**

### SPORTS ELIGIBILITY

All Intrinsic campuses are members of the Illinois High School Association (IHSA). Intrinsic Athletics aim to create multi-generational change through sport and is committed to excellence in all endeavors. Intrinsic Athletics values experiential learning, character education, and the positive impact of sport on college graduation. Intentional sportsmanship, 100% commitment to practice, and high academic values are the expectation of all Intrinsic student athletes.

Students are eligible to be official members of a school sports team only if:

- High school students have a cumulative GPA of at least 2.0 or a current GPA of at least 2.5.
- All students maintain a passing grade in all classes.
- They meet additional requirements that an individual coach requires, if any.

**Redemption:** After meeting IHSA requirements, students under a cumulative 2.0 GPA may redeem eligibility by obtaining a current 2.5 GPA through campus-designed academic intervention.

**Sport Physicals:** Students who choose to try-out for and/or participate in a sport are required to have an annual physical on file with the campus. The physical must be current within 395 days preceding any date of participation in any such practice, contest, or activity.



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**Fees for Sport Participation:** Campuses may charge a reasonable fee for participation in sports. Fees may help cover costs associated with operating an athletic program.

### **Equipment and Uniforms**

**Campus-Issued:** Campuses may issue uniforms and equipment for their sport. Campus-issued uniforms and equipment must be returned in similar condition as originally issued minus regular wear and tear at the end of a season. Students who do not return issued equipment and uniforms, or who return damaged materials, may be required to reimburse the school for replacement costs.

**Non Campus-Issued:** Students may be required to purchase personal items essential for sport (i.e. socks, under shirts or shorts, athletic shoes, protective gear).

**Conduct within Athletics:** Student-athlete or student-spectator misconduct at sporting events is subject to consequences aligned with the Intrinsic Schools Student Code of Conduct and the IHSA. Intrinsic Schools may remove parent-guardians, family members or other supporters from athletic contests temporarily or permanently if behavior is detrimental to the experience of the student-athletes and student-spectators. This includes but is not limited to negative verbal interactions with coaches, referees, opposing student-athletes and opposing spectators. Campuses may temporarily or permanently remove a student-athlete from an athletic team if the behavior of the parent-guardian, family members, or other supporters is detrimental to the experience of the team.

**Risk of Injury:** There is risk of injury in PE classes, athletic competition, training, and practices. Intrinsic Schools and employees are not liable for any accidental harm that may occur. Coaches, teachers, trainers may provide first-aid to your child in case of injury to your child is sustained in connection with these activities.

**Concussion Policy:** Intrinsic Schools takes the well-being of its students seriously. It has developed a program to manage student concussions and head injuries consistent with the Youth Sports Concussion Safety Act. Each student and the student's parent/guardian must sign a concussion information form each school year before participating in an interscholastic athletic activity acknowledging that they have received and read written information that explains concussion prevention, symptoms, treatment, and oversight and that includes guidelines for safely resuming participation in an athletic activity following a concussion. The form is included in this Handbook Appendix and must be turned in to your designated campus staff member prior to participation in the activity. In addition, all student athletes must view the Illinois High School Association's video about concussions.

### **GUESTS**

Guests must always sign in and obtain a visitor's pass and must be authorized by the Principal or their designee. See *Safety and Security Policies and Procedures for more information*. Guests should be greeted politely in the hallways or when visiting classrooms.

### **DIRECTORY INFORMATION**

Intrinsic Schools has designated the following as "Directory Information:" the student's name, address, email address, grade level, date and place of birth, telephone number, and his/her/their parents' names, mailing addresses, email addresses, telephone numbers, and Facebook profile name and other social media handles (such as Twitter and Instagram); participation in officially recognized activities and sports, awards and honors received, photographs and videos of students participating in school or school-sponsored activities that have appeared in school publications, and dates of attendance. Student social security number or student identification or unique student identifier will not be designated as Directory Information.



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Intrinsic Schools may disclose Directory Information from time to time to the general public, including to military recruiters, the media, colleges and universities, and prospective employers. In addition, Intrinsic Schools may reach out to parents/guardians to inform them of, and/or connect them with, opportunities to advocate for educational issues that impact their student and Intrinsic Schools. Intrinsic Schools may release Directory Information, namely parent/guardian names and contact information (mailing addresses, email addresses, and telephone numbers), to contractors and partners involved in those efforts. Intrinsic Schools does not engage directly in any electoral activities, including to support or oppose any political party or candidate for public office, or otherwise engage in activity not permissible for a 501(c)(3) organization.

Parents/Guardians can object to the release of Directory Information regarding their student. Please contact the school office within 10 days of provision of this notice if you do not wish for your student's Directory Information to be released.

### SOPPA COMPLIANCE

The Student Online Personal Protection Act (SOPPA) requires all Illinois public school districts to provide additional guarantees to protect student data privacy, effective July 1, 2021 (105 ILCS 85/15). Among the requirements, the act directs schools to implement and maintain reasonable security procedures and practices that meet or exceed industry standards. This will keep student's personal information private and secure. It will also keep our software companies in compliance with keeping their data secure.

### Consent to Contact

Intrinsic Schools needs your permission to inform you about important opportunities to advocate for your child and other students, including attending community meetings, public hearings, and other events. To that end, Intrinsic Schools is asking your permission to contact you via email, phone, and/or text message in order to support Intrinsic Schools.

*By sharing my email address and phone number, I agree to receive emails, phone calls and/or text messages authorized by SCHOOL related to school activities and political advocacy opportunities, including auto-dialed or prerecorded calls or announcements.*

Phone number(s) for all parents/guardians in household:

Name:

Phone Number(s) (please list all applicable):

Email(s) (please list all applicable):

### PARENTSQUARE

Intrinsic Schools use ParentSquare for school communication, primarily with email, text and app notifications. ParentSquare automatically generates an account for each parent, using their preferred email address and phone number that was given and entered into PowerSchool. We encourage parents to access their accounts by going to <https://www.parentsquare.com/signin> and using their Email or Cell Phone Number that is in PowerSchool. You can also find the link on our website under our Parent Tab. If you are unsure of what email or number you have shared with us, please contact our Director of Technology, Meg Albera - malbera@intrinsicsschools.org

Here's what you can do with ParentSquare:

- Receive messages from the school via email, text or app notification
- Choose to receive information as it comes or all at once at 6pm daily
- Communicate in your preferred language
- Comment on school postings to engage in your school community
- Direct message teachers and staff



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- Sign up for parent-teacher conferences with smart online technology
- Send payments, sign forms & permission slips, receive report cards, sign up to volunteer and more all from your phone or web portal

### STUDENTS RIGHTS

The right of students to freedom of expression shall not be abridged, **provided that such right shall not cause any disruption or disorder within the school.** Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish, and disseminate their views, and to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the Principal (or designee).

