



STUDENT CODE OF CONDUCT 2024-2025



Chicago International Charter School Student Code of Conduct

Updated March 2024

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CHICAGO INTERNATIONAL CHARTER SCHOOL STUDENT CODE OF CONDUCT

The Chicago International Charter School (“CICS”) and the School Management Organizations (“SMO’s”) expect all students to conduct themselves in a socially responsible manner. CICS takes a preventative, positive approach to discipline whenever possible rather than focusing exclusively on punishment. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes CICS’ philosophy of providing a rigorous education and a sense of belonging for all students. CICS responds to misbehavior with a multi-tiered system of supports for students’ social, emotional, and behavioral needs which includes behavioral interventions as well as disciplinary consequences aimed at teaching expected positive behaviors, understanding and addressing the root causes of the misbehavior, resolving conflicts, meeting students’ needs and keeping students in school and in their classrooms learning. CICS addresses misbehavior on an individual basis and considers the student’s individual circumstances and any mitigating factors.

Each discipline case will carry its own merit and will be adjudicated per the facts accompanying the case. CICS and SMO staff shall consider all mitigating circumstances prior to disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a student;
- Prior conduct;
- Understanding the impact of actions, willingness to participate with restorative practices, taking responsibility for choices, suggesting ways to repair harm and restore community;
- Seriousness of offense.

In some cases, CICS and SMO, with parent/guardian consent, may deem screening and referrals for counseling as an intervention, or support as a component of the schools response to the misconduct. Logical consequences such as loss of privileges and community service may also be considered. Community service, with parent/guardian consent, may include, but is not limited to, the following:

- Repairing or cleaning property damage as a result of the offense;
- Participating in landscaping, gardening, or cleaning inside the building or of the school grounds;
- Participating in projects that beautify the school, surrounding property, or the community;
- Providing services that improve the lives of community members.

Each category of offense listed below has a minimum and maximum disciplinary action associated with it and is proportionate to the offense. After considering the actual disciplinary violation and factors such as those listed above, CICS staff shall determine



the disciplinary action within the minimum/maximum range to which the student shall be subjected.

Categories of offenses are listed in six different groups, according to the following Groups:

- **Group 1** lists behaviors that are inappropriate.
- **Group 2** lists behaviors that disrupt.
- **Group 3** lists behaviors that seriously disrupt.
- **Group 4** lists behaviors that very seriously disrupt.
- **Group 5** lists behaviors that most seriously disrupt.
- **Group 6** lists behaviors that are illegal and most seriously disrupt.

RIGHTS AND RESPONSIBILITIES

STUDENTS

Students have the right and responsibility to:

- Receive a free high-quality public education in a safe educational environment;
- Be respected as an individual and treated courteously, fairly and respectfully by other students and staff;
- Treat teachers, staff, other students, themselves and property with respect;
- Take part in all CICS activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, gender identity, national origin, ethnic group, political affiliation, age, marital status, or disability;
- Attend school daily, be prepared for class and complete assignments to the best of their ability;
- Demonstrate positive digital citizenship and refrain from using social media and electronic devices in any fashion that is disparaging to other;
- Tell CICS or SMO staff about any dangerous behavior or bullying that occurs within a CICS school, on the way to and from school, or within the school community;
- Be informed, in compliance with State law, before a law enforcement officer or other school security personnel detains and questions a student under the age of 18 who is suspected of committing a criminal act;
- Read and become familiar with the CICS's SCC; and
- Be told the reasons(s) for any disciplinary action and allowed to tell their side of the story before receiving a consequence.

PARENTS/GUARDIANS

Parents/Guardians have the right and responsibility to:

- Be actively involved in their child's education;
- Be treated fairly and respectfully by CICS and SMO staff;
- Be respectful and courteous to CICS and SMO staff;
- Be respectful of other students' privacy rights;



- Be informed of their child's attendance, academic performance and behavior concerns;
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by CICS and SMO staff;
- Assure their child brings to school only those things that are appropriate in a school setting;
- Work with CICS and SMO staff to address any academic or behavioral concerns regarding their child; and
- Be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned.

STAFF

CICS and SMO Staff have the right and responsibility to:

- Work in a safe and orderly environment;
- Be treated courteously and respectfully;
- Treat students and parents/guardians fairly and with respect;
- Teach, re-teach and model clear behavioral expectations to all students;
- Establish and enforce expected classroom behavior;
- Intervene early and de-escalate inappropriate behaviors;
- Identify and respond effectively to students' social, emotional, and/or behavioral health needs, including referring students for additional support when necessary; and
- Enforce State, CPS, CICS, SMO, and school policies, rules, and SCC, including preventive and positive disciplinary policies.

SPECIAL NOTES

Cellular Phones and Other Information Technology Devices

A principal may allow students to possess cellular phones or other information technology devices by creating a school policy identifying when the items may be authorized, used, and how they must be kept. These include, but are not limited to: computers, cellular phones, smart watches used to exchange or access information, pagers, and personal digital assistants or handheld devices, that are used to access the internet, electronic mail or other information sites and that may or may not be physically connected to the network infrastructure.

A principal may also prohibit cellular phones and other information technology devices but allow individual students to possess them after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent/guardian may appeal to the SMO Chief of Schools or their designee.

Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.



School Dress Codes and Uniform Policies

Each school may adopt a dress code policy that prevents students from wearing certain items or a uniform policy that requires students to wear a specific uniform. Dress codes and uniform policies should be gender-neutral and cannot prohibit hairstyles or head coverings historically associated with race, ethnicity, religion or hair texture, including, but not limited to, protective hairstyles such as braids, locks, and twists.

