



MOVING EVEREST EAGLES



FOREWARD

GREETINGS AND WELCOME TO THE SCHOOL YEAR 2022-2023!

This handbook includes policies that ensure our classrooms are safe, joyfully rigorous centers of learning that allow your child to thrive and are the most valued aspects of our community and our school culture.

Our school leaders, teachers, and staff are your partners in your scholar(s) education, and we need your help to make every day as constructive and beneficial as possible. Accomplishing this goal requires everyone's cooperation: For returning students and families, you will notice some changes to the wording and organization of some parts of this handbook, most notably, the emphasis on the community standards, regulations, and revisions to the dress code at *Moving Everest Charter School*. All families should familiarize themselves with the specifics of the expectations. More importantly, everyone needs to embrace the general spirit of what makes our community unique and strong. We expect all parents and scholars, new and returning, to know the expectations and abide by them.

We aspire to be a community of honor and integrity, and each of us must think about our individual needs and desires with the more significant interests of a whole school in mind. Our responsibility is to provide clarity around these values and interests so that you and your scholar have a successful learning experience while at *Moving Everest Charter School*. Therefore, parents and scholars are encouraged to review the contents of the document carefully. Also, be sure to sign the Technology Contract and the Student, Parent, Family Agreement to ensure that the expectations are known and abided to.

Finally, let's all commit to being kind and doing well and seeing just how great a school year each of us can have by doing our best and being our best.

Respectfully & Appreciatively,

The Moving Everest Leadership Team
August - 2022



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1) ASPIRATIONAL ENVIRONMENT

A. Our Mission

The mission of *Moving Everest Charter School* is to create a school that dramatically transforms the lives of K-8 scholars and prepares them for success in college and in life through: the delivery of a rigorous and personalized academic program, a focus on holistic education, and the development of strong character.

B. Our Vision

Our vision is to provide Austin with a robust K-8 school that prepares scholars to enter and excel in a college preparatory high school. Our goal is that 100% of graduates attend one of their top three high school choices. We will provide scholars with a transformative experience that focuses on developing their academic skills while helping them to develop a strong character and love for learning.

C. Our Values

- ❖ **Curiosity:** Always working to learn more in order to become the best.
 - Scholars are motivated to explore and find innovative ways to solve problems and achieve goals
 - Scholars are always looking for ways to become their best
 - Scholars have a cage busting mindset
 - Is eager to explore new things
 - Asks questions to help s/he learn better
 - Takes an active interest in learning

- ❖ **Perseverance:** The ability to bounce back and navigate through challenging times.
 - Scholars never give up and encourage and support their teammates to never give up
 - Scholars are confident there is a solution to every challenge and do not give up until they find it
 - Finishes whatever s/he begins
 - Tries his/her best even after experiencing failure
 - Commits to goals
 - Continues working hard even when s/he feels like quitting

- ❖ **Respect:** Treating others the way you want to be treated.
 - Scholars treat Moving Everest as if it were their own home
 - Recognize and appreciate what other people do for them, as well as experiences and opportunities
 - Expresses appreciation by saying thank you
 - Do something nice for someone else as a way of saying thank you
 - Shows that s/he cares about the feelings of others

- ❖ **Self-Control:** What you do and say helps you achieve your goals.
 - School Work:
 - Comes to class prepared



- o Remembers and follows directions
- o Begins working right away instead of waiting until the last minute
- o Pays attention and resists distractions
- Interpersonal:
 - o Remains calm even when criticized or otherwise provoked
 - o Allows others to speak without interrupting
 - o Is polite to adults and peers
 - o Keeps temper in check
 - o Is able to find solutions during conflicts with others
- ❖ **Self-Confidence:** The belief that we each have the power to make change.
 - Scholars believe in their own abilities and know that all Moving Everest stakeholders believe in their ability to succeed
 - Scholars are confident in their ability to meet their goals and ask for help if needed
 - Scholars know that their personalized track will lead them to success
 - Actively participates and is an example to others
 - Approaches new situations with active engagement and positive energy
- ❖ **Courage:** Doing the right thing, even when it is not easy.
 - Scholars must hold themselves and one another accountable
 - Scholars stand up for what they know is right, even when they have the chance not to
 - Scholars ask for help when they do not know how to do something
 - Adapts to different social situations, even when it's uncomfortable
- ❖ **Growth Mindset:** Believing that we can always improve.
 - Believes that effort will improve his/her future
 - When bad things happen, s/he thinks about things they can do to make it better next time
 - Stay motivated, even when things don't go well
 - Believe that s/he can improve on things they aren't good at

D. Our Goals

The goal of *Moving Everest Charter School* is to accelerate scholar achievement. Our goals for each scholar are:

| Metric | Goal | |
|--|---------|-----------------------|
| NWEA MPG Reading | 3x/year | 1.5 years growth |
| NWEA MPG Math | 3x/year | 1.5 years growth |
| STEP Assessment | 3x/year | 3 STEP levels growth |
| Average Daily Attendance Rate | Daily | Above 96th percentile |
| My Voice, My Schools Essentials Survey | 1x/year | Well-Organized |



2) ACADEMIC EXCELLENCE

A. College-Ready Mindset

At *Moving Everest Charter School*, you will hear your scholar talking about college. *Moving Everest Charter School* believes that every scholar can and will go to college and as a family at *Moving Everest Charter School*, we hope that you hold that same belief. Each scholar's classroom will be named after his or her teacher's alma mater. Ask your scholar about the college they are representing this school year.

Moving Everest Charter School does not want college to be an illusion to any scholar *Moving Everest Charter School* believes that by starting the conversation about college at kindergarten, scholars will turn dreams into a reality and strive to attend the top colleges in the nation.

B. Academic Overview

Scholars at *Moving Everest Charter School* will receive instruction aligned to the Common Core State Standards by participating in the following subject areas:

- Mathematics
- Reading
- Writing
- STEM (4th-6th grade)
- Art
- Physical Education
- Choir
- Coding

Moving Everest Charter School believes that for scholars to reach their maximum potential, they have to learn more than just reading and mathematics. *Moving Everest Charter School* wants to give scholars exposure to a variety of topics and ways to learn complex information. Our course offerings allow us to give scholars a broad spectrum of knowledge each day.

C. Homework

At *Moving Everest Charter School*, we believe partnerships between the classroom and family are critical to students' academic success. To foster these partnerships, we ask that families complete a Google form each weeknight to document how they are reinforcing academic content at home.

K-2 Academic Log:

- Documenting that student and family read together for at least 15 minutes
- Homework will be given four days a week, Monday through Thursday

3-5 Academic Logs:

- Documenting that student read for at least 15 minutes
- Documenting that student engaged in at least 15 minutes of math fluency practice
- Homework will be given four days a week, Monday through Thursday



6-8th:

- Homework will be given four days a week, Monday through Thursday

D. Assessments

Our scholars will take a range of assessments throughout the school year.

- STEP Assessment (K-2) (3 times per year)
 - Reading
- Lexile Assessment (3-8) (3 times per year)
 - Reading
- Unit Tests
 - All Subjects
- Exit Slips
 - All subjects
- Projects
 - All subjects
- All assignments will be graded and feedback will be given within 5 school days
- DESSA SEL Assessment

Families will receive notification of major assessments before the test via an email from the school leader or the scholar's teacher. It is crucial that you talk with your scholar about these tests to set them up for success. Families should ensure scholars are getting plenty of sleep, eat a good breakfast, and are on time for school every day, but especially on days of testing.