No expression made by students in the exercise of such rights shall be deemed an expression of school policy, and no school officials shall be held responsible in any civil or criminal action for an expression made or published by students.

**Freedom of Speech.** Students' right to free speech comes with the following restrictions:

- What a student says may not disrupt the work and discipline of the school in a material or substantial way.
- A student's words may not incite others to disrupt the work or discipline of the school or disobey the laws.
- No students may be obscene.
- Students may not say (slander) or write things about (libel) another person that damages that person's reputation and are not true, if they know the statement to be false or don't care where it is true or false.
- Students may not use fighting words, that is, words which when spoken are likely to produce a violent action. Included in this category would be racial, sexual, ethnic, or religious slurs.

**Freedom of Press.** Students may express their opinions in publication and other written materials as long as it follows standards of good taste. Unofficial or underground publications distributed at school will not be censored as long as they are signed by the author(s), and are not disruptive, defamatory, obscene, or containing "fighting words." Intrinsic Schools reserves the right to regulate the content of "school sponsored express activities." A sign posted must be signed by the person who puts it up and must be posted in the designated area in the school.

**Freedom of Religion.** Students have the right to be absent from school for observance of the holy days of their religion. Parents/guardians must notify the Advisor and the school office in writing **prior** to the absence. An absence for religious reasons does not count as an official absence from school.

**Search and Seizure.** Any searches of lockers *will* be conducted solely for the safety and well being of the Intrinsic community. Mass searches of lockers are permitted when the Principal (or designee) deems that a threat to the safety of the school exists.

Ownership of lockers is maintained by Intrinsic Schools and student use is subject to the right of the school administration to have access to the lockers at any time for cleaning or to search for illegal or dangerous materials.

**Right to equal education.** Intrinsic School students cannot be prevented or discouraged from participating in any school activity because of race, gender, sexual preference, religious, national origin, or handicap.

**Right to access.** All public events for parents, students and community members for whom an announced site for a school program or event is not usable may request 10 days in advance that they program be relocated into a site which would meet their needs to the extent it is possible. Requests should be made to the Principal of the campus.



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**What to do if rights are violated.** Students are encouraged to take to their advisor, their teachers, their Principal, or someone else in the School. Any member of the school community who believes he/she/they has been subject to or bears witness to discrimination on the basis of race, gender, age, sexual orientation, religion, national origin, disability, or handicap may file a complaint with the school Principal. The Principal will make a determination in the matter.

### SUPPORTING TRANSGENDER AND GENDER NONCONFORMING STUDENTS

#### Privacy

All students have a right to privacy. In addition, transgender and gender nonconforming students have the right:

- To keep their transgender, non-binary, or gender nonconforming identity private at school.
- To openly discuss and express their gender identity and expression at school and school activities.
- To decide when, with whom, and how to share private information.

School staff shall not disclose information that may reveal a student's transgender or gender nonconforming identity to others without the student's consent.

#### Names/Pronouns

Students have the right to be addressed by the name and pronoun that correspond to the gender identity they consistently assert at school. The following is not required for students to be addressed by their preferred name and pronouns:

- Court-ordered name change
- Medical or psychological documentation
- Consent from Parent(s)/guardian(s)

#### Official Records

The district maintains a permanent student record that includes the legal name of the student and the student's sex assigned at birth. The district shall change a student's official records to reflect a change in legal name or legal gender upon receipt of a court order that such legal name and/or gender have been changed pursuant to Illinois legal requirements.

#### District Electronic Databases

Students are NOT required to obtain a court-ordered name change and/or submit medical or psychological documentation to have their preferred name and/or gender included in the district's student information system. In the case where a student has not obtained a court-ordered name or gender change, the student's preferred name and/or gender should only be entered into the preferred name field. No information should be entered in the legal alert field. Schools shall also provide a method for a student to change their name and/or gender marker anywhere that it may appear publicly, including (but not limited to) the following:

- School website
- Technology resources
- Student identification cards
- Yearbooks
- Graduation
- Other events

#### Restroom and Locker Room Accessibility



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Students must be allowed to use facilities in a manner that makes them feel safest and most included in the school. All students are allowed to use restrooms and locker rooms that correspond with their gender identity. No student will be forced to use a private facility because of their transgender identity, nonbinary identity, or gender expression.

The following accommodations should be assessed on a case-by-case basis, ensuring that these students feel supported, safe, and affirmed:

- An alternative request may be made by the student for privacy, safety, or other reasons. Reasonable alternative arrangements may include, but are not limited to, the use of a private area, separate changing schedule, or use of a single-stall restroom.
- Supports and accommodations must also be provided to gender non-binary students and students questioning their gender identity.
- Schools shall make the requested restrooms and locker rooms available immediately upon consultation with the student. Any alternative arrangement shall be provided in a way that protects the student's privacy and is consistent with the student's individual support plan.

### **P.E., Sexual Health Education, Sports, Clubs, School Events**

Transgender, gender nonconforming and non-binary students shall be provided the same opportunities to participate in physical education as all other students. When gender segregation does occur (physical education class activities, clubs, school events, intramural and non-competitive sports), transgender and gender nonconforming students are allowed to participate in accordance with their gender identity, or in a manner that makes them feel safe and included.

Participation in competitive Illinois High School Association (IHSA) and Illinois Elementary School Association (IESA) athletic activities and contact sports will be resolved in accordance with IHSA and IESA rules, which are available on their respective websites.

### **Dress Code**

Transgender, gender nonconforming and non-binary students have the right to dress in a manner consistent with their gender identity or expression, within the constraints of the dress codes adopted for all students at their schools. In general, schools shall not adopt dress codes that restrict students' clothing or appearance on the basis of gender. Gender neutral dress code applies to regular school days as well as any special events, including graduation ceremonies and prom. School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

### **Overnight School Trips**

Students shall be permitted to participate in accordance with their gender identity or in a manner that makes them feel safe, affirmed, and included. Accommodations shall be provided to transgender, gender nonconforming and non-binary students and students questioning their gender identity, regardless of whether the student is consistently asserting their identity at school. The principal or designee shall work with the student to determine the accommodations that will be provided, including hotel and room-sharing arrangements, based on the particular circumstances of the trip. Accommodations for overnight school trips shall be made clear to the student prior to their departure for the trip. Notification of accommodations is not required to either the parent(s)/guardian(s) of the transgender student or those of their peers.

## **STUDENT INITIATED GROUPS**

Non-curriculum related student groups can meet on school premises for purposes of religious, political, or philosophical discussion during non-instructional time if approved by the building Principal, subject to the following:



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- Attendance at the meeting must be voluntary and student initiated;
- The meeting will not be school-sponsored;
- One or more school employees shall be present in a non-official capacity only;
- Non-school persons may not direct, conduct, control or regularly attend meetings; and
- All school rules, applicable laws and the constitutional rights of other persons must be observed.