Students who fail to follow a school's dress code or uniform policy may be given a non-exclusionary restorative consequence, and may not be barred from participating in any instructional activities. A student may receive additional consequences for violating a school's dress code or uniform policy if the student's dress disrupts or may disrupt the educational process. For example, a student may receive a consequence for wearing clothing or accessories that display gang affiliation.

Biased and/or Discriminatory Behavior

The Illinois General Assembly has found that a safe and civil school environment is necessary for students to learn and achieve. Bias-based behaviors, including racism and all forms of discrimination on the basis of actual or perceived membership of a protected category, are directly contrary to this and can cause physical, psychological, and emotional harm to students that can interfere with the ability to learn and participate in school activities.

School administrators and designees should refer to the [CICS Anti-Bullying Policy](#) included in this handbook for instructions on addressing all allegations of bullying or biased-based behaviors by students. In the event that an investigation substantiates an allegation of bias-based behavior, school administrators or designees should assign and document relevant SCC codes, restorative interventions, applicable consequences, and seek to identify and disrupt the systems and structures in our schools that allow discrimination to occur.

Dating Violence and Domestic Violence Statement

Any staff member who is notified by a parent, guardian or student, or who suspects that a student has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness. Domestic Violence is defined as: a felony or misdemeanor crime of violence committed by a current or former spouse or intimate partner of the complainant; by a person with whom the complainant shares a child in common; by a person who is cohabitating with, or has cohabitated with, the complainant as a spouse or intimate partner; by a person similarly situated to a spouse of the complainant under the domestic or family violence laws of Illinois; by any other person against an adult or youth complainant who is protected from that person's acts under



the domestic or family violence laws of Illinois. To categorize an incident as Domestic Violence, the relationship between the respondent and the complainant must be more than just two people living together as roommates. The people cohabitating must be current or former spouses or have an intimate relationship.

These allegations or suspicions should be reported to the Office of Student Protections and Title IX immediately. The principal shall ensure that the student victim of dating violence or domestic violence receives appropriate support services.

SCC and Other Laws, Policies and Rules

The inappropriate behaviors and range of possible consequences and interventions listed in this policy are consistent with the Illinois School Code, CPS Board Rules and Policies, negotiated charter agreements, and all other applicable state and federal laws.

Students in grades Kindergarten through second (“K-2”) will not be expelled or assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School’s CEO/Executive Director may collaborate with CICS and CPS to request additional services to appropriately support the student. Support may include a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student’s ongoing social, emotional, and academic needs.

STUDENT CODE OF CONDUCT CATEGORIES 1-6

The SCC applies to students at all times during the school day, while on school property, while traveling to and from school, at any school-related event, on any vehicle funded by CICS or the SMO (such as a school bus), and while using the CPS network.

The SCC also applies to student behavior outside of school if: (1) a student engages in a Group 5 or 6 behavior, and (2) the behavior disrupts the educational process or orderly operation of the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the educational process or orderly operation of the school.

GROUP 1 - INAPPROPRIATE BEHAVIORS

- 1-1 Running and/or making excessive noise in the hall or building
- 1-2 Leaving the classroom without permission
- 1-3 Engaging in any behavior that is disruptive to the orderly process of classroom instruction



- 1-4 Loitering, or occupying an unauthorized place in the school or on school grounds
- 1-5 Failing to attend class without a valid excuse
- 1-6 Persistent tardiness to school or class
- 1-7 Use of the CICS network for the purpose of accessing non-educational materials, such as games and other inappropriate materials¹
- 1-8 Unauthorized use or possession of cellular telephones or other information technology devices

Group 1 - Available Interventions and Consequences

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

GROUP 2 - DISRUPTIVE BEHAVIOR

- 2-1 Posting or distributing unauthorized written materials on school grounds
- 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

¹ Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.



2-10 Unauthorized use of school parking lots or other areas
2-11 Use of the CICS network for the purposes of distributing or downloading non-educational material²

Group 2 - Available Interventions and Consequences

- Incentives for positive behavior
- Restorative conversations
- Teacher-student-parent/guardian conference
- Loss of privilege
- Temporary removal from the classroom
- Self-management plan

GROUP 3 - SERIOUSLY DISRUPTIVE BEHAVIOR

Group 3 - Seriously Disruptive Behavior

3-1 Gambling – participating in games of chance or skill for money or things of value*
3-2 Fighting – physical contact between two people with intent to harm, but no injuries result³
3-3 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin or immigration status, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability⁴
3-4 Second or more documented violation of a Group 1 or 2 behavior category⁵
3-5 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process
3-6 Forgery – false and fraudulent making or altering of a document or the use of such a document*

² Students may be temporarily suspended from some or all CICS network privileges for improper use of the CICS network when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible

³ It is not an act of misconduct to defend oneself as provided by the law.

⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX

⁵ For example, a student’s first time failing to provide proper identification would be recorded as a 2-9 behavior category and available consequences would include skill-building in-school suspension up to three days. A student’s second time failing to provide proper identification would be recorded as a 3-5 behavior category and available consequences would include skill-building in-school suspension up to three days. A student’s third time failing to provide proper identification would be recorded as a 3-5 behavior category, repeated Group 3 inappropriate behavior, and available consequences would include skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days.