Moving Everest Charter School is reaching for academic excellence from our scholars. To achieve that excellence, *Moving Everest Charter School* has to know where we are and where we are going. A range of assessments will allow us to know that information. Not only will these assessments allow us to know these things, it will create a common language between home and school that will lead to academic excellence.

E. Specialized Services

If your scholar receives specialized services (IEP/504 Plan), please bring copies of all official paperwork to the main office immediately. Once documentation is received, the Director of Diverse Learning will be in contact with you within 48 hours.

If you have concerns about your scholar's education and feel they may need specialized services, please reach out to the Director of Diverse Learning or to the classroom teacher.



3) ME SCHOOL CULTURE

A. Morning Meeting/Community Meeting

Each morning *Moving Everest Charter School* will begin the day with a Morning Meeting/Advisory inside of the classroom. Although social-emotional skill building for an ME scholar is happening throughout their day, from classroom to recess, to lunch, and even brought home, the explicit teaching of these skills happens in large part within our morning meeting/Advisory. Morning Meeting/Advisory activities allow for scholars to discuss and/or model our monthly core value, focus our minds for academics and practice healthy social skills.

****** Please ask your scholar each day how they worked to embody the core value of the month.

B. Core Values

Our monthly core values are:

- August: Introduce Core Values
- September: Respect
- October: Growth Mindset
- November/December: Self-Control
- January: Perseverance
- February: Courage
- March: Innovative
- April: Self Confidence
- May/June: All Core Values

Moving Everest Charter School is committed to creating well-rounded scholars. When everyone begins the day with praise and positivity, scholars are starting the day on the right foot and ready to learn. This will also allow all scholars to see that every scholar, teacher, and staff member is committed to the same high standards.

C. Be a Leader

Along with our monthly Core Values, *Moving Everest Charter School* also has four school-wide expectations that drive what happens at the school level, classroom level, and individual scholar level. As an important stakeholder in our school community, *Moving Everest Charter School* asks that these expectations are also driving what happens at home. If there is consistency in all areas of a scholar's life, they are being set up for even more success.

- Be a Leader
- Be Safe
- Be Respectful
- Be Responsible



D. Scholar Recognition

At *Moving Everest Charter School*, all staff strives to provide the necessary structures and support to increase positive behaviors and create opportunities for those behaviors to continue to occur in our scholars. Outlined below are our school-wide acknowledgments that every scholar will have the opportunity to receive.

E. Monthly Community Circle

At *Moving Everest Charter School*, your scholar will work very hard to grow academically and social-emotionally. This hard work will not go unrecognized. Scholars will also have the opportunity to be recognized in monthly core value assemblies that will take place on the 4th Wednesday of each month. Recognition will include: behavior, attendance, and GPA.

F. Quarterly Student Recognition

Scholars will receive academic recognition through four quarterly awards assemblies and four perfect attendance breakfasts. *Moving Everest Charter School* believes that hard work needs to be recognized. Scholars need to have the motivation to do their best and succeed. *Moving Everest Charter School* knows that the work they are doing each day is not easy and wants scholars to feel pride for that hard work. To achieve this, *Moving Everest Charter School* will recognize them for their academic and attendance accomplishments. Quarterly Assemblies and the attendance recognition breakfast will take place on the 1st Wednesday at the start of the quarter.



4) BEHAVIOR MANAGEMENT FRAMEWORK OVERVIEW

A. Scholar Behavioral Expectations

Moving Everest Charter School expects all scholars to conduct themselves in a socially responsible manner. Disciplinary measures are used to maintain a safe and orderly school environment, which promotes our school’s vision of providing a college preparatory education that develops lifelong learners. Therefore, *Moving Everest Charter School* has developed a framework to help scholars reach social and emotional excellence. Our behavior management framework maintains high expectations, is specific, and is non-negotiable. *Moving Everest Charter School* believes it is our responsibility to help scholars to live successfully in a diverse and ever-changing world. *Moving Everest Charter School* further believes that building strong character is best supported through the use of Restorative Practices. Restorative Practice is the process of using positive interactions in conjunction with the use of natural and logical consequences for misguided and inappropriate behavior, or behavior that works against our community norms. *Moving Everest Charter School* is not satisfied with merely stopping bad behavior, *Moving Everest Charter School* wants to teach scholars what is right and for them to recognize that there are responses and consequences when they make the wrong choices.

Through the collective work of teachers, families, and administrators, scholars can learn that problems are solved through open discussion, acceptance of opinions of others, and personal responsibility.

Moving Everest Charter School wants our scholars to be the best and our management framework holds them accountable for all that they do while developing social and emotional skills that will set them up for success in school and life. For these reasons, *Moving Everest Charter School* will adhere to our management framework in all situations as we strive to teach scholars to make positive choices.

| Level 1: Classroom Behaviors that impact only the student | Level 2: Classroom Behaviors that interfere with the learning of others | Level 3: Classroom/Office Behaviors that affect an orderly environment | Level 4: Office only Harmful/Illegal behaviors |
|--|---|---|--|
| <ul style="list-style-type: none"> -Not prepared -Out of seat -Breaking pencils -Not following directions -Not doing classwork -Not in line -Sleeping -Copying behaviors -Not listening -Leaning in chair -Refusing to work -Not taking responsibility for action -No homework -Not having a pencil -No food -No gum | <ul style="list-style-type: none"> -Talking out -Visiting/talking -Inappropriate noises -Touching -Poking -Standing on furniture -Constant talking -Out of seat and interfering with others learning -Inappropriate chair manners -Consistently not following directions -Teasing -Uniform violations -Whining | <ul style="list-style-type: none"> -Talking back to or cursing at an adult -Throwing things -Lying -Cheating -Forgery -Inappropriate language -Pushing -Disrespect to peers/adults -Leaving room without permission -Banging on window -Profane hand gestures -Vandalizing school property -Unauthorized electronic device including but not limited to cells phones, tablets, watches -Gang representation | <ul style="list-style-type: none"> -Actions that cause harm -Stealing -Fighting -Alcohol/Drugs -Weapons -Punching -Biting -Throwing furniture -Threatening to do injury to person or property -Sexual harassment -Bullying in person (online) -Spitting on others -Inappropriate use of internet or video |



Merits & Demerits

i) Merits - Positive Points

At *Moving Everest Charter School*, your scholar will work harder than they ever have before and be held accountable for every action they choose to take. *Moving Everest Charter School* knows that the choices they are making each day are not easy and want them to feel pride for that hard work and progress in those decision-making processes. This hard work will not go unrecognized. Scholars will receive praise, feedback, and support through daily, weekly, monthly, and quarterly acknowledgments. Scholars will also be able to use earned merits to purchase monthly.

| Behaviors | Point Value | Looks Like |
|----------------|-------------|--|
| Above & Beyond | +3 | Taking Initiative to clean the area Helping another scholar academically or socially |
| Integrity | +3 | Showing honesty and being problem solver |
| Self - Control | +3 | Check 1,2,3 adherence W (walk away) I (Ignore) T (talk it out) S (seek adult help) |
| Teamwork | +3 | Encouraging peers Effectively leading a group or part of a class |
| Respect | +3 | Using positive language with peers and adults Respecting other's space, property, and voice |

When negative points/demerits are earned, scholars will have a logical consequence in the classroom, a break from their classroom community via the classroom Calm Corner or the Wellness Room, or check-in with a Behavior Specialist.