Approval by the Principal may not be denied on the basis of religious, political, philosophical or other content of the speech at a meeting unless the meeting does, or is likely to, materially and substantially interfere with educational activities within the school, is unlawful or is in violation of any applicable School District policies or school rules.

Non-curriculum related student groups shall also be granted the following:

- Access to classrooms in the school for meetings and events during non instructional time;
- Access to designed bulletin boards, upon which student groups may post written materials that have been reviewed and signed by a faculty member or administrator at the school (a disclaimer of school sponsorship may be required on such written materials);
- The ability to submit student group announcements to be made during advisory periods;
- The opportunity to hold fundraising activities and engage in community service;
- Access to scrolling video screens where announcements and events are communicated; and
- Inclusion of the group in the school yearbook.

Non-curriculum related student groups cannot participate in or make presentations as a group to community meetings held in the school. In addition, the school shall not expend public funds to non-curriculum related student groups for transportation, teacher/sponsor salary, textbooks, equipment, uniforms, activity accounts, and anything else beyond the cost of activities and opportunities listed above.

## MEDICAL POLICIES

**Immunizations and health exams:** All students entering 9th or transferring into an Intrinsic campus for the first time must submit proof of a health examination and immunizations by campus deadline. Students who fail to submit the required health examination and immunization documentation (and who are not otherwise exempt from such requirements under Illinois law) will be excluded from school until such time as the student presents proof of the health examination and required immunizations.

**Allergies:** If a student has an allergy that would limit participation in school activities or the food program, please provide the school with medical documentation of such.

Students who become ill or injured should be sent to the main office via security escort. All illnesses, incidents and injuries must be reported to the main office so that they can be properly documented. It is the policy of Intrinsic Schools that students not be in possession of any medication, with the exception of asthma inhalers, EpiPens, and/or insulin, during the regular school day or on campus premises. Staff, except the school nurse, is also not permitted under any circumstances to administer any medication to a student (prescription, over-the-counter or otherwise) except to use an EpiPen. In the absence of the school nurse, the social worker or designee, are authorized as the primary person and back-up person to administer medication.

Students who are on medications must adhere to the medicine distribution policy established in the student handbook. When required, students taking medication will do so in the main office and teachers are asked to cooperate in ensuring that students are in compliance with their medicines by allowing them access to the main office at designated times.



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If a student requires medication during school hours, the supervision of the medications will be done by the Office Manager or his/her/their designee. At no time should a student be allowed to have medication in their possession or in their lockers, with the exception of asthma inhalers, EpiPens, and/or insulin. In order to supervise any student's self-administration of prescribed medication (including asthma inhalers, EpiPens, and/or insulin), we must have a completed Physician Request form on file (form available in the Main Office). For any over the counter medication, we must have a completed parent/guardian request for self-administration (form available in the Main Office). Students are responsible for coming to the main office to take their medications at the appropriate time with the permission of their instructor.

Furthermore, a paper log will be kept on file that indicates the following: Name of student, name of medication, date, time, and who supervised the student's self-administration of medicine. All medications, with the exception of asthma inhalers, EpiPens, and/or insulin, must be placed in a locked box in the main office. If you have any questions, contact the office.

### POLICY ON MANDATED REPORTING OF ABUSE/NEGLECT

All school personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment **immediately** when they: "have reasonable cause to believe that a child who is under 18 years old known to them in a professional or official capacity has been harmed or is in danger or being harmed-physically, sexually, or through neglect and that a caregiver either committed the harm or should have taken steps to prevent the child from harm."

1. Once any staff member becomes aware that a student may be the victim of abuse or neglect, they must:
  - A. Call the DCFS hotline at (800)-25-ABUSE,
  - B. Notify the Assistant Principal or Social Worker, and
  - C. Complete an Intrinsic incident report
2. When calling the hotline, the staff member must have the following information (or as much as is known): the name, birthdate, and address of the alleged victim; the name, address, age or birth day, and relationship of the alleged perpetrator; what type of injury or harm was allegedly done to the victim; and a description of the incident (time/date, place in which it occurred, and indication of intention to harm). The staff member should also have the names and ages of other children in the household, information as to whether or not English is fluently spoken by the parents and the work phone number of the alleged perpetrator.
3. While these steps are taking place, the social worker will assist both the faculty member and the student in understanding the ramifications of the call. The social worker will debrief the student, and, when appropriate, will contact the parent(s)/guardian.
4. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.
5. Physical abuse is defined as occurring when a parent or person responsible for the child's welfare "inflicts or allows to be inflicted upon such child physical injury, by other than accidental means." Common injuries include bruises, human bite marks, bone fractures, and burns. Physical abuse also occurs when the caregiver or parent creates a substantial risk of physical injury by shaking, throwing, choking, smothering, or pushing the child into fixed objects. Acts of torture are defined as "deliberately inflicting cruel or unusual punished which results in physical or mental suffering." When reporting physical abuse, it is important to document the presence of any injuries.



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6. Sexual abuse is defined as occurring when a person responsible for the child's welfare commits sexual penetration, sexual exploitation, sexual molestation, or when a young child contracts a sexual transmitted disease. A child's disclosure of sexual abuse will be handled sensitively. When a student attempts to disclose sexual abuse, the teacher or staff member will listen attentively while maintaining a calm demeanor. The mandatory reporter will pay very careful attention to the disclosure of sexual abuse, but will not encourage the student to disclose information in addition to what is being given voluntarily. Staff will take very careful notes, writing the student's words verbatim as much as possible. The student will be referred immediately to the school social worker.

7. Neglect occurs when a person responsible for the child "deprives or fails to provide the child with adequate food , clothing, shelter, or medical treatment," or when an adult "provides inadequate supervision of a child (particularly small children)."

### POLICY ON STUDENT RECORDS

The following policies and procedures were developed in compliance with the Illinois School Student Records Act and the rules and regulations to govern school student records, effective March 24, 1976, issued by the Illinois State Board of Education.

#### **Definition of Student Records**

1. "Student Records" shall mean any written or recorded information concerning a student by which a student may be individually identified and which Intrinsic Schools maintains.
2. Recorded information maintained by a staff member for his or her exclusive use, or his or her substitute, shall not be considered a part of the student records.