3-7 Plagiarizing, cheating and/or copying the work of another student or other source
 3-8 Overt display of gang affiliation⁶
 3-9 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 [CICS Anti-Bullying Policy](#) for full definition before assigning an intervention or consequence)
 3-10 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 nature⁷
 3-11 Use of the CICS network for a seriously disruptive purpose not otherwise listed in this SCC⁸

Group 3 - Available Interventions and Consequences

- One after-school and/or one Saturday skill building in-school detention
- Work plan or skill building support
- Skill building In-school suspension
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference

⁶ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Repeated violations of Behavior 3-9 of the SCC may result in a referral for an expulsion hearing and should be submitted as Behavior 5-6.

⁷ Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

⁸ Students may be temporarily suspended from CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

- Students may be subject to out-of-school suspension for three days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community, or
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* Behaviors with an asterisk indicate that the misconduct may be in violation of the law.

GROUP 4 - VERY SERIOUSLY DISRUPTIVE BEHAVIOR

- **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
- **4-2 Extortion – obtaining money or information from another by coercion or intimidation
- **4-3 Assault⁹ – an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery
- **4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500
- **4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury
- **4-6 Fighting¹⁰ – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury
- **4-7 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
- **4-8 Possession, use, sale, or distribution of fireworks
- 4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process
- 4-10 [this code intentionally left blank]
- **4-11 Trespassing on CICS property – entering CICS property when previously prohibited or remaining on school grounds after receiving a request to depart
- *4-12 Knowingly or intentionally using the CICS network or information technology devices to spread viruses to the CICS network¹¹
- 4-13 Possession of any dangerous object as defined by this SCC, first documented behavior

⁹ An assault may be committed without actually touching, striking or injuring the victim.

¹⁰ It is not an act of misconduct to defend oneself as provided by the law

¹¹ Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students' access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

****4-14** Use or possession of alcohol, drugs, controlled 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 during, before, or after school or a school-related function¹²

4-15 Initiating or participating in inappropriate physical contact with school personnel, such as pushing school personnel out of the way in order to physically fight with another student, with no intent to harm school personnel

4-16 Voluntary sex acts that occur on CICS property or during CICS-sponsored activities. This includes any voluntary action that includes genital contact, including fondling, digital penetration, sexual intercourse, and oral sex

Group 4 - Available Interventions and Consequences

- One after school and/or one Saturday Skill building in-school detention
- Work plan or skills building support
- Skill building In-school suspension
- Peer conference/peer mediation
- Referral to behavioral health team
- Daily and/or weekly check in/check out
- Targeted social skills instruction/ anger management group
- Referral to counseling/social work services
- Teacher-student-parent/guardian conference
- Repeated violations, and/or depending on the circumstances, students may be subject to the maximum penalty of out-of-school suspension for 3 days or less and teacher-parent/guardian conference
- Students may be subject to out-of-school suspension for 3 days or less (plus up to 2 days of skill-building in-school suspensions for a total of 5 days of suspension) when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s)
- Damage to school property may require a cost associated if the parent/guardian signed an Acceptable Use Policy (“AUP”), or on a case-by-case basis as determined by the SMO legal team

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

GROUP 5 - MOST SERIOUSLY DISRUPTIVE BEHAVIOR

¹² Consider referring students who violate 4-14 for a substance abuse prevention program or counseling

- *5-1 Aggravated assault – assault¹³ with a deadly weapon or any assault against school personnel
- *5-2 Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein
- *5-3 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$150
- **5-4 Use of intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying and/or dating violence.¹⁴ Intimidation is behavior that prevents or discourages another student from exercising his/her right to education, or using force against students, school personnel and school visitors, including severe acts of retaliation for reporting non-sexual behavior that includes intimidation, credible threats of violence, coercion, stalking, or persistent severe bullying. For severe bullying, see [CICS Anti-Bullying Policy](#) before assigning an intervention or consequence.¹⁵
- 5-5 [this code intentionally left blank]
- *5-6 Gang activity or overt displays of gang affiliation¹⁶
- **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
- *5-8 Engaging in or attempting any illegal behavior which interferes with the school's educational process
- *5-9 Persistent or severe acts of sexual 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, persistent, or pervasive to limit a student's ability to participate in or benefit from the educational program or which creates a hostile or abusive school environment
- *5-10 False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified
- 5-11 Second or repeated violation of Behavior 4-13, possession of any dangerous object as defined by this SCC

¹³ An assault is an attempt or reasonable threat to inflict injury on someone with a show of force that would cause the victim to expect an immediate battery. An assault may be committed without actually touching, striking or injuring the victim

¹⁴ Dating violence is defined as violent, controlling, or intimidating behavior that an individual uses against a current or former dating partner. It can include emotional, physical and sexual abuse, stalking, yelling, harassing, threatening, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy and possessiveness

¹⁵ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

¹⁶ A gang is any ongoing organization or group of three or more persons having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal activity. Gang activity means any act (e.g., recruitment with use of intimidation, tagging or marking, assault, battery, theft, trespassing, or extortion) performed by a gang member or on behalf of a gang, and intended to further a common criminal objective. An overt display of gang affiliation means any act (e.g., wearing clothing or paraphernalia, displaying gang signs, symbols, and signals) that signifies or exhibits affiliation with a gang. Gang activity and overt displays of gang affiliation can be implied from the character of the acts and the circumstances surrounding the misconduct. Consider referring students who commit 5-6 behaviors to a gang intervention program at a community based organization.

*5-12 Battery, or aiding or abetting in the commission of a battery, which results in a physical injury. Battery means unwanted bodily contact with another person without legal justification.