If a scholar receives -10 points in a day two times a week, families must come to *Moving Everest* to meet with the scholar's teacher and a behavior specialist. If they have two conferences within a quarter, a member of the administration will join the meeting as well as the social worker to set up a plan for success.



ii) Demerits Violations

| Behaviors | Point Value | Looks Like |
|--|-------------|--|
| Out of Seat | -3 | Out of seat without permission |
| Uniform Violations | -3 | Modified ME uniform Wearing hoodies, jackets, headwear, or coats Wearing unacceptable items |
| Learning Environment Violation | -2 | Excessive talking Removal of headphones (audio plays through speaker) Inappropriate use of materials (chair, tables, learning materials, and electronics) Engaging in behavior that disrupts the orderly process of classroom instruction (pencil tapping, blurting out, refusing to raise a hand, getting out of their seat, rolling on the floor) |
| Failure to Comply with Direction/Norms | -3 | Refusing to correct uniform Running or making excessive noise in the hall/classroom/building |
| Food/Drink | -5 | Chewing gum, eating in class Drinks other than water (or Healthy Schools approved) |
| Horse playing | -4 | Participating in any physical actions or contact (fighting is a referral) |
| Disrespect to Peer/Staff | -4 | Name-calling/Minor "Bullying" Actions Exhibiting profane language or gesture (Sticking out a tongue or giving the "finger") |
| Academic Violation | -4 | Copying work from a peer or unauthorized source (first time) On unapproved websites during class |
| Electronics | -5 | Cell Phones / other unapproved electronic devices (headphones, ear buds, tablets, and watches) |



B. Restorative Corrective Practices

- SEL Restorative Practices
 - Calm Corner
 - Wellness Room
 - Peace Circle
- Scholar Conference
 - Scholar is informed of consequences assigned and of possible further consequences if inappropriate behavior continues.
- Restorative Detention/Saturday Culture Class
 - Scholar participates in a restorative conversation with Culture Team Member to discuss SEL skills that will support them in the future, and scholars also complete a reflection document to further support the development of SEL skills
- Participation in School Related Activities
 - Scholars who break school rules or fail to serve the penalty allocated to an inappropriate offense may result in scholars being unable to attend or ineligible for sports, dances, field trips, or other school-related activities. The guidelines for specific activities will be outlined by the coach/instructor associated with the activity.
- Family Conference:
 - Families must meet with the Dean of Students along with the Behavior Specialist to discuss the incident and to explain future consequences, and restorative actions, and the conference is documented.
- Behavior Contract
 - The scholar and the scholar's family representative must all agree to the terms outlined in the Behavior Contract with a review on an ongoing basis.

The Culture and Climate Team will notify families of any discipline infractions and consequences. Families are required to participate in all meetings related to scholarly behavior. Before your scholar attends *Moving Everest Charter School*, all families and scholars must sign the *Moving Everest Charter School* Handbook and Code of Conduct Acknowledgement form agreeing to all expectations laid out in this document. These forms can be found on the last page of this handbook.

C. CPS Code of Conduct

If a scholar repeatedly engages in negative behaviors and is not responsive to our behavior framework, *Moving Everest Charter School* will follow CPS's Code of Conduct.

The Code of Conduct will be distributed separately and applies to the actions of scholars during school hours, before and after school, while on school property, at all *Moving Everest Charter School* -sponsored events, and when the actions affect the mission of the school. Scholars may also be subject to discipline for serious acts of misconduct, which occur either off-campus or during non-school hours when the misconduct disrupts the orderly education process at *Moving Everest Charter School*. Each discipline case will carry its merit and will be adjudicated according to the facts accompanying it. *Moving Everest*



Charter School staff shall consider all mitigating circumstances before disciplinary action. Mitigating circumstances shall include, but are not limited to, the following:

- Age, health, maturity, and academic placement of a scholar
- Prior conduct
- Attitude of a scholar
- Cooperation of families
- Willingness to make restitution
- Seriousness of offense

After considering the actual disciplinary violation and factors such as those listed above, Moving Everest Charter School staff shall determine the disciplinary action within the minimum/maximum range to which the scholar shall be subjected.

****If a scholar is suspended from school, they will not be allowed to participate in recreational clubs, field trips, programs, or associated activities while they are not in school, nor will a refund be given.**

D. Anti-Bullying Policy

Purpose

The Illinois General Assembly has found that a safe and civil school environment is necessary for scholars to learn and achieve and that bullying cause physical, psychological, and emotional harm to scholars 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 dropping out of school, fighting, using drugs and alcohol, sexual harassment, and violence. It is the goal of *Moving Everest Charter School* to create a learning environment in all its school communities where scholars 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 *Moving Everest Charter School* scholar, with the support of his/her parent(s), guardian(s) and the adults at school, to commit to the following principles, which will apply to everyone on school property and at school-related activities:

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

Scope

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects *Moving Everest Charter School* scholars 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. *Moving Everest Charter School* recognizes the particular vulnerability of scholars 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.

This Policy is based on the engagement of a range of school stakeholders, including scholars and parents/guardians. *Moving Everest Charter School* 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; scholar, staff and family observations of safety at school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation.

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 MECS-provided transportation, and at designated locations for scholars to wait for buses and other Board-provided transportation (“bus stops”);
- (3) through the transmission of information from a *Moving Everest Charter School* 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 MECS-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 MECS-provided transportation;
- (6) When it is a Scholar Code of Conduct (“SCC”) Group 5 or 6 behaviors that occurs off campus but most seriously disrupts any scholar’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 scholar or scholars, that has or can be reasonably predicted to have one or more of the following effects:

- a. placing the scholar in reasonable fear of harm to the scholar's person or property;
- b. causing a substantially detrimental effect on the scholar's physical or mental health;
- c. substantially interfering with the scholar's academic performance; or
- d. Substantially interfering with the scholar's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. 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 scholar’s intent, the frequency or recurrence of the inappropriate behavior, and whether there are power imbalances between the scholars involved. While bullying is often characterized by repeated acts, sometimes a single incident constitutes bullying depending on the scholar’s intent and power imbalances.



“**Cyber bullying**” means using information and communication technologies to bully. This definition includes cyber bullying by means of technology that is not owned, leased, or used by Moving Everest Charter School 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.

“**Retaliation**” means any form of intimidation, reprisal including but not limited to the submission of knowingly false bullying allegations, or harassment directed against a scholar 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 scholars 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.

“**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 scholars the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among scholars, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of scholars’ behavioral health needs.

Intervening to Address Bullying

Responsibilities of *Moving Everest Charter School* Employees and Contractors:

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

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

Responsibilities of Scholars, Parents, and Guardians

No scholar who witnesses bullying may stand by or participate in the bullying but must notify an adult at school and an adult at home as quickly as practicable. Any parent or guardian who witnesses or is notified of bullying has an obligation to advise the Principal/Designee as quickly as practicable. Reports can be made to any *Moving Everest Charter School* employee or contractor in person, by completing Attachment A and submitting it to the Principal/Designee. Anonymous reports will be accepted by the Principal/Designee and Hotline. No disciplinary action will be taken on the sole basis of an anonymous report.