#### **Student Permanent Record**

The Student Permanent Record shall consist of:

1. Basic identifying information, including student's name and gender
2. Academic transcript, including grades, class rank, graduation dates, grade level achieved and scores on college entrance examinations
3. Attendance records
4. Health records and accident reports
5. Honors and awards received
6. Record of release of permanent record information

#### **Temporary Records**

The Student Temporary Records shall consist of all information not required to be in the student's permanent record and may include:

1. Family background information
2. Intelligence test scores, group and individual
3. Aptitude test scores
4. Reports of psychological evaluations including information on intelligence, personality and academic information through test administration, observation or interviews
5. Elementary and secondary achievement level test results
6. Participation in extracurricular activities



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7. Teachers' anecdotal records
8. Disciplinary records
9. Special education files, including the reports on which placement or non-placement was based on all records and tape recordings to special education hearings and appeals
10. Any verified reports or information from non-educational persons, agencies, or organizations
11. Other verified information of clear relevance to the education of the student
12. Record of release of temporary record information to individual not on the school staff

### **Inspection of Student Records**

1. Parents/Guardians shall have the right to inspect, challenge and copy student records of their child until one of the following events occurs:
  - a. The student attains 21 years of age; or
  - b. The student attains 18 years of age-and declares himself or herself financially independent of his or her parents.
  
2. Students shall have the right to inspect and copy their permanent record. Students shall not have access to their temporary records until they:
  - a. Attain 18 years of age,
  - b. Graduate or,
  - c. Assume financial independence.
  
3. Student records shall be made available to parents/guardians and eligible students within fifteen (15) school days of the time a written request for review is submitted to the records custodian.
  
4. Whenever access to student records is granted to parents/guardians or students, a qualified staff member shall be present to interpret information contained in these records.
  
5. Copies of student records shall be provided to eligible parents/guardians or students at a cost of 25 cents per page. No parent/guardian or student shall be denied a requested copy of student records due to inability to bear the cost of such copying.
  
6. Whenever a parent/guardian or student desires a copy of information contained in the student's records, he she/they shall:
  - a. Submit a written request to the administrative team; and
  - b. Await confirmation from the school that the records are ready if picking up in person.

### **Right to Control Access of Student Records**

School officials shall release records to the official records custodian of another school in which the student has enrolled or intends to enroll upon the written request of such official or student, provided that the parent receives prior written notice of the nature and substance of that information. Parents/Guardians may, upon written request, inspect, copy and challenge such information.

Once parents/guardians have been notified of their right to inspect, copy and challenge information to be transferred to another school and the parents do not respond within ten (10) school days, the records shall be forwarded to the requesting school.

### **Access to Records without Parent/Guardian Consent**



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1. School staff members who have a current and legitimate educational interest in the student records shall have access as needed for professional purposes to both the student's permanent and temporary records.
2. School officials shall release student records without parent/guardian permission pursuant to a valid court order or subpoena presented by local, state or federal officials. However, the school officials shall notify the parents in writing the judicial order and the information so provided.
3. Student records may be made available to researchers for statistical purposes, provided that: a) Permission has been received from the State Superintendent of Education; and b) No student or parent shall be personally identified from the information released.
4. Information may be released without parental consent in connection with an emergency to appropriate persons if the knowledge of such information is necessary to protect the health or safety of the student or other persons.
5. If a student is 18 years of age and the student is financially independent or parents/guardians, the student may request the parents/guardians be denied access to his/ her/their records.
6. A student who desires to declare themselves financially independent of his or her parents shall submit a request in writing to the school's records custodian.

### **Challenge Procedures**

1. A parent/guardian shall have the right to challenge the accuracy, relevance or propriety of any entry in the student records of their child, exclusive of grades. A request to challenge the contents of a student record shall be made in writing to the school by the parents/guardians and shall state in specific terms what entries in their child's record are being challenged.
2. The Principal shall conduct an informal conference with the parents/guardians within fifteen (15) school days of the receipt of the written challenge.

### **Maintenance of School Records**

1. Student permanent records and the information contained therein shall be maintained for a period of sixty (60) years after the student has transferred, graduate, or permanently withdrawn from school.
2. Student temporary records shall be maintained until August 1st of the year the student transfers, graduates or permanently withdraws from school. The records of special education students shall be maintained for a period of three (3) years. Information maintained by staff members for their exclusive use shall be destroyed by the staff member maintaining the information no later than the student's transfer, graduation, or permanent withdrawal from the school.

The Principal shall be responsible for having all student records verified and to eliminate or correct all out-of-date, misleading, inaccurate, unnecessary or irrelevant information on all students' files.

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Please note that this handbook is subject to change. Changes will be provided in writing. Intrinsic may have addendums that are distributed with this handbook. The teachers and staff at Intrinsic Schools work hard to prepare students well for post-secondary success, and the high academic and behavior expectations help make that possible. Staff members pledge to communicate well with parents and will return all parent emails and phone calls within two business days.



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### **PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS<sup>1</sup>**

Schools must support the behavioral needs of students with disabilities/impairments. When the behavior of a student with a disability/impairment impedes their learning or the learning of other students, federal law requires schools to consider using positive behavioral interventions and to implement appropriate supports and other strategies to address the behavior.

Students with disabilities/impairments who violate the SCC can be disciplined, consistent with the procedural safeguards<sup>2</sup> outlined under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973. School officials can suspend students with disabilities/impairments for up to 10 consecutive or 10 cumulative school days in one school year (inclusive of Extended School Year (ESY) days). Educational services do not have to be provided to students with disabilities/impairments during these short-term removals unless services are provided to general education students under similar circumstances.

Calculating the 10 school-days of suspension.<sup>3</sup> When a student with a disability/impairment is removed from school for a full or partial day without receiving the instruction/services in their IEP/504 Plan, this can contribute to the 10 school-days of suspension. This can include:

- In-school suspensions;
- Out-of-school suspensions;
- Bus suspensions; and
- Informal removals (e.g., requesting that a parent pick a student up early or keep a student home from school following a disciplinary incident).

The following removals do not count toward the 10 school-days:

- Saturday, before-, and after-school detentions; and
- In-school suspensions and lunch detentions if, during the suspension or detention, the student continues to participate in the general education curriculum, continues to receive their IEP services, and continues to participate with non-disabled peers to the same extent as specified in the IEPs.

Administrators are not required to suspend students with disabilities/impairments for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or their designee has discretion to suspend students with disabilities/impairments for fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending students with disabilities/impairments in excess of 10 school days in one 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 Office of Diverse Learner Supports and Services (773 553-1800) is required. Without approval from the Office of Diverse Learner Supports and Services, students with disabilities/impairments cannot be suspended in excess of 10 school days. A school may not suspend a student with a disability/impairment for more than 10 consecutive or cumulative school days in one school year without providing appropriate educational services per the Student's IEP/504 Plan.

When school officials anticipate a referral for expulsion, including referrals requesting emergency placement, the following apply:

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<sup>1</sup> For purposes of student discipline, "students with disabilities/impairments" includes (i) students with IEPs, (ii) students with 504 Plans, and (iii) students who, at the time of the misconduct: have an open referral for a special education evaluation or one has been requested (by the parent/guardian or District personnel); are in the process of a special education evaluation; have a need for special education based on their academic and/or behavioral performance; or the parent/guardian has expressed concerns in writing that special education and related services may be needed.