5-13 [this code intentionally left blank]

*5-14 Use of any computer, including social media platforms, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate other members of the school community. Or hacking (intentionally gaining access by illegal means or without authorization) into the CICS or school network to access student records or other unauthorized information, or to otherwise circumvent the information security system.

*5-15 Willful or malicious destruction or defacing of property or criminal damage to property that results in damages exceeding \$500 or that is done to property belonging to any school personnel

5-16 [this code intentionally left blank]

5-17 [this code intentionally left blank]

5-18 [this code intentionally left blank]

*5-19 Participating in 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

Group 5 - Available Interventions and Consequences

- Maximum of 3 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years
- Students may be subject to out-of-school suspension for 5 days or less when/if a student's continuing presence in school would pose a threat to the safety of other students, staff or members of the school community.
- The degree of the suspension, whether skill building in-school or out-of-school, as well as length of suspension, shall be determined by school administrators and CICS' Board of Directors or Board Designee
- As a supplement and/or alternative to suspension, school staff may require students to complete of service, with parent/guardian consent, as commensurate with the seriousness of offense(s)

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.



** Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

GROUP 6 - ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR

*6-1 Use, possession, and/or concealment of a firearm¹⁷/destructive device or other weapon¹⁸ or “look-alikes” of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm

*6-2 Intentionally causing or attempting to cause all or a portion of the CICS network to become inoperable^{19 20}

*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others

*6-4 Bomb threat – false indication that a bomb, or other explosive of any nature, is concealed in a place that would endanger human life if activated

*6-5 Robbery – taking personal property in the possession of another by use of force or by threatening the imminent use of force

*6-6 Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes”²¹ of such substances, contraband,²² or any other substance used for the purpose of intoxication²³

*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 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 voluntarily²⁴

*6-8 Aggravated battery (battery that causes great harm, is done with a deadly weapon, is done by a person who conceals his/her identity, or the use of physical force against school personnel) or aiding and abetting in the commission of an aggravated battery

*6-9 Murder – killing an individual without legal justification

*6-10 Attempted murder – an act that constitutes a substantial step toward intended commission of murder

¹⁷ The term “firearm/destructive device” as defined in 18 U.S.C. Section 921 includes, but is not limited to, handguns, rifles, automatic weapons, bombs, or other incendiary devices and parts thereof.

¹⁸ Weapons include any object that is commonly used to inflict bodily harm, and/or an object that is used or intended to be used in a manner that may inflict bodily harm, even though its normal use is not as a weapon

¹⁹ A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

²⁰ Students may be temporarily suspended from some or all CICS network privileges for improper use of information technology devices when it has been established that the behavior has resulted in an unsafe learning environment or if other students’ access to learning has been interrupted. CICS network privileges will be restored as soon as possible once appropriate plans are in place to ensure ongoing safety and access for all students to the greatest extent possible.

²¹ “Look-alike” means any substance which by appearance, representation, or manner of distribution would lead a reasonable person to believe that the substance is an illegal drug or other controlled substance.

²² Contraband means any instrument used to commit a crime or violation, and any other item, when possessing that item violates any applicable law, City ordinance, rule or policy of the Board or any individual school

²³ It may be assumed that a student in possession of large quantities of alcohol, illegal drugs, narcotics, or controlled substances, or in possession of multiple individually-packaged amounts of alcohol, illegal drugs, narcotics or controlled substances, intends to sell or deliver these substances. Consider referring students who violate behavior 6-6 for substance abuse prevention programs or counseling.

²⁴ Behaviors targeted at sex, gender, sexual orientation, gender identity, or gender expression must be reported to the Office of Student Protections and Title IX.

*6-11 Kidnapping – secret confinement of another against his/her will or transportation of another by force or deceit from one place to another with the intent to secretly confine

*6-12 Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than \$1,000

Group 6 - Available Interventions and Consequences

- Maximum of 10 days, out-of-school suspension, per violation
- Clinical services referral
- Referral to referral to DCFS (Department of Children and Family Services)
- Referral to SASS (Screening Assessment & Support Services)
- Substance abuse treatment/prevention
- Peer conference/peer mediation/ skills building
- Skill building In-school suspension
- A student- teacher-parent/guardian conference
- Subject to the maximum penalty of expulsion from CICS schools for a period of up to 2 calendar years.
- Students may be subject to out-of-school suspension for three days and a maximum of 10 days
- Only if other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continued presence in school would either (i) pose a threat to the safety of other student, staff or members of the school community or (ii) substantially disrupt, impede, or interfere with the operations of the school.
- As a supplement and/or alternative to suspension, school staff may require students to complete service, with parent/guardian consent, as commensurate with the seriousness of offense(s).

* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.



SUSPENSION AND EXPULSION

Definitions

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

STUDENTS IN K-2

CICS Students in grades Kindergarten through Second (“K-2”) will not be expelled, assigned in-school or out-of-school suspensions. If a K-2 student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Principal and Charter School’s CEO/Executive Director may collaborate with CICS or CPS to request additional services to appropriately support the student. Supports may include a plan addressing the safety of students/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the student’s ongoing social, emotional, and academic needs.

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

- 1) Skill building in-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The student was informed of their reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and
- 3) A copy of the misconduct report was (generated in the CICS Student Information system) was provided to the student’s parents/guardians
- 4) The suspension length provided is reasonably applied.