Investigation

- (1) The Principal shall select a designee, knowledgeable about bullying prevention and intervention, to perform the investigation.
- (2) Investigation of a bullying incident shall be initiated within five school days of receipt of a report and completed within 10 school days unless the Principal grants in writing an additional 5-day extension due to extenuating circumstances. The Principal/ Designee shall document the extension in the investigation report and shall notify the parties involved.
- (3) The investigation shall include:
 - a. Identifying the perpetrator(s), target(s), and bystander(s), as well as any adult who witnessed the incident or may have reliable information about it.
 - b. Conducting an individual interview in a private setting with the alleged perpetrator and target. The alleged perpetrator and target should never be interviewed together or in public. Individual interviews shall also be conducted in private with scholars and adult bystanders.
 - c. Determining how often the conduct occurred, any past incident or continuing pattern of behavior, and whether the target's education was affected.
 - d. Assessing the individual and school-wide effects of the incident relating to safety, and assigning school staff to create and implement a safety plan that will restore a sense of safety for the target and other scholars who have been impacted.
 - e. When appropriate, prepare a Misconduct Report identifying his/her recommendation for individual consequences.
 - f. Comprehensively documenting the details of the investigation.

When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in PowerSchool and Aspen.

Notification

On the same day the investigation is initiated, the Principal/Designee shall report to the parent/legal guardian of all involved scholars, via telephone, personal conference and/or in writing, the occurrence of any alleged incident of bullying, and shall document these notifications in the Incident Report in PowerSchool and Aspen. When the investigation is complete, the Principal/Designee shall notify the parents/legal guardians of all scholars involved of the outcome of the investigation. Parents/legal guardians of the scholars who are parties to the investigation may request a personal conference with the Principal/Designee to discuss the investigation, the findings of the investigation, the actions are taken to address the reported incident of bullying, and any resources available in or outside the school to help the scholars address the underlying reasons for the bullying (see "Referrals" section below).

If the investigation results in the imposition of consequences, the Principal/Designee may advise the parent/legal guardian of scholars other than the perpetrator that the Scholar Code of Conduct was followed. S/he may not advise them of the specific consequence imposed, as that would violate the confidentiality of school-record information required by law.

When communicating bullying incidents to the target's parent/guardian, the Principal/Designee should consider whether the scholar may want to keep certain information confidential. For example, if a scholar is bullied after coming out as gay, the Principal/Designee shall not disclose the scholar's sexual



orientation to the parent/guardian without the scholar's permission, unless there is a legitimate, school-related reason for doing so.

If the target is a scholar with a disability, the school shall convene the IEP Team to determine whether additional or different special education or related services are needed to address the scholar's individual needs and revise the IEP accordingly. For example, if the scholar's disability affects social skill development or makes the scholar vulnerable to bullying, the Principal/Designee shall ask the scholar's IEP Team to consider whether the IEP should include provisions to develop the scholar's skills and proficiencies to avoid and respond to bullying.

If the scholar who engaged in bullying behavior is a scholar 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 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 scholar or review a current behavior intervention plan and revise if necessary. The Principal/Designee shall comply with the Procedural Safeguards for Discipline of Scholars with Disabilities/Impairments when considering interventions and consequences for scholars with disabilities.

Assigning Interventions and/or Consequences

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

Schools must respond to bullying in a manner tailored to the individual incident, considering the nature of the behavior, the developmental age of the scholar, and the scholar's history of problem behaviors and performance. Appropriate responses and consequences are outlined in the Scholar Code of Conduct. Schools should avoid using punitive discipline (detention, suspensions, and expulsions) if any other method or consequence can be used with fidelity. Contact the Office of Social & Emotional Learning for school-wide prevention practices and the CPS Law Department for more information about the appropriate and legal consequences for scholar misconduct.

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

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

What Not To Do:

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



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

Referrals

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

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

Appeal

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

Consequences for MOVING EVEREST CHARTER SCHOOL Employees and Contractors

When it is determined that an employee or contractor was aware that bullying was occurring but failed to report it, the employee/contractor will be considered to have violated this Policy. The Principal shall consider employee discipline for such violations, making reference to any applicable collective bargaining agreement. Remedies for offending contractors should be imposed according to their contracts.

Notice and Dissemination of Requirements

Principals shall follow the requirements established by the Office of Social & Emotional Learning for posting this Anti-Bullying Policy on the school's website, in the school building as well as disseminating and presenting this Policy to school staff as part of pre-school-year professional development.

Training and Professional Development

Staff

Professional development will be offered to build the skills of all *Moving Everest Charter School* employees, contractors and volunteers to implement this Policy. The content of such professional development shall include, but not be limited to:

- (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
- (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;



- (3) Research findings on bullying, including information about specific categories of scholars who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
- (4) Information about Internet safety issues as they relate to cyber bullying.

Scholar Internet Safety Education

In accordance with the *Moving Everest Charter School* Internet Safety Policy), each school shall incorporate into the school curriculum a component on Internet safety to be taught at least once each school year to all scholars. The Principal; or designee, shall determine the scope and duration of this unit of instruction and topics covered. At a minimum, the unit of instruction shall address:

- a. Safety on the Internet;
- b. Appropriate behavior while online, on social networking Web sites, and in chat rooms; and
- c. Cyber bullying awareness and response.

The age-appropriate unit of instruction may be incorporated into the current courses of study regularly taught. Schools shall satisfy the documentation requirements to ensure compliance with this curricular requirement.



5) PARENT RESPONSIBILITIES

A. Attendance

Attendance plays a critical role in a student's academic success. Students who are late and/or absent miss valuable instructional time. For this reason, we ask that students be on time and in attendance every day. It is critical that all students be present and prepared to begin learning at the start of the academic day.

- (1) By law, all students age 5-17 who reside in the City of Chicago must enroll in school and attend school on a regular basis (defined as 0-2 absences a month - excused or unexcused)
- (2) Absenteeism in the first month of school can predict poor attendance throughout the school year. Half the students who miss 2-4 days in September go on to miss nearly a month of school.
- (3) Poor attendance can influence whether children read proficiently by the end of third grade or be held back.
- (4) By 6th grade, chronic absence becomes a leading indicator that a student will drop out of high school.
- (5) Research shows that missing 10 percent of the school, or about 18 days in most school districts, negatively affects a student's academic performance; that is only 2 days a month. Two absence days a month is known as chronic absence and will negatively affect student learning.
- (6) When students improve their attendance rates, they improve their academic prospects and chances for promotion and graduating on time.

Definitions

- (1) **Late Arrival/Tardiness:** Arrival of a student to campus or class after the start of instruction.
- (2) **Valid Cause for Late Arrival/Tardiness:** Appointment with a health care provider (an official note must be provided). Emergency conditions are determined on a case-by-case basis by the Principal or Assistant Principal.
- (3) **Chronic Tardiness:** A student subject to compulsory school attendance and who has twelve (12) or more late arrivals in a school year.
- (4) **Excused Absence:** An absence for which there is a valid cause as defined below.
 - student illness
 - observance of a religious holiday (absence note required)
 - death in the immediate family
 - family emergency
 - circumstances which cause reasonable concern to the parent for their child's safety or health (must be approved by the principal)
 - other situations beyond the control of the student (as determined by principal)
- (5) **Unexcused Absence:** An absence for which there is no valid cause.
- (6) **Truant:** A student subject to compulsory school attendance and who is absent without a valid reason for a school day or portion thereof.
- (7) **Chronic Truant:** A student subject to compulsory school attendance and who is absent from school without a valid cause from such attendance for 5 percent or more of the previous 180 regular attendance days.
- (8) If a student tests positive for COVID-19, the student must quarantine for 5 days. Students must be isolated for 5 days and isolated from others in their home. Students should wear a well-fitting mask if they must be around others in their home. At the end of 5 full days of quarantine,



students should return to school unless severe symptoms continue or a positive COVID-19 test has occurred in the previous 24 hours of returning to school. Students who continue to have severe symptoms and/or a positive COVID-19 test after 5 days of quarantine should quarantine for an additional 5 days (10 days total) and see a doctor or physician during quarantine.