<sup>2</sup> See the ISBE *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities* for additional information about procedural safeguards for discipline of students with disabilities/impairments.

<sup>3</sup> For additional information about disciplinary removals for students with disabilities/impairments, what contributes to the 10 school-days of suspension, and informal removals, see the *Office of Diverse Learner Supports and Services IDEA Procedural Manual* which is available at [cps.edu/odlss](https://cps.edu/odlss). See also the *ISBE Position Statement on Informal Removals of Illinois Students* at <https://www.isbe.net/Documents/ISBE-Position-Statement-Informal-Removals-of-Students.pdf>.



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1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of a Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing or emergency placement. School must also provide parent/guardian/surrogate parent with a written copy of Illinois State Board of Education's *Notice of Procedural Safeguards for Parents/Guardians of Students with Disabilities*.
2. At the MDR, the IEP/504 team must:
  - A. Determine whether the misconduct is a manifestation of the student's disability by reviewing all current and relevant information in the student's file, including the student's IEP/504 Plan, evaluation and diagnostic results, information from the parent/guardian, and teacher/staff observations of the student. The behavior is a manifestation of the student's disability if the team finds either or both of the following:
    - 1) the conduct in question was caused by the student's disability or has a direct and substantial relationship to the student's disability;
    - 2) the conduct in question was the direct result of the school's failure to implement the student's IEP/504 Plan (which includes if the student did not consistently receive all services/supports in their IEP/504 Plan)
  - B. Review, and revise if necessary, the student's existing behavior intervention plan (BIP) or develop a functional behavior assessment (FBA/BIP) and BIP to address the behavior- for which the student is being disciplined.

If the behavior is not a manifestation of the student's disability, school officials may apply the SCC, to the extent they would for students without disabilities, but must continue to provide the student with educational services per their IEP/504 Plan if the removal exceeds 10 school days in one school year. Students with disabilities, even if expelled, must be provided with an appropriate education in an alternative educational setting.

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

While MDRs must be held within 10 school days of a request for emergency placement, students with disabilities/impairments can be emergency placed immediately upon approval of the emergency placement, even if this occurs prior to the MDR. Emergency placements for students with disabilities/impairments can be approved for up to 45 school days regardless of the results of the MDR.

All MDRs are subject to review by the Director of Special Education, the Chief of Schools, and Intrinsic's Legal Department.

### INTRINSIC SCHOOLS NONDISCRIMINATION POLICY AND NOTICE OF NONDISCRIMINATION

Intrinsic schools does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that is operations as required by Title IX, including in admissions and employment. Inquiries about Title IX may be referred to Intrinsic Schools' Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both.

**Intrinsic Schools' Title IX Coordinator:**

**Name:** Dr. Daena Adams

**Office:** 79 W Monroe St

**Email:** dadams@intrinsicsschools.org

**Phone:** 708-921-9264.

Intrinsic Schools nondiscrimination policy and grievance procedures can be located below and found on [www.intrinsicsschools.org](http://www.intrinsicsschools.org). To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the information listed below or [www.intrinsicsschools.org](http://www.intrinsicsschools.org).



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### INTRINSIC SCHOOLS SEXUAL MISCONDUCT TITLE IX POLICY AND PROCEDURES

This Policy applies to all students, employees and third parties who visit or otherwise interact with Intrinsic, and the Policy applies to all employment functions and all educational programs of Intrinsic. This Policy may also apply to conduct that occurs off school grounds, including online or electronic conduct, if Intrinsic finds that the conduct occurred in the context of an employment or education program or activity of Intrinsic.

All Intrinsic employees are required to promptly report to the Title IX Coordinator any Sexual Harassment that they observe or learn about. This internal reporting responsibility to the Title IX Coordinator does not relieve Intrinsic employees of their mandatory legal obligations to immediately report suspected child abuse or neglect to law enforcement/DCFS under Illinois state law.

#### I. Prohibited Conduct

- A. *Sex-based harassment* is a form of sex discrimination and means sexual harassment and other harassment on the basis of sex, including on the basis of sex stereotypes, sex characteristics, pregnancy or related conditions, sexual orientation, and gender identity, that is:
  1. *Quid pro quo harassment*. An employee, agent, or other person authorized by the recipient to provide an aid, benefit, or service under the recipient's education program or activity explicitly or impliedly conditioning the provision of such an aid, benefit, or service on a person's participation in unwelcome sexual conduct;
  2. *Hostile environment harassment*. Unwelcome sex-based conduct that, based on the totality of the circumstances, is subjectively and objectively offensive and is so severe or pervasive that it limits or denies a person's ability to participate in or benefit from the recipient's education program or activity (i.e., creates a hostile environment). Whether a hostile environment has been created is a fact-specific inquiry that includes consideration of the following:
    - a) The degree to which the conduct affected the complainant's ability to access the recipient's education program or activity;
    - b) The type, frequency, and duration of the conduct;
    - c) The parties' ages, roles within the recipient's education program or activity, previous interactions, and other factors about each party that may be relevant to evaluating the effects of the conduct;
    - d) The location of the conduct and the context in which the conduct occurred; and
    - e) Other sex-based harassment in the recipient's education program or activity; or
  3. *Specific offenses*.
    - a) Sexual assault meaning an offense classified as a forcible or nonforcible sex offense under the uniform crime reporting system of the Federal Bureau of Investigation;
    - b) Dating violence meaning violence committed by a person:
      - (1) Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
      - (2) Where the existence of such a relationship shall be determined based on a consideration of the following factors:
        - (a) The length of the relationship;
        - (b) The type of relationship; and
        - (c) The frequency of interaction between the persons involved in the relationship;



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- (3) Domestic violence meaning felony or misdemeanor crimes committed by a person who:
  - (a) Is a current or former spouse or intimate partner of the victim under the family or domestic violence laws of the jurisdiction of the recipient, or a person similarly situated to a spouse of the victim;
  - (b) Is cohabitating, or has cohabitated, with the victim as a spouse or intimate partner;
  - (c) Shares a child in common with the victim; or
  - (d) Commits acts against a youth or adult victim who is protected from those acts under the family or domestic violence laws of the jurisdiction;or
- (4) Stalking meaning engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - (a) Fear for the person's safety or the safety of others; or
  - (b) Suffer substantial emotional distress.