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

A student in grades third through twelfth may be assigned an out-of-school suspension if:

- 1) Out-of-school suspension is listed as an available consequence for the SCC behavior category, and
- 2) The principal or designee determines that the student’s attendance at school presents an imminent endangerment to the physical, emotional, or mental safety



of specific students/staff and this threat is documented in the District student information system, or

3) The principal or designee determines that the student's behavior has caused chronic or extreme interruption to other students' participation in school activities and prior interventions have been utilized and documented in the District student information system, and

4) The student was informed of his/her reported misbehavior, provided an opportunity to respond, and reasonable efforts were made to contact the parents/guardians, and

5) A copy of the misconduct report (generated in the CICS student information system) was provided to the student's parents/guardians, and

6) The suspension length provided is reasonably applied.

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

The school administration must ensure that a student serving suspension is able to obtain homework, and upon the student's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension. A student serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with principal approval. The student's attendance will still be marked as suspended. The principal must approve any other exception to the out-of-school suspension guidelines.

Expulsion: Expulsion is the removal of a student from school for 11 or more consecutive days, up to a maximum of two calendar years. A student in grades six through twelve may be referred to an expulsion hearing if the behavior falls within Group 5 or 6 of the SCC. If a student's inappropriate behavior falls within Group 6 of the SCC, the incident will be automatically referred for an expulsion hearing for a student in 6th through 12th grade.

The CICS CEO's designee will review the expulsion hearing request and determine whether to move forward with an expulsion hearing, refer the student to an intervention program, or refer the student back to the school for intervention/support.

Procedural Safeguards and Re-engagement Procedures

When a student's misconduct results in the need to suspend, or expel the student, the following procedures shall be followed:

- A. Suspension Not Exceeding Ten School Days: Students suspended for ten school days or less shall be afforded due process in the following manner:
- The principal, assistant principal, or dean of students meet with the student to discuss, investigate, and assess the situation.
 - If a student is found to have violated the SCC in a manner that warrants suspension, the student's infraction will be logged in PowerSchool or the appropriate Student Information System. The principal, assistant principal, or dean of students determines the logical duration of the suspension and whether the suspension is served skill building in-school or out-of-school.
 - The school principal, assistant principal, or dean of students shall immediately notify the student's parent or guardian of the situation and the disciplinary action with a full written statement of specific misconduct, rationale for duration of suspension, and notice to parents/guardians of their right to review. The school principal, assistant principal, or dean of students shall be available for a follow-up conference with the family, if requested.
 - All out-of-school suspensions over 3 days require a documented re-entry meeting. In developing a re-engagement plan, the principal, assistant principal, or dean of students, will consider ways to prevent future school suspensions, forms of restorative action and supportive intervention strategies to aid in the student's academic success.
 - The principal, assistant principal, or dean of students must facilitate a re-engagement meeting for students who are returning from out-of-school suspension of 3 days or more, expulsion, or from an alternative school setting and or hospital stay.
 - The principal, assistant principal, or dean of students will determine whether parent or guardian attendance at a re-engagement meeting is recommended or mandatory. Parents and guardians are welcomed to attend all re-engagement meetings involving their students.
 - Students can make up work following their suspensions. Upon returning to school, it is the student's responsibility to make up work in a reasonable time proportional to their suspension. A student's academic performance should not be impacted by participation in in-or-out-of-school suspension.
 - Students are allowed to respond to allegations prior to suspension.
 - The CICS Board or its designee will be provided all information and summaries for suspensions and expulsions.
 - For out-of-school suspensions for longer than 3 school days, the school will note in the suspension notice whether support services are to be provided during the period of suspension or whether it was determined that there are no such appropriate and available services.
 - Within the suspension or expulsion decision, schools will document whether other interventions were attempted or whether it was determined that there were no other appropriate and available interventions.



- A pupil who is suspended in excess of 20 school days may be immediately transferred to an alternative program in the manner provided by the Illinois School Code.
- It is prohibited that any school encourage any CICS student to drop out or transfer.
- Students shall be given oral or written notice of the misconduct allegations against him/her; an explanation of the basis for the accusation; and an opportunity to present his/her recalling of the incident, in writing, to the principal.

If unsatisfied with the response of the school administration, the student and guardian may appeal and present his/her version of events to the appropriate administrative officer of the SMO that manages the school on behalf of the CICS.

Any suspension shall be reported immediately to the parents or guardian of a pupil along with a full written statement of the reasons for such suspension and a notice of their right to review and appeal. The CICS board or its designee must be given a summary of the notice, including the reason for the suspensions and suspension length. Upon the receipt of an appeal request of the parents or guardian, the CICS board or hearing officer appointed by it shall review such action of the principal, assistant principal, or dean of students. At such review, the parents or guardian of the student may appear and discuss the suspension with the CICS board or its hearing officer. If a hearing officer is appointed by the board, he/she/they shall report to the board a written summary of the evidence heard at the meeting. After its hearing or upon receipt of the writing report of its hearing officer, the board may take such action as it finds appropriate. If a student is suspended pursuant to this subsection, the board shall, in the written suspension decision, detail the specific act of gross disobedience or misconduct resulting in the decision to suspend. The suspension decision shall also include a rationale as to the specific duration of the suspension.