EXCUSED LATE ARRIVAL AND EARLY DISMISSAL

All students must be present daily and for the entire length of the school day. Students who arrive late must check in at the main office before proceeding to class. Students are prohibited from leaving campus for early dismissal without an authorized adult. The adult is required to provide a photo ID at the school office when requesting an early dismissal of a student. Early dismissal may affect a student's attendance depending on the time of departure. No early dismissals will be allowed after 2:30 pm on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, no early dismissals are allowed after 12:30 pm.

LATE ARRIVAL/TARDINESS

If a student arrives after classes have started, they must report to the main office before proceeding to class. Students arriving late must be accompanied by a parent/caregiver. If a student arrives late without a parent/caregiver, the school will contact the parent/caregiver upon arrival. The following interventions will be taken in response to tardiness: Four to Eight (4-8) Late Arrivals/ Tardiness: Parents/Caregivers will be contacted to discuss the student's tardiness and develop a plan to support the student in arriving on time to school. Multiple Late Arrivals/Tardiness: A meeting between the parents/caregivers and the Principal/Assistant Principal will be required. At this meeting, student support and potential consequences will be discussed for continued tardiness without a valid reason and appropriate documentation. The team will discuss a plan for improvement and how students can be supported. The student may receive disciplinary consequences and/or loss of privileges and may be assigned to before/after school or Saturday school.

REPORTING ABSENCES

Parents/Caregivers are expected to contact the school office by phone on the day the student is going to be absent from school and provide a valid cause for the absence. If no such cause is provided or school personnel is unable to make contact with a student's parent(s)/guardian(s), the student's absence will be recorded as "unexcused." Students who are absent for three (3) or more consecutive days due to illness must submit a written health care provider's note within two (2) school days of their return to school. If extraordinary circumstances require a student to be absent from school for more than five (5) consecutive school days, a plan may be developed jointly by the teacher and the student's parent(s)/guardian(s). The plan will define the length of the absence and how the student will make up all work they miss during the absence.

ABSENT NOTIFICATION TO PARENT/GUARDIAN

It is the legal obligation of the parent(s), guardian(s), or caregiver(s) to ensure their student's daily attendance. The following steps will be taken to notify parents/caregivers of increasing absences and to remind parents/guardians of attendance expectations:

- **Five (5) Unexcused Absences:** The parents/guardians will receive a written notice of warning. A letter will be sent to the parent(s)/ guardian(s) communicating the student's truancy and the consequences for non-compliance with attendance requirements.
- **Ten (10) Unexcused Absences:** A letter will be sent to the parent(s)/caregiver(s) via certified mail. The parents/caregivers will be required to attend a mandatory meeting with the Principal



or Assistant Principal, the student's teacher, and the student. The meeting will be held to discuss a plan for improved attendance and how the student can be supported.

- **Eleven to Twenty (10 and more) Unexcused Absences:** Certified Letters will continue to be sent home and parents/caregivers will continue to be required to meet with the Principal or Assistant Principal. Chicago Public Schools and the proper authorities will be contacted. A home visit by school personnel will be required. The high number of unexcused absences could result in the failure of a course or courses, students will not be promoted to the next grade and will be excluded from participation in graduation exercises and/or other student privileges. A certified letter will be sent to the student's parents/caregivers.

****** Excessive Excused Absences will also result in the above actions being taken and a scholar is required to attend mandatory summer school, exclusion from graduation, other activities/privileges, or possible retention.

B. Arrival

To learn and reach their full potential, scholars must be present at *Moving Everest Charter School* daily. By having your scholar at school on time and at school each day, you are showing them that you are committed to their learning too. You are also teaching them the importance of punctuality that will stay with them in high school, college, and in their career.

Doors open for breakfast at *Moving Everest* at 7:30 am. You may not drop your scholar off before 7:30 am unless they are attending a supervised practice for a sports team. If you arrive early, you must remain on-site to supervise your scholar. Instruction begins promptly at 8:00 am.

Student Arrival and Entrance Doors:

- K-3 will enter through Door 1, the Laramie Street entrance
- 4th -5th Grade will enter through door 2, near Kinzie Street (parking lot)
- 6th -8th Grade will enter through door 6, the Ferdinand Street entrance.

C. Dismissal

Families will be asked to wait outside the school until 3:30 pm, when the doors open for dismissal. If you need to talk to a member of our team or a teacher, please do so at 3:30 pm.

- K-2nd grade scholars will dismiss at Door 1, Laramie Street Entrance
- 4th /5th-grade scholars will dismiss at Door 4, Ferdinand Street Entrance
- 6th - 8th-grade scholars will dismiss at Door 6 (Orange Space)
- All K-1st grade scholars must be signed out daily.

D. Late Pickup Policy

School is dismissed at 3:30 p.m. and all families are expected to pick up their scholars on time. Families are given a 15-minute window and late fees start at 3:45 pm. Scholars in K-8th grade are dismissed in the foyer at the Laramie Street Entrance. If a family member is running late, families who pick up their children after 3:45 p.m. will be charged \$1 per minute, per child for every occurrence. Cash payment will be accepted when pick-up or payments can be made electronically. If payment is not made at the pick-up



time, the scholar’s account will be charged and must be paid by the end of the quarter. Students with outstanding fees will not be allowed to participate in events, trips, grades/transcripts will not be released, and parents will not be allowed to register for the next school year.

E. Family Learning Conferences

Families, scholars, and teachers will sit down three times a year for a formal Family Learning Conference. This will be an opportunity to discuss strengths, weaknesses, successes, and opportunities for growth based on academic and behavioral data from the quarter. A family member, scholar, and teacher are required to be at these meetings. *Moving Everest Charter School* believes it takes a village to raise a scholar. For a scholar to achieve academic excellence, all stakeholders in this village must come together for a common goal. Family Learning Conferences are our chance to hold one another accountable for the success of our scholars.