### B. Definitions Related to Sex-based Harassment

- 1. Conduct includes, but is not limited to:
  - a) Verbal comments, including unwelcome sexual advances, requests for sexual favors, and derogatory remarks;
  - b) Nonverbal conduct, such as graffiti, text/social media messages, or notes; and/or
  - c) Physical conduct such as sexual touching, fondling, sexual assault, rape, and other forms of sexual violence.
- 2. Complainant:
  - a) A student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations; or
  - b) A person other than a student or employee who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX or its regulations and who was participating or attempting to participate in the recipient's education program or activity at the time of the alleged sex discrimination.
- 3. Respondent refers to a person who is reported to have engaged in Sexual discrimination.

### C. Complaints:

- 1. A complaint of sex discrimination may be made orally or in writing.
- 2. The following people have a right to make a complaint of sex discrimination, including complaints of sex-based harassment, requesting that Intrinsic Schools investigate and make a determination about alleged discrimination under Title IX:
  - a) A "complainant," which includes:
    - (1) a student or employee of [ABC School] who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX; or
    - (2) a person other than a student or employee of Intrinsic Schools who is alleged to have been subjected to conduct that could constitute sex discrimination under Title IX at a time when that individual was participating or attempting to participate in Intrinsic School's education program or activity;
    - (3) A parent, guardian, or other authorized legal representative with the legal right to act on behalf of a complainant; or
    - (4) Intrinsic School's Title IX Coordinator.
- 3. Note that a person is entitled to make a complaint of sex-based harassment only if they themselves are alleged to have been subjected to the sex-based harassment, if they have a legal



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right to act on behalf of such person, or if the Title IX Coordinator initiates a complaint consistent with the requirements of 34 C.F.R. § 106.44(f)(1)(v).

4. With respect to complaints of sex discrimination other than sex-based harassment, in addition to the people listed above, the following persons have a right to make a complaint:
    - a) Any student or employee of Intrinsic Schools; or
    - b) Any person other than a student or employee who was participating or attempting to participate in Intrinsic School's education program or activity at the time of the alleged sex discrimination.
  5. Intrinsic Schools may consolidate complaints of sex discrimination against more than one respondent, or by more than one complainant against one or more respondents, or by one party against another party, when the allegations of sex discrimination arise out of the same facts or circumstances. When more than one complainant or more than one respondent is involved, references below to a party, complainant, or respondent include the plural, as applicable.
- D. Examples of conduct that may constitute Sex-based Harassment may include (but are not limited to) the following:
- Physical contact, such as touching, bumping, grabbing, or patting
  - Comments or speculation about another student's sexual history or experiences
  - Bragging about sexual prowess for others to hear
  - Intimidating hallway behavior, which can include demeaning nicknames, homophobic name calling, cat calls, rating, or embarrassing whistles
  - Graffiti with names written on walls or desks; a common example is: "for a good time, call..."
  - Being followed around by another student
  - Starting or spreading sexual rumors
  - Sending text messages, emails, or other communications of a sexual nature, writing sexual graffiti on bathroom walls
  - Photographing or video-recording sexual activity
  - Sharing nude photos or videos of oneself or others
  - In return for a higher grade, a position on a school team, or access to a school activity, being requested to engage in sexual activity

### II. Intrinsic-Title IX Grievance Procedures:

Intrinsic Schools has adopted grievance procedures that provide for the prompt and equitable resolution of complaints made by students, employees, or other individuals who are participating or attempting to participate in its education program or activity, or by the Title IX Coordinator, alleging any action that would be prohibited by Title IX or the Title IX regulations.

- A. Intrinsic Schools will treat complainants and respondents equitably.
- B. Intrinsic Schools requires that any Title IX Coordinator, investigator, or decisionmaker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. A decisionmaker may be the same person as the Title IX Coordinator or investigator.
- C. Intrinsic Schools presumes that the respondent is not responsible for the alleged sex discrimination until a determination is made at the conclusion of its grievance procedures.
- D. Intrinsic Schools has established the following timeframes for the major stages of the grievance procedures:
  1. Decision whether to dismiss or investigate a complaint will take place within 5 school days of receipt of an official complaint
  2. Investigation will begin within 10 schools of receipt of the complaint.



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3. Determination will strive to be made within 60 school days of the Title IX Coordinators receipt of the complaint.
  - a) Should additional information be required to make a determination or if circumstances cause the grievance process timeframe to exceed 60 school days, Intrinsic will notify the parties in writing of the delay and the cause of the delay.
4. Should there be an appeal, it should be filed within 5 school days of the determination.
- E. Intrinsic Schools has also established the following process that allows for the reasonable extension of time frames on a case-by-case basis for good cause with notice to the parties that includes the reason for the delay:
  1. The Title IX Coordinator will notify all involved parties via email of the delay.
- F. Intrinsic Schools will take reasonable steps to protect the privacy of the parties and witnesses during its grievance procedures. These steps will not restrict the ability of the parties to obtain and present evidence, including by speaking to witnesses; consult with their family members, confidential resources, or advisors; or otherwise prepare for or participate in the grievance procedures. The parties cannot engage in retaliation, including against witnesses.
- G. Intrinsic Schools will objectively evaluate all evidence that is relevant and not otherwise impermissible—including both inculpatory and exculpatory evidence. Credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- H. The following types of evidence, and questions seeking that evidence, are impermissible (i.e., will not be accessed or considered, except by Intrinsic Schools to determine whether one of the exceptions listed below applies; will not be disclosed; and will not otherwise be used), regardless of whether they are relevant:
  1. Evidence that is protected under a privilege recognized by Federal or State law or evidence provided to a confidential employee, unless the person to whom the privilege or confidentiality is owed has voluntarily waived the privilege or confidentiality;
  2. A party's or witness's records that are made or maintained by a physician, psychologist, or other recognized professional or paraprofessional in connection with the provision of treatment to the party or witness, unless Intrinsic Schools obtains that party's or witness's voluntary, written consent for use in its grievance procedures; and
  3. Evidence that relates to the complainant's sexual interests or prior sexual conduct, unless evidence about the complainant's prior sexual conduct is offered to prove that someone other than the respondent committed the alleged conduct or is evidence about specific incidents of the complainant's prior sexual conduct with the respondent that is offered to prove consent to the alleged sex-based harassment. The fact of prior consensual sexual
  4. conduct between the complainant and respondent does not by itself demonstrate or imply the complainant's consent to the alleged sex-based harassment or preclude determination that sex-based harassment occurred.

### III. Notice of Allegations:

- A. Upon initiation of Intrinsic School's Title IX grievance procedures, Intrinsic will notify the parties of the following:
  1. Intrinsic Schools Title IX grievance procedures and any informal resolution process;
  2. Sufficient information available at the time to allow the parties to respond to the allegations, including the identities of the parties involved in the incident(s), the conduct alleged to constitute sex discrimination, and the date(s) and location(s) of the alleged incident(s);
  3. Retaliation is prohibited; and



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4. The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence or an accurate description of this evidence. [If Intrinsic Schools provides a description of the evidence: The parties are entitled to an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.]
- B. If, in the course of an investigation, Intrinsic Schools decides to investigate additional allegations of sex discrimination by the respondent toward the complainant that are not included in the notice provided or that are included in a complaint that is consolidated, Intrinsic Schools will notify the parties of the additional allegations.