B. Expulsion: Students expelled as a result of gross disobedience or misconduct shall be afforded due process in the following manner:

- CICS will request that the student's parents or guardian appear before the CICS Board or a hearing officer appointed by it. Such requests will be made by registered or certified mail and state the time, place, and purpose of the meeting. In addition to advanced written notice of the hearing, the student shall be afforded sufficient time to prepare for the hearing, the right to be represented by counsel, and the right to present evidence.
- The expulsion hearing need not take the form of a judicial or quasi-judicial hearing. In no event shall a hearing be considered public. Further, at the discretion of the CICS Board, the hearing may be closed to those individuals deemed advisable, except the student, the student's parents or guardians, the student's attorney, at least one school official, and the Board's attorney at all times. Witnesses shall be admitted to a closed

hearing only to the extent necessary to testify. In order for another student to act as a witness, signed written consent of that student's guardian must be obtained prior to the meeting. The following procedures will be included in an expulsion hearing: school presents more than hearsay evidence to prove allegations, parents/guardians and students are allowed to present evidence and cross-examine witnesses, and separation exists between staff members conducting the expulsion, hearing officer and decision-maker.

- The board/board designee, or a hearing officer appointed by it, at such a meeting shall state the reasons for dismissal and the date on which the expulsion is to become effective.
- If a hearing officer is appointed by the board, he/she shall report to the board a written summary of the evidence heard at the meeting and the board may take such action hereon as it finds appropriate.
- If the board/board designee acts to expel a pupil, the written expulsion decision shall detail the specific reasons why removing the pupil from the learning environment is in the best interest of the school.
- The expulsion decision shall also include a rationale as to the specific duration of the expulsion.
- An expelled pupil may be immediately transferred to an alternative program in the manner provided by the Illinois School Code, working in conjunction with the CPS Office of Student Adjudication for school placement.
- A student will be expelled for a duration of one year, adjusted on a case by case basis, for bringing the following items to school; firearm, look-alike firearm, knife, brass knuckles, or other knuckle weapon, billy club or any other object used or attempted to be used to cause bodily harm.

Students in grades Kindergarten through fifth grade ("K-5") may not be expelled. If a K-5th student exhibits behavior that presents imminent endangerment to the physical, emotional, or mental safety of specific students and/or staff, the Charter School's CEO/Executive Director may grant an exception and assign an emergency expulsion after parents/guardians have been notified.

If a general education student is expelled from CICS, the student may not return to any CICS school for a definite period not to exceed 2 calendar years. The length of the expulsion will be determined on a case-by-case basis by the CICS Board/Board Designee based on the evidence in each individual case and any mitigating factors. The CICS Board/Board Designee may expel a student with disabilities for a definite period not to exceed 2 calendar years, as determined on a case by case basis only if the procedural safeguards outlined in the next section are followed.

If a parent/guardian and/or student wishes to appeal the expulsion from CICS, there are two options:



First, the parent/guardian and/or student may appeal in writing by sending a letter to the CICS Board before the next regularly scheduled board meeting stating why the parent/guardian and/or student feel the expulsion decision should be overturned. The appeal letter must be received by the date given in the expulsion notice and should be addressed and sent to the Chicago International Charter School office at 11 E. Adams, Suite 600, Chicago, Illinois 60603.

Second, the parent/guardian and/or student may request a meeting with the CICS Board Executive Committee to appeal. If you plan to appeal in person, please email contact@chicagointl.org to schedule an appeal. The Board will then discuss the student and expulsion decision during the executive session and will notify the parent/guardian and student in writing of its decision.

PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF STUDENTS WITH DISABILITIES/IMPAIRMENTS

All procedural safeguards contained in the SCC and this section are equally applicable to those students with 504 plans. For more information, see [Notice of Procedural Safeguards for Discipline of Students with Disabilities and Impairments](#) (2024).

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 safeguards²⁵ 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.²⁶ When a student with a disability/impairment is removed from school for a full or partial day without receiving the

²⁵ 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.

²⁶ 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. 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>.



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 pursuant to the CPS SCC, the following apply:

1. School must provide written notice to the parent/guardian or surrogate parent of the request for an expulsion hearing and the date of 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 Office of Diverse Learner Supports and Services (ODLSS) and CPS Legal Department.

REFERENCE GUIDE FOR GROUPS 4, 5 AND 6 BEHAVIORS INVOLVING DANGEROUS OBJECTS, WEAPONS OR LOOK-ALIKE WEAPONS

SECTIONS 4-13 AND 5-11

If a student simply has any of these objects in his or her possession, but does not use them, (s)he should be recorded to have violated Section 4-13 of the SCC for a first-time violation or 5-11 of the SCC for a second or repeated violation. If a student uses, or intends to use, any of these objects to inflict harm on someone, the student should be recorded to have violated Section 6-1.



Knives, including but not limited to:

- Steak knife or other kitchen knives
- Pen knives/Pocket knives
- Hunting knives
- Swiss Army knife
- Box cutters

Razors Tools, including but not limited to:

- Hammers
- Screwdrivers
- Saws Crowbars/Metal pipes Other objects commonly used for construction or household repair

Other Objects, including but not limited to:

- Mace/Pepper spray
- Live ammunition/Live bullets
- Broken bottles or other pieces of glass
- Wooden sticks/boards

SECTION 6-1

If a student has any of these objects in his or her possession or uses any of these objects, (s)he should be recorded to have violated Section 6-1 of the SCC.

Firearms - these include:

- Pistol
- Revolver
- Other firearms
- Any part or portion of a machine gun or rifle

Knives - these include only the following types of knives:

- Switchblade knives (open automatically by hand pressure applied to a button, spring or other device in the handle of the knife)
- Ballistic knives (operated by a coil spring, elastic material, or an air or gas pump)

Explosive Devices/Gases - these include:

- Tear gas guns
- Projector bombs
- Noxious liquid gas
- Grenades Other explosive substances

Other Objects - these include:

- Blackjack



- Slingshot
- Sand club
- Sandbag
- Metal/brass knuckles
- Throwing stars
- Tasers/stun guns

“Look-Alike” Firearms - these include:

- B.B. guns
- Air guns
- Other objects, including “toys” or replicas that reasonably resemble real firearms

6-1 SPECIAL CONSIDERATION

If a student simply has any of these objects, or any other similar object in his/her possession, (s)he should not be recorded to have violated the SCC. If a student uses, or intends to use, any of these objects to inflict bodily harm on someone, the student should be recorded to have violated Section 6-1.