F. Dress Code

Scholars at *Moving Everest Charter School* are required to wear school uniforms every day. The uniform policy is mandatory, and all scholars are expected to be dressed in full uniform every day. Polo’s must be worn each day except for Fridays. On Fridays, scholars may be allowed to wear any

Moving Everest Charter School issued shirts (for example, cheer shirts, honor roll, perfect attendance, etc.) with their uniform bottoms. There will be no exceptions or adjustments to the uniform policy.

| Allowed/Mandatory Uniform | | NOT Allowed Uniform |
|--|--|---|
| <u>K-5th Boys</u> <ul style="list-style-type: none"> ▪ Gray short sleeve or long sleeve polo ▪ Khaki pants (no cargo pockets) ▪ Solid navy sweatpants (on gym days) ▪ Plain solid black belt | <u>6th - 7th Boys</u> <ul style="list-style-type: none"> o Navy Blue short-sleeve or long sleeve polo o Navy Blue pants (no cargo pockets) o Plain solid black belt | Cargo Pants Skirts or Jumpers no shorter than 1 inch above knee Colored Belts Hooded sweatshirts or sweaters Colored or patterned socks, tights, or leggings <u>Shoes</u> Tennis shoes that light up or glow Sandals, slide-ins, flip-flops, and Crocs. The shoe must cover the entire heel and toe <u>Bags/Purses</u> Purses are not allowed to be carried throughout the school day, they remain in lockers at all times <u>Jewelry</u> |
| <u>K-5th Girls</u> <ul style="list-style-type: none"> ▪ Gray short sleeve or long sleeve polo ▪ Khaki pants (no cargo pockets) ▪ Khaki capris, shorts, skort/skirt no shorter than 1-inch above the knee ▪ Solid navy sweatpants (on gym days) ▪ Plain solid black belt | <u>6th - 7th Girls</u> <ul style="list-style-type: none"> o Navy Blue short-sleeve or long sleeve polo o Navy Blue pants (no cargo pockets) o Navy Blue skort/skirt (with shorts) o Plain solid black belt | |
| <u>Additional Options</u> <ul style="list-style-type: none"> ▪ Solid navy blue cardigan (no hood) | <u>8th Boys</u> <ul style="list-style-type: none"> o Royal Blue short-sleeve or long sleeve polo o Navy Blue pants (no cargo pockets) o Plain solid black belt | |
| | <u>8th Girls</u> | |



| | | |
|--|--|--|
| <ul style="list-style-type: none"> ▪ Long-Sleeved shirts under short sleeved polo (white, black, gray) <p><u>Jewelry</u></p> <ul style="list-style-type: none"> ▪ Earrings: stud or less than 1 inch in length and diameter <p><u>Other</u></p> <ul style="list-style-type: none"> ▪ Scholars may not wear body piercing other than earring studs. ▪ At no time are scholars to wear anything offensive, immodest, or deemed inappropriate by the faculty. | <ul style="list-style-type: none"> o Royal Blue short-sleeve or long sleeve polo o Navy Blue pants (no cargo pockets) o Navy Blue skort/skirt (with shorts) o Plain solid black belt <p><u>Additional Options</u></p> <ul style="list-style-type: none"> o Solid navy blue cardigan (no hood) o Long-Sleeved shirts under short sleeved polo (White, black, and gray) <p><u>Jewelry</u></p> <ul style="list-style-type: none"> o Earrings: stud or less than 1 inch in length and diameter <p><u>Other</u></p> <ul style="list-style-type: none"> o Scholars may not wear body piercing other than earring studs. o At no time are scholars to wear anything offensive, immodest, or deemed inappropriate by the faculty. | <p>Earrings longer than 1 inch Necklaces- not exposed Bracelets (limit 1)</p> <p><u>Other</u></p> <p>No head scarves, bonnets, and bandanas (excluding religious attire)</p> |
|--|--|--|

Each morning and throughout the day, scholars will participate in a uniform dress code check. During this time, scholars will be asked to ensure that their uniform meets the following standards:

- Collars flat
- Belts are fastened
- Pants sitting at waist
- Shoes are tied
- All components of uniform are present

If a scholar arrives at school not in proper uniform a parent/guardian will be contacted immediately and required to bring the appropriate uniform to school.

If the proper uniform is not supplied, the scholar will be provided with loaner uniform items. The scholar's student account will be charged \$3 per uniform item or \$5 for top and bottom per occurrence. Any Moving Everest Loaner item not returned by the end of the day, will occur an additional purchase fee. Purchase fees are \$10 per item. Cash payment will be accepted at the time of distribution or payments can be made electronically (if available). If the payment is not made at the time of distribution, the scholar's account will be charged and must be paid by the end of the quarter. Students with outstanding fees will not be allowed to participate in events, trips, grades/transcripts will not be released, and parents will not be allowed to register for the next school year.



Kindergarten - 5th Grade Uniform



Middle School Uniform



6) TECHNOLOGY

A. Cell Phone and Electronic Devices Policy (New)

To maximize learning and create an environment conducive to learning, beginning in August 2022, Moving Everest is moving to a no cellphone policy. All *Moving Everest Charter School* scholars must leave all cell phones, smart watches, tablets, and other electronic devices at home.

If you purchased a YONDR pouch for your scholar, they must:

- Power Off their electronic device
- Put the device in the YONDR pouch
- Leave the YONDR pouch in their lockers during the school day
 - only grades 5th-8th have access to locked lockers
 - Moving Everest Charter School is not responsible for lost, stolen, or damaged YONDR pouches and electronic devices.

Parents are responsible for purchasing a school-sanctioned YONDR pouch through Moving Everest Charter School at the price of \$25 per pouch.



Cell phones and electronic devices are non-negotiable at *Moving Everest*. Scholars that fail to comply will face serious disciplinary action up to and including suspension.

B. Social Media

Students are not allowed to contact, follow or interact with staff members via social media. Emailing staff using Moving Everest distributed student email accounts to Moving Everest distributed staff email accounts is permitted. Students should not use social media accounts to engage with staff members or their peers in acts/posts that are:

- hateful
- harassing
- threatening
- false/slander
- defamatory
- posting or forwarding inappropriate images
- sexual misconduct
- or otherwise meant to bully or intimidate others

Bullying- Any continuous or prolonged act that is offensive or discriminatory to another based on race, ethnicity, national origin, gender, gender identity, sexual orientation, age, physical or mental illness or disability, marital status, economic status, immigration status, religion, personal appearance or other visible characteristics.

*** Evidence of inappropriate use of social media will result in disciplinary action.*

C. Technology Contract

Moving Everest Charter School provides access to technology devices, internet, and network systems to students for educational purposes. The Student Technology Contract establishes the standards for the acceptable electronic activity of students accessing or using school technology, internet, and network systems regardless of physical location and also the electronic communications between students and *Moving Everest* staff. Please be sure to read and sign the contract that is enclosed in this document.



7) HEALTH AND WELLNESS

A. Immunization and Physical Examinations

Physical Examination requirements are due upon enrollment or by 10/15/22.

Physical Examination must be completed within one year prior to entry to

- Kindergarten (physical exam and lead screening through age 6)
- 6th Grade
- Any student entering CPS for the first time

B. Allergies

Our goal at Moving Everest Charter School is to keep all scholars safe. Documenting your student's allergies at school ensures proper support is provided for your student. Your scholar's physician should complete and provide any health-related forms.

C. Asthma

Our goal at Moving Everest Charter School is to keep all scholars safe.



Documenting your student's asthma at school ensures proper support is provided for your student. Your scholar's physician should complete a Child with Asthma Report, an Asthma Plan, and/or a Medication Administration form.

D. Medication

Medications will only be administered during school hours if necessary to maintain a student's health. If the student needs to take prescribed medication at school, we request that a parent/guardian bring the medication to school. Before prescription medication can be administered at school, parents/guardians and the child's physician must complete the required forms. These forms can be obtained from the school nurse's office or in the main office.