### IV. Dismissal of a Complaint:

- A. Intrinsic Schools may dismiss a complaint of sex discrimination if:
  1. Intrinsic Schools is unable to identify the respondent after taking reasonable steps to do so;
  2. The respondent is not participating in Intrinsic School's education program or activity and is not employed by Intrinsic Schools;
  3. The complainant voluntarily withdraws any or all of the allegations in the complaint, the Title IX Coordinator declines to initiate a complaint, and Intrinsic Schools determines that, without the complainant's withdrawn allegations, the conduct that remains alleged in the complaint, if any, would not constitute sex discrimination under Title IX even if proven; or
  4. Intrinsic Schools determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination under Title IX. Before dismissing the complaint, Intrinsic Schools will make reasonable efforts to clarify the allegations with the complainant.
- B. Upon dismissal, Intrinsic Schools will promptly notify the complainant of the basis for the dismissal. If the dismissal occurs after the respondent has been notified of the allegations, then Intrinsic Schools will also notify the respondent of the dismissal and the basis for the dismissal promptly following notification to the complainant, or simultaneously if notification is in writing.
- C. Intrinsic Schools will notify the complainant that a dismissal may be appealed and will provide the complainant with an opportunity to appeal the dismissal of a complaint. If the dismissal occurs after the respondent has been notified of the allegations, then Intrinsic Schools will also notify the respondent that the dismissal may be appealed. Dismissals may be appealed on the following bases:
  1. Procedural irregularity that would change the outcome;
  2. New evidence that would change the outcome and that was not reasonably available when the dismissal was made; and
  3. The Title IX Coordinator, investigator, or decisionmaker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that would change the outcome.
- D. If the dismissal is appealed, Intrinsic Schools] will:
  1. Notify the parties of any appeal, including notice of the allegations, if notice was not previously provided to the respondent;
  2. Implement appeal procedures equally for the parties;
  3. Ensure that the decisionmaker for the appeal did not take part in an investigation of the allegations or dismissal of the complaint;
  4. Ensure that the decisionmaker for the appeal has been trained consistent with the Title IX regulations;
  5. Provide the parties a reasonable and equal opportunity to make a statement in support of, or challenging, the outcome; and
  6. Notify the parties of the result of the appeal and the rationale for the result.
- E. When a complaint is dismissed, Intrinsic Schools will, at a minimum:



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1. Offer supportive measures to the complainant as appropriate;
2. If the respondent has been notified of the allegations, offer supportive measures to the respondent as appropriate; and
3. Take other prompt and effective steps, as appropriate, through the Title IX Coordinator to ensure that sex discrimination does not continue or recur within Intrinsic Schools education program or activity.

### V. Reporting Criminal Acts

- A. A person who believes they have experienced Sexual Harassment that also constitutes a violation of the criminal law may choose to report Sexual Harassment to Intrinsic, to law enforcement, or to both. Individuals who report matters to law enforcement are also entitled and encouraged to make a complaint to Intrinsic under this Policy.
- B. Reports to law enforcement should be made to the law enforcement agency that has jurisdiction over the location where the incident(s) occurred.
- C. For incidents occurring on the Intrinsic campus, reports should be made to the Chicago Police Department, 17th District, by calling 911 or by contacting them at 312-742-4410; Susan E. Moss, Commander, 4650 North Pulaski Rd., Chicago, IL 60630; Email: [CAPS.017District@chicagopolice.org](mailto:CAPS.017District@chicagopolice.org).

### VI. Confidentiality

- A. Intrinsic will keep confidential the identity of any individual who has made a report or complaint of Sexual Harassment, any individual who has been reported to be the perpetrator of Sexual Harassment, and any witness, except as follows:
  1. Intrinsic may reveal the identities of those involved in Sexual Harassment matters as permitted by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, or FERPA regulations, 34 C.F.R. part 99; and
  2. Intrinsic may reveal the identities of those involved in Sexual Harassment matters as required by law or to carry out the purposes of Title IX and its implementing regulations, which includes for the purpose of conducting of its grievance process. Intrinsic's obligation to maintain confidentiality shall not limit or otherwise affect a complainant's and respondent's receipt of the information to which they are entitled related to the investigative record and determination of responsibility.
- B. The Title IX Coordinator shall have the discretion to determine whether and to what extent a student's parents/guardians should be notified and involved in the processes described in this Policy, consistent with Illinois minors law, Illinois education law, and all other Intrinsic policies and procedures.
- C. Where a complaint involves allegations of child abuse, the complaint shall be immediately reported to appropriate law enforcement/child welfare authorities by Intrinsic pursuant to applicable Illinois law.

### VII. Initial Response and Supportive Measures

- A. When a report of Sexual Harassment is made, the Title IX Coordinator shall promptly contact a complainant to discuss the availability of supportive measures, consider a complainant's wishes with respect to supportive measures, inform a complainant of the availability of supportive measures with or without the filing of a Formal Complaint, and explain to a complainant the process for filing a Formal Complaint.
- B. Supportive measures are individualized supports to help complainants and respondents participate in Intrinsic activities and programs. Supportive measures may include, but are not limited to, the following: referrals to counseling services, provision of resources/consultation with Intrinsic's social worker;



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school-based directives of no contact; honoring an order of protection or no contact order entered by a state civil or criminal court; and changes to academic, extracurricular, and work situations.

- C. Supportive measures may be implemented at any time and are available even if Intrinsic does not undertake a formal investigation.

### VIII. Formal Investigation Process

- A. Intrinsic Schools will provide for adequate, reliable, and impartial investigation of complaints.
- B. The burden is on Intrinsic Schools—not on the parties—to conduct an investigation that gathers sufficient evidence to determine whether sex discrimination occurred.
- C. Intrinsic Schools will provide an equal opportunity for the parties to present fact witnesses and other inculpatory and exculpatory evidence that are relevant and not otherwise impermissible.
- D. Intrinsic Schools will review all evidence gathered through the investigation and determine what evidence is relevant and what evidence is impermissible regardless of relevance.
- E. Intrinsic Schools will provide each party with an equal opportunity to access the evidence that is relevant to the allegations of sex discrimination and not otherwise impermissible, in the following manner:
  - 1. Intrinsic Schools will provide an equal opportunity to access either the relevant and not otherwise impermissible evidence, or an accurate description of this evidence. [If Intrinsic Schools provides a description of the evidence: Intrinsic Schools will provide the parties with an equal opportunity to access the relevant and not otherwise impermissible evidence upon the request of any party.];
  - 2. Intrinsic Schools will provide a reasonable opportunity to respond to the evidence or the accurate description of the evidence; and
  - 3. Intrinsic Schools will take reasonable steps to prevent and address the parties' unauthorized disclosure of information and evidence obtained solely through the grievance procedures. Disclosures of such information and evidence for purposes of administrative proceedings or litigation related to the complaint of sex discrimination are authorized.