Sporting Equipment - these include but are not limited to:

- Baseball bats
- Golf clubs

Personal Grooming Products - these include but are not limited to:

- Nail clippers/files Combs with sharp handles
- Tweezers additional resources

School Supplies - these include but are not limited to:

- Scissors
- Laser pointers
- Pens/Pencils Rulers
- Padlocks/Combination locks Other objects commonly used for educational purposes

SEXUAL MISCONDUCT

Protection under Title IX, a federal law that requires schools to prevent, recognize, and respond to sexual violence, sexual harassment, and discrimination on the basis of sex and/or gender. Under this law:

- Students are guaranteed freedom from sexual harassment and/or sexual violence.
- Students are guaranteed the freedom to report an incident to school or police (and to receive a prompt and fair answer).



- If a student is experiencing gender-based discrimination, sexual harassment, or other sexual misconduct they can file a report with the school, SMO or CICS network staff and the OSP at 773-553-4400. If it is an emergency, call 911.

School, SMO and CICS Network employees must take additional steps to report signs of student abuse including calling the Illinois Department of Children and Family Services and the Office of Inspector General.

If school administrators are made aware of a criminal act of sexual misconduct that is in progress, they must contact CPD. When made aware of an allegation of sexual misconduct, including but not limited to, sexual harassment, sexual bullying, sexual assault, dating violence, or discrimination related to sex, sexual orientation, gender, or gender expression, contact the Office of Student Protections and Title IX at (773) 535-4400 to assist in assessing whether police notification is needed. DCFS mandatory reporter obligations are separate from reporting to CPD and must always be followed; please consult the Policy on Child Abuse and Neglect if needed.

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

School officials must assess the situation before determining whether or not to contact CPD to report a criminal act. School officials should consider factors including:

- Whether the student distributed or was in possession of illegal drugs, narcotics, controlled substances, or “look-alikes” of such substances. If so, CPD must be notified. Whether the student was in possession of a firearm. If so, CPD must be notified. The severity of the criminal violation and the degree of harm to the school community,
- Whether a person was physically injured as a result of the student’s conduct,
- Whether the student presents an imminent danger to the health, safety, or welfare of others, and

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



ACCEPTABLE USE OF TECHNOLOGY POLICY (“AUP”)

This AUP sets forth the standards governing CICS authorized users’ access to local, state, national, and international sources of information through the Internet, the CICS network, and computer and electronic mail (“email”) access. This AUP sets forth the rules under which student users may continue their access to and use of these resources. This AUP promotes the ethical, legal, and school-related use of the Internet, CICS network, email and computer access. This AUP is in compliance with the Children’s Internet Protection Act.

Access to the Internet, CICS network, Wi-Fi and computer and email access is a privilege that is provided to student users for educational purposes. These resources provide students with effective means of communication and research and should be used in a manner that does not violate the CICS school policy and regulations established by the CICS Board.

General Provisions

For Authorized Users, CICS provides computers and network capabilities to students for the purpose of enhancing instruction through technological resources. CICS uses filtering and blocking technology to protect against materials that are obscene, pornographic, or harmful to minors. CICS may make Internet access to e-mail available to students on the CICS networks as an educational resource. It is a general policy of CICS to promote the use of computers in a manner that is responsible, legal and appropriate. Student use of the CICS network is a privilege. A student’s failure to adhere to the Policy will result in the revocation of the student’s access privileges. Should a student’s access privilege be revoked, there shall be no obligation on the part of CICS to provide a subsequent opportunity for access to the CICS network. All devices remain the property of CICS or CPS, therefore are to only be used as an educational tool, are GPS enabled, and must be returned to CICS immediately upon notification. Furthermore, CICS reserves the right to remotely connect with and disable the device without notice

The Internet is a collection of thousands of worldwide networks and organizations that contain millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Users accessing the Internet do so at their own risk and CICS and the Chicago Public Schools (CPS) and the City of Chicago are not responsible for material viewed or downloaded from users from the Internet. If a student gains access to inappropriate, obscene, pornographic and/or harmful material, CICS, CPS and the City of Chicago will not be liable. To minimize these risks, student use of the Internet, the CICS network, and computer and electronic mail is governed by this Policy. Student users may apply for less restrictive access to the internet to conduct bona fide academic research under the supervision of a teacher or administrator.