E. Prescription Medication

All prescription medication requires a physician's note for the school staff (nurse) to administer. Additionally, the prescription for the medicine(s) must be on file with the nurse. The parent/guardian is also responsible for picking up their student's medication if it has been discontinued. If the medication is not picked up promptly, the medication will be discarded by the school nurse. All medications that have not been picked up at the end of the school year will be discarded by the school nurse.

Any prescription medication that is taken at school must be brought to the school nurse by the parent/guardian in a container appropriately labeled by the pharmacy. This label must include:

- The student's name
- The prescribing physician's name
- The name of the medication
- Dosage instructions (how to administer, dose and frequency)
- The pharmacy phone number

Students are allowed to self-carry and self-administer the following medication only with written permission from a physician and parent/guardian: asthma medication (inhaler)

Students are only allowed to self-carry and self-administer under the guidance of the school nurse the following medication only with written permission from a physician and parent/guardian: food allergy medication (epinephrine auto-injector) and insulin for diabetes.

To self-carry and self-administer prescription medication at school, parents/guardians and the student's physician must complete the required "self-administration of medication" forms. These forms can be obtained from the school nurse.

Over-the-Counter Medications

Moving Everest Charter School will not administer or oversee the administration of over-the-counter medications. If a scholar is in need of over-the-counter medication, the parent/guardian must bring the medicine to the school and must personally administer it to the scholar.

Social and Emotional Support

Moving Everest Charter School strives for social excellence. *Moving Everest Charter School* believes that to be a successful, well-rounded adult, it is not just what you know, but how you interact with others and presents yourself. Because of these beliefs, *Moving Everest Charter School* is committed to supporting



our scholars socially as much as academically. Services will be available to scholars to help them develop both socially and emotionally at *Moving Everest*. Scholars will have whole class social and emotional lessons, daily Morning Meetings and Closing Circles, small group social and emotional support, and one-on-one social-emotional support as needed.

Moving Everest Charter School teachers utilize the Illinois Social Emotional Learning Standards as well as the Learning for Justice Social Justice Standards to support the development of our scholars academically and socially. The Illinois Social Emotional Learning Standards are embedded into the daily learning plans to give scholars authentic practice as they develop interpersonal skills.

If you have questions or concerns about social and emotional support, wish to request services, or check the status of services your scholar is receiving, please reach out to the Principal, Social Worker, or your scholar's teacher at any time.

F. Mental Health

Moving Everest Charter School is committed to preserving the efforts of being a Trauma Sensitive School; therefore, we strive to provide multi-tiered systems of social and emotional support, restorative practices, and community partnerships to advance a culture of mental health and wellness in equitable ways across our school.

G. Resources for Students

If you or someone you know has thoughts of suicide have experienced trauma or wants to talk with someone about overwhelming thoughts and feelings, we encourage you to talk with a trusted adult. This may include a parent, guardian, or adult in your school. *Moving Everest Charter School's* nurse or social worker can help you get your needed support.

8) M.E.A.L. ATHLETICS PROGRAM

Moving Everest scholars enjoy access to various extracurricular sports and activities, all directed by the same values that drive our in-classroom time.

Goals

Moving Everest Athletic Leadership (M.E.A.L) is a program dedicated to introducing underprivileged urban children to various sports. MEAL provides scholars with an achieved sense of responsibility and togetherness, which are great attainments just to name a few. *Moving Everest's* MEAL program also promotes dedication, self-discipline, teamwork, self-confidence, commitment, and flexibility to the game and the life skills that are developed along the way.

Requirements

Moving Everest is committed to building responsible scholars who will learn skills that will assist in life beyond our school. Scholars who participate in the M.E.A.L. program must be responsible for meeting the following standards of play:

- maintain the school wide attendance goal of 96%
- display satisfactory curriculum understanding with a 2.0 GPA



- model SEL/Behavior skills by not earning in-school or out-of-school suspensions

9) OTHER INFORMATION (A-Z)

A. Birthdays Celebrations (New)

At *Moving Everest Charter School*, we like to celebrate each individual scholar. Beginning August 2022, no outside snacks will be allowed.

B. Classroom Visits

Families are allowed and encouraged to visit their scholar's classroom. However, due to safety and security of the building, all classroom visits are limited to 15 minutes and the visits must be scheduled with 24-hour notice. If you would like to do extended visits or volunteer beyond the 15 minutes, we will ask that you go through the volunteer registration process.

C. Communication

Families will be communicated with in various ways at *Moving Everest Charter School*. Communication will come via phone, email, and PowerSchool. Please be sure that all email addresses, phone numbers, and addresses are updated as necessary to ensure proper and successful home-school communication. If



your contact information changes at some point during the year, please notify the front office staff immediately. *Moving Everest Charter School* believes that families are one of the biggest stakeholders in a scholar's education. *Moving Everest Charter School* wants to make sure that all families and guardians are aware and involved in everything that is going on in the school.

D. Conference with Staff

If you would like to have a meeting with a member of the *Moving Everest Charter School* team, please contact the member via email or contact the front office to set up a meeting. Due to the sensitive nature of instructional time, meetings involving teachers should be scheduled before school or after school. Members of the *Moving Everest Charter School* Administrative Team are available during the day after 9:00 am.

E. Lunch Policy (New)

Beginning August 2022, *Moving Everest* is moving to a no outside food policy. *Moving Everest Charter School* will provide more options for breakfast and lunch that will consist of balanced healthy options including special dietary needs. If any outside food is brought into the school, items will be confiscated and thrown away.

Moving Everest Charter School strives to be a peanut-free zone. Due to allergies, peanuts and peanut butter are not allowed in any form at *Moving Everest Charter School*. Scholars have 20-25 minutes for lunch daily.

F. Recess

Self-control is a core value of *Moving Everest Charter School*, a key component of our commitment to character education, and a pillar of our mission to prepare scholars for success in their academic and professional careers and beyond. While scholars are participating in recess, the following rules must be followed:

- Know and follow the school rules and how they apply to recess.
- Be respectful to all recess staff.
- Play to the best of your ability and treat peers with respect.
- Be a good team player who is able to lead, follow, and include all students who want to participate in an activity.
- Be courteous and gracious whether you win or lose.
- Use Toolbox and other SEL tools to support situations where you are disagreeing with another student.
- Find an adult to help you.
- Be careful how you move around at recess.
- No tackling, shoving, or other physical activity.
- Do not grab or pull other students' clothing.
- Stay within the defined recess area.
- No eating or gum chewing allowed.
- Check out with an adult before going to the bathroom.



“Be a Leader, Be Responsible, Be Respectful, and Be Safe!”

G. School Fees and Registration (New)

All members of the *Moving Everest Charter School* Community are required to pay a school fee of \$50.00 for elementary and \$95 for middle school. All payments must be paid and registration documents must be completed before the start of the school year.

H. Updated Contact Information

All emergency contact information must be updated in the front office within 24 hours of a change in the phone number. This ensures scholar safety in the case of an emergency.

I. Volunteering

Moving Everest Charter School encourages family volunteers. If you are interested in volunteering, you should contact Ms. Hayes. Volunteer opportunities may include picture day, helping with organization, special projects in the classroom, field day, lunch and recess, etc.