### IX. Determination Whether Sex Discrimination Occurred:

- A. Following an investigation and evaluation of all relevant and not otherwise impermissible evidence, Intrinsic Schools will:
  - 1. Use the [preponderance of the evidence or, if applicable, clear and convincing] standard of proof to determine whether sex discrimination occurred. The standard of proof requires the decisionmaker to evaluate relevant and not otherwise impermissible evidence for its persuasiveness. If the decisionmaker is not persuaded under the applicable standard by the evidence that sex discrimination occurred, whatever the quantity of the evidence is, the decisionmaker will not determine that sex discrimination occurred.
  - 2. Notify the parties in writing of the determination whether sex discrimination occurred under Title IX including the rationale for such determination, and the procedures and permissible bases for the complainant and respondent to appeal, if applicable;
  - 3. Not impose discipline on a respondent for sex discrimination prohibited by Title IX unless there is a determination at the conclusion of the grievance procedures that the respondent engaged in prohibited sex discrimination.
  - 4. If there is a determination that sex discrimination occurred, the Title IX Coordinator will, as appropriate:
    - a) Coordinate the provision and implementation of remedies to a complainant and other people Intrinsic identifies as having had equal access to Intrinsic's education program or activity limited or denied by sex discrimination;



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- b) Coordinate the imposition of any disciplinary sanctions on a respondent, including notification to the complainant of any such disciplinary sanctions; and
  - c) Take other appropriate prompt and effective steps to ensure that sex discrimination does not continue or recur within Intrinsic's education program or activity.
- B. Comply with the grievance procedures before the imposition of any disciplinary sanctions against a respondent; and
- C. Not discipline a party, witness, or others participating in the grievance procedures for making a false statement or for engaging in consensual sexual conduct based solely on the determination whether sex discrimination occurred.

### X. Corrective Action for Employees and Other Non-Students as Respondents

- A. Regardless of which entity conducts the formal investigation, Intrinsic retains the authority to issue corrective action for employees and other non-student respondents in accordance with applicable Intrinsic policies.
- B. For an investigation with a finding of a Policy violation involving an employee respondent, the Finance and Operations Manager, in consultation with a respondent's supervisor, shall determine the appropriate corrective action.
- C. For an investigation involving a non-student/non-employee respondent with a finding of responsibility, the Title IX Coordinator or designee, in consultation with the Principal, shall determine the appropriate response from Intrinsic.
- D. Corrective actions for employees and non-student respondents may be issued.

### XI. Disciplinary Action for Student Respondents

- A. Regardless of which entity conducts the formal investigation, Intrinsic retains the authority to issue any disciplinary action for student respondents in accordance with applicable Intrinsic policies.
- B. Corrective actions for student respondents will follow the guidance under the "Unacceptable Behavior & Corrective Disciplinary Consequences" section of this student code of conduct.
- C. For an investigation with a finding of responsibility and a recommended sanction up to 10 days of suspension, the process for implementing the suspension shall follow the procedures set forth in the "Suspension" section of the Intrinsic Schools Student Code of Conduct (SCC) and Discipline Policy.
- D. For a finding of responsibility with a recommended sanction of expulsion, the process for implementing the expulsion shall follow the procedures set forth in the "Expulsion" section of the Intrinsic Schools Student Code of Conduct (SCC) and Discipline Policy.
- E. For students with an IEP, the Procedural Safeguards for Students with Disabilities, as set forth in the Intrinsic Schools High School Student Code of Conduct, shall be followed, as well as contact with the Intrinsic Schools assigned Special Education Administrator.

### XII. Appeals

- A. Both parties have the right to appeal the decision-maker's(s) determination regarding responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint, on the following bases:
  - 1. procedural irregularity that affected the would change the outcome of the matter (e.g., material deviation from established procedures);
  - 2. new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that would change the outcome of the matter; and
  - 3. the Title IX Coordinator, investigator(s), or decision-maker(s) had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant(s) or respondent(s) that would change the outcome of the matter.



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- B. Any party wishing to appeal the decision-maker's(s') determination of responsibility, or the Title IX Coordinator's dismissal of a Formal Complaint or any allegations therein, must submit a written appeal to the Title IX Coordinator within five days after receipt of the decision-maker(s)'s determination of responsibility or the Title IX Coordinators dismissal of a Formal Complaint.
- C. The Title IX Coordinator will notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties. Both parties shall have a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome.
- D. The appealing party's written statement must be submitted within five days after the Title IX Coordinator receives notice of the appeal. The other party's written statement must be submitted within five days after the Title IX Coordinator provides that party a copy of the appealing party's written statement.
- E. The decision-maker(s) for the appeal will issue a written decision describing the result of the appeal and the rationale for the result. The written decision will be provided simultaneously to both parties. The written decision will be issued within five days of when the parties' written statements were submitted.
- F. The determination of responsibility associated with a Formal Complaint, including any recommendations for remedies/disciplinary sanctions, becomes final when the time for filing an appeal has passed or, if an appeal is filed, at the point when the decision-maker's (s') decision for the appeal decision is delivered to a complainant and a respondent. No further review beyond the appeal is permitted.

### **XIII. Retaliation**

- A. Retaliation is prohibited under this Policy.
- B. No person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this Policy, or because the individual made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, hearing, or informal resolution under this Policy. Intimidation, threats, coercion, or discrimination engaged in for the purpose of interfering with any right or privilege secured by Title IX, its implementing regulations, or this Policy, constitutes retaliation.
- C. Complaints alleging retaliation may be filed according to the grievance process set forth above.
- D. The exercise of rights protected under the First Amendment of the United States Constitution does not constitute retaliation prohibited under this Policy.

### **XIV. Office for Civil Rights**

- A. A person may also file a complaint with the Department of Education's Office for Civil Rights regarding an alleged violation of Title IX at <https://www2.ed.gov/about/offices/list/ocr/complaintprocess.html>. Contact information for the regional enforcement office of the Department of Education's Office for Civil Rights is:
  - U.S. Department of Education
  - Citigroup Center
  - 500 W. Madison Street, Suite 1475
  - Chicago, IL 60661-4544
  - Telephone: (312) 730-1560
  - Facsimile: (312) 730-1576
  - Email: [OCR.Chicago@ed.gov](mailto:OCR.Chicago@ed.gov)



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