Use of Internet, Computer Access, and Electronic Mail

Improper use of the Internet, Wi-Fi, computer access, and electronic mail is prohibited. Uses of the Internet computer access and electronic mail that are prohibited include the following:

- Use of the CICS network for, or in support of, any illegal purposes
- Use of the CICS network for, or in support of, any obscene or pornographic purposes; this includes the retrieving or viewing of any sexually explicit materials, failing to use the Internet, computer access and email in a manner consistent with this Policy
- Violation of any provisions of the Illinois School Student Records Act, which governs students' right to privacy and the confidential maintenance of certain information including, but not limited to, a student's grades and test scores
- Use of profanity, obscenity or language that is generally considered offensive or threatening to persons of a particular race, gender, religion, sexual orientation, or to persons with disabilities
- "Reposting" or forwarding personal communications without the author's prior consent
- Copying commercial software in violation of state, federal or international copyright laws
- Using the CICS network for financial gain or for the transaction of any business or commercial activities
- Plagiarizing (claiming another person's writing as your own) any information gained on or through the CICS network or any other network provider
- Using the CICS network for political lobbying
- Intentionally disrupting the use of the CICS network for other users, including disruptive use of any process, program, or tool for ascertaining passwords or engaging in "hacking" of any kind, including, but not limited to, the illegal or unlawful entry into an electronic system to gain secret information
- Disclosing, using or disseminating private or personal information of other students, staff or administrators
- Providing access to the CICS network to violate any provisions of the CICS SCC
- Using a modem to dial into any online service provider, Internet Service Provider (I.S.P) or connect through a Digital Subscriber Line (DSL) while connected to the CICS network, as this poses a security risk to the CICS network
- Using the CICS network for anything related to "cyber-bullying"

Cyber-Bullying

"Cyber-bullying" means using information and communication technologies to bully. "Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:



- Deliberately threatens, harasses, intimidates a student, a school employee or any school-related personnel; or
- Places a student, a school employee or any school-related personnel in reasonable fear of harm to a student, a school employee or any school-related personnel or damage to the student, a school employee or any school-related personnel property; or
- Has the effect of substantially disrupting the orderly operation of the school; or
- Teen sexting includes Minors* caught sending nude or indecent photos of other minors via cell phones or computers could get supervision or community service. (IL State Law 2010) *If you are over 18 you will be prosecuted as an adult and may have to register as a sex offender.

Reporting Procedure and Investigation

Any student, school employee or any school-related personnel who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another student, school employee or any school-related personnel is being subjected to or has been subjected to cyber-bullying shall immediately make a report to the Principal/designee

The Principal/designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Principal/designee will inform the affected parties of the investigation results.

Social Media/Chat Room Guidelines for Students

Students should adhere to the following guidelines when interacting with social media:

- Be transparent. Your honesty, or dishonesty, will be quickly noticed in the social media environment. Identify yourself by using your real name.
- Be judicious. Make sure that you are not sharing confidential information concerning its staff, students or parents/guardians.
- Write what you know. Ensure that you write and post about your area of expertise. If you are unfamiliar with a subject matter, do the research before commenting.
- Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. Just by identifying yourself as a CICS student, you are creating perceptions about your expertise and about the CICS network. Be sure that all content associated with you is consistent with your work and with CICS' professional standards.
- Be responsible. What you write is ultimately your responsibility. Participation in social media on behalf of CICS is not a right but an opportunity, so please treat it seriously and with respect. Be careful and considerate when dealing with others.
- Take responsibility. If you make a mistake, admit it. Be upfront and make your corrections quickly.



- Press pause. If you are about to publish something that makes you even the slightest bit uncomfortable, then don't. Take a break and come back to it later. Ultimately, what you publish is yours and so is the responsibility.

Other training opportunities on internet practices will be provided throughout the school year.

General Information

The privilege of using the CICS network is free to students of CICS. The student to whom an account on the CICS network is issued is responsible, always, for its proper use. A responsible Student User of the CICS network:

- May keep a free account on the CICS network as long as he or she is a student in CICS
- May use the Internet to research assigned classroom projects
- May use the Internet to send email to other users of the CICS network and to people around the globe
- May use the Internet to explore other computer systems
- Does not give his or her password to another person
- Understands that none of his or her communications and information accessible through the CICS network is considered private or confidential and CICS reserves the right to access all user accounts, at any time, including student email
- Understands the Policy before logging on
- Understands that if the Policy is violated, the student's account on the CICS network will be revoked
- Understands that if he or she is removed from CICS' network by a school faculty member that he or she has the right to appeal the removal within thirty (30) days, in writing, to the director of the school; the CICS director's decision shall be final
- Understands that if he or she is removed from the CICS network, there shall be no obligation to provide a subsequent opportunity to access the CICS network

Parent/Guardian Consent For Use Of CICS Network

Prior to the activation of a student's account on the CICS network, the parent or guardian of the student must provide written authorization (located in the school's handbook).

Student Acknowledgement

All students to whom an account on the CICS network has been assigned shall sign a form acknowledging the requirements of the Policy on student acceptable use and verifying his/her/their successful completion of the CICS Network Internet Orientation.



Waiver of Privacy, Monitoring, Enforcement

Users do not have a personal privacy interest in anything created, received or stored on the Internet, CICS network, or electronic mail systems, as these systems are neither secure nor private.

Users expressly waive any right to privacy in anything created, stored, and or received while using CICS computer equipment or Internet access. Users consent to allow CICS personnel to access and review all materials created, stored, sent or received by the User through any of the CICS network or Internet connections.

CICS has the right to monitor and log all aspects of its computer system including, but not limited to, monitoring Internet, CICS network, and electronic mail use to ensure that these resources are being used for educational and school-related purposes, consistent with this Policy.

When a faculty member determines that a student has made an inappropriate use of computer equipment or the Internet the faculty member may remove the student from the CICS network. The student may appeal the decision to the Principal/designee of CICS within 30 days of revocation.

Additional CICS Student Policies

-  SY24 CICS Anti-Bullying Policy_FINAL.pdf
- CICS also adheres to CPS [Non-Discrimination, Harassment, Sexual Harassment, Sexual Misconduct and Retaliation Policy](#)

Policy Evaluation

Every two years, CICS will conduct policy evaluation to assess the outcomes and effectiveness of this 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.