10) MEET THE MOVING EVEREST TEAM

| Administrative Team | |
|---|--|
| Mike Rogers, Executive Director | LaKeisha Hayes, Director of Operations |
| LaRita Henry, Principal K - 5th | Kerry Bartholomew, Asst. Principal K - 5th |
| Bridget Harris, Principa 6 - 8th | Kenyada Mason, Asst. Principal 6-8th |
| Meagan Lumpkin, Director of Instruction 6 - 8 | Larry Johnson, Dean of Students |
| Lisa Rusen, Director of Instruction K - 5 | Laurel Copeland, Director of Instruction K - 5 |
| Jennifer Grau, Director of Diverse Learning | Brittany Gatlin, Director of Digital Learning |
| Stephanie Dulak, Director of MTSS | Brad Ritchie, Director of Technology |
| Operations Team | |
| Lynette Lovely, Attendance Coordinator | Gunga Williams, STLS Coordinator |
| Latonya Townsel, Office Staff | Davion Pierce, Custodial Staff |
| Derrick Morris, Custodial Staff | |
| Instructional Staff | |
| James Kasang, Kinder Teacher | Melissa Nunez, Kinder Instructional Assistant |
| Lauren Santana, Kinder Teacher | Ashley Hester, Kinder Instructional Asst. |



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| Megan Garner, Kinder Teacher | Mirta Ruiz, Kinder Instructional Assistant |
| Taiya Little, 1st Grade Teacher | Meeka Jones, Instructional Assistant |
| Lily Saenz, 1st Grade Teacher | Imani Freeman, Instructional Assistant |
| Katie Berrios, 1st Grade Teacher | Wilkeya Williams, Instructional Assistant |
| Orjuana Johnson, 2nd Grade Teacher | Brandi Lewis, 2nd Grade Teacher |
| Ashley Anderson, 2nd Grade Teacher | Eve Douglas, 2nd Grade Teacher |
| Tatyana Rosas, 2nd Grade Instructional Assistant | Laura Saenz, 3rd Grade Teacher |
| Cody Duncan, 3rd Grade Teacher | Abbie McDermott, 3rd Grade Teacher |
| Lavitia Ridley, 3rd Grade Teacher | D'Ara Townsend, 4th Grade Teacher |
| Raquel Turner, 4th Grade Teacher | Alyson McKie, 4th Grade Teacher |
| Deanna Trujillo, 4th Grade Teacher | Jeff Dennis, 5th Grade Teacher |
| Lakenya Gordon, 5th Grade Teacher | Omoefesie Odia, 5th/6th Grade STEM Teacher |
| Denell Jones, 5th Grade Teacher | Zach Patton, 6th Grade SS Teacher |
| Dominique Gatlin, 6th Grade ELA Teacher | Bailee Wolfert-Brown, 7th Grade ELA Teacher |
| Natalie Johnson, 6th Grade Math Teacher | Brenisha Shephard, 7th Grade SS Teacher |
| Caroline Hesterman, 7th Grade Math Teacher | Kevin Hillard, 7th Grade Tech/Engineering Teacher |
| 7th-8th Grade Science Teacher | Jainelle Love, 8th Grade ELA Teacher |
| Ashtan Williams, 8th Grade Math Teacher | Shampree Satiregun, 8th Grade SS Teacher |
| Nigel Pinson, 7th/8th Grade Instructional Asst. | |
| Diverse Learner Instructional Team | |
| Holly Pelz, DL Teacher | Briannah Heiniger, DL Teacher |
| Patrick O'Malley, DL Teacher | Deana Sain, DL Teacher |
| Tina Kurian, DL Teacher | |
| Diverse Learner Paraprofessionals | |
| Cleveland Lyes, Paraprofessional | Beyunkaa Jackson, Paraprofessional |
| Audrey Donson, Paraprofessional | Kevin Whitaker, Paraprofessional |
| Madonna Wilson Paraprofessional | Jahmari Josiah, Paraprofessional |
| D'Asia Martin, Paraprofessional | Niklas Harbachow, Paraprofessional |
| Tamaria Gladney, Paraprofessional | Jessica Jones, Paraprofessional |
| John Peacock, Paraprofessional | Arris Tolbert, Paraprofessional |
| Julian Walker, Paraprofessional | Miyan Dale, Paraprofessional |
| K'Shawn Douglas, Paraprofessional | Tamiya Carter, Paraprofessional |
| Intervention Team | |
| Grace Rogers, K-2 Interventionist | Becca Del Real, 3rd Grade Interventionist |
| Isabel Gibbons, K-2 Interventionist | Chelsie Schmalandt, 4-5 ELA Interventionist |
| Bridget Venter, 4-5 Math Interventionist | Jhariana Floyd, 6-8 Math Interventionist |
| LaQuis Harkins, 2-3 ELA Tutor | Alonna Dray, 4-5 ELA Tutor |
| Alex Reeves, 6-8 ELA Tutor | James Kelly, 6-8 Math Tutor |
| Fine Arts/Specials | |
| Jeremy Newton, Middle School P.E. Teacher | Kayla Lashley, K-5 Art Teacher |



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| Atrayule Perkins, K-5 P.E Teacher | Michelle Brooks, K- 5 Music Teacher |
| Tony Hill, Recessk | Ontaria Ware, Recess |
| Health and Wellness Team | |
| Kimberly Hopson, School Nurse | Levorn Black, K-8 Counselor/MTSS |
| Neha Bansley, Social Worker | Jordan Halic, DL Social Worker (ES) |
| Hannah Sullivan,DL Social Worker (MS) | Maggie Lee, Speech Pathologist |
| Culture and Climate Team | |
| Kayla Dorcy, Kinder - 2nd Grade Behavior Specialist | Leonard Robertson, K-8th Grade Behavior Specialist |
| Brian Burnett, 3rd - 5th Grade Behavior Specialist | Jeremy Jones, 6th-8th Grade Behavior Specialist |

11) STUDENT TECHNOLOGY DEVICE CONTRACT

Below are policies that will regulate our use of the Internet and Technology Devices at *Moving Everest Charter School*. These rules have been designed to keep our devices and classroom functioning at the highest of standards. In order to have access to email, the Internet, and devices in the building, please read the following and sign below.

- (1) Students should not bring food or drinks into any Brain Labs, Stem Labs, or around any other Moving Everest technology devices.
- (2) Student devices and STEM lab devices should be used for educational purposes only.
- (3) NO: Games, Instagram, Facebook, online shopping, YouTube (unless permitted by instructor), leisure gaming or video streaming etc.
- (4) Students may not under any circumstances install applications onto the devices.
- (5) Students hacking, altering unauthorized files, or using the network in any way other than that intended will lose their device privileges.
- (6) Students must not move any equipment or technology tools. Adults in the building are the only individuals permitted to move equipment,



- (7) Any behavior which threatens the physical safety of the equipment or other students will lead to the loss of student privileges.
- (8) Students should NEVER give their password to anyone!!!
- (9) Students should not engage in inappropriate language tolerated via email, chats, or digital learning.
- (10) These are just to name a few. As a ME scholar, it is the norm to respect any additional classroom expectations set by instructors.

Consequences:

- ✓ 1st offense: Call Home
- ✓ 2nd offense: Sent to the Behavior Specialist with a referral
- ✓ 3rd offense: Loss of computer privileges
- ✓ 4th offense: Parent Conference with Dean of Students

**** Broken devices: MUST be replaced by parents at a cost of \$250**

These policies and procedures must be adhered to, and any violations of them will be met with zero tolerance.

- Students must abide by their signed contracts.
- The use of the computer is a privilege, not a right.
- If this contract is broken, the student's privilege will be revoked.

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____