



**MOVING  
EVEREST  
CHARTER  
SCHOOL**

2020-2021  
Scholar Code of Conduct



## SCHOLAR CODE OF CONDUCT

### PURPOSE

The Moving Everest Charter School Scholar Code of Conduct (SCC) supports our school in maintaining safe, nurturing, participatory and productive learning environments. In order to maximize learning time and promote positive behaviors, every school must establish multi-tiered systems of support for scholars' social, emotional and behavioral needs. This includes developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. Moving Everest Charter School is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten scholar and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind scholar behaviors. In accordance with the SCC, all disciplinary responses must be applied respectfully, fairly, consistently, and protect scholars' rights to instructional time whenever possible.

A safe, welcoming, and productive school requires the support of all staff, scholars, and families.

### RIGHTS AND RESPONSIBILITIES

#### **Scholar Rights**

- To receive a free high-quality public education
- To be safe at school
- To be treated fairly, courteously, and respectfully
- To bring complaints or concerns to the school principal or staff for resolution
- To tell his/her side of the story before receiving a consequence
- To be told the reason(s) for any disciplinary action verbally and in writing
- To be given information about appealing disciplinary actions
- To express opinions, support causes, assemble to discuss issues, and engage in peaceful and responsible demonstrations

#### **Scholar Responsibilities**

- To read and become familiar with this policy
- To attend school daily, prepare for class, and complete class and homework assignments to the best of his/her ability
- To know and follow school rules and instructions given by the school principal, teachers, and other staff
- To tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community
- To bring to school only those materials that are allowed
- To treat everyone in the school community with respect
- To respect school property, community property, and the property of others

#### **Parent/Guardian Rights**

- To be actively involved in their child's education
- To be treated fairly and respectfully by the school principal, teachers, and other staff
- To access information about the Moving Everest Charter School policies and procedures
- To be notified promptly if their child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned
- To appeal disciplinary actions taken
- To receive information about their child's academic and behavioral progress

#### **Parent/Guardian Responsibilities**

- To read and become familiar with this policy
- To make sure their child attends school regularly, on time, and to notify the school before the school day begins if their child is absent
- To give the school accurate and current contact information
- To tell school officials about any concerns or complaints respectfully and in a timely manner
- To work with the school principal, teachers, and other staff to address any academic or behavioral concerns regarding their child
- To talk with their child about the behavior expected in school
- To support their child's learning and school activities at home
- To be respectful and courteous to staff, other parents, guardians, and scholars
- To respect other scholars' privacy rights

### **School Staff Rights**

- To work in a safe and orderly environment
- To be treated courteously and respectfully
- To bring complaints or concerns to school administration
- To receive supportive professional development and resources

### **School Staff Responsibilities**

- To explicitly teach, re-teach and model clear behavioral expectations to all scholars
- To actively supervise all areas of the school building and use positive strategies to redirect behavior
- To provide engaging learning activities that minimize opportunities for disruption
- To intervene early and de-escalate inappropriate behaviors
- To identify and respond effectively to scholars' social, emotional, and/or behavioral health needs, including referring scholars for additional support when necessary
- To treat everyone in the school community fairly and with respect
- For administrators to review the circumstances surrounding each situation and exercise their discretion to assign interventions/consequences in the best interest of the school community
- For administrators to apply the SCC accurately, consistently, and in a non-discriminatory manner, including providing scholars with opportunities to respond, notifying parent/guardians when disciplinary action is taken, and recording all disciplinary action in Illuminate

### **Executive Director or Designee Responsibilities**

- To monitor the implementation of prevention strategies and the safety and security program in each school
- To systematically monitor and publish suspension, expulsion, and other disciplinary data disaggregated by race/ethnicity, sex, limited English proficiency, and disability
- To prepare recommendations for improving school discipline
- To create guidelines for effective school discipline
- To establish procedures for reciprocal reporting with the Chicago Police Department

## GENERAL REQUIREMENTS

The SCC applies to scholars 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 MOVING EVEREST CHARTER SCHOOL (such as a school bus), and while using the MOVING EVEREST CHARTER SCHOOL network.<sup>1</sup>

The SCC also applies to scholar behavior outside of school if: (1) a scholar engages in a Group 5 or 6 behavior, and (2) the behavior disrupts or may disrupt 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.

To address inappropriate behavior, school administrators must comply with the *Guidelines for Effective Discipline* which shall be issued by the Office of Social & Emotional Learning at the Chicago Public Schools. At a minimum, a principal or his/her designee must:

- 1) **Redirect to correct behavior.** All adults should redirect scholars to correct inappropriate behavior and minimize the likelihood of the behavior escalating or recurring.
- 2) **Intervene** to minimize disruption, resolve conflict, and as necessary to keep scholars and staff safe. If a scholar has been injured, make every reasonable effort to immediately notify the parents/guardians.
- 3) **Gather information** by talking to all scholars, teachers, school staff, or other witnesses to the incident. When scholar misbehavior is reported to the school principal or designee, an investigation must begin no later than the next school day. If a search of the scholar, his/her locker, desk, or personal belongings needs to be conducted, follow the Chicago Public Schools Board's Search and Seizure Policy (<http://policy.cps.edu/download.aspx?ID=190>). Identify factors that may have contributed to the incident and seek to understand the full context.
- 4) **Analyze** whether the scholar's alleged behavior falls within the SCC using the information gathered. If so, determine the Group level of disruption caused by the inappropriate behavior, identify the inappropriate behavior listed, and consider the range of possible interventions and consequences.
- 5) **Discuss** with the scholar and **provide the opportunity to explain** his/her actions.
  - a) Inform the scholar of the inappropriate behavior s/he may have exhibited, the applicable SCC behavior category, and the range of possible interventions and consequences.
  - b) Allow the scholar to respond and explain his/her actions.
  - c) Make reasonable efforts to contact the parents/guardians and discuss the incident with them before assigning interventions and consequences.
  - d) No scholar shall be sent home before the end of the school day unless the school has established contact with the scholar's parent/guardian and provided written notice of a suspension.
- 6) **Make a determination and assign interventions or consequences** according to the SCC.
  - a) Determine whether it is more likely than not that the scholar engaged in the identified SCC inappropriate behavior and the intervention or consequence most likely to address the cause of the behavior.
  - b) The principal or designee has the final authority to assign interventions and consequences based on his/her independent assessment of the best interest of the school community, including available school resources, the needs of any scholar or staff harmed, and the rights of the scholar engaged in inappropriate behavior, in alignment with the SCC.
  - c) Follow the special procedures contained in the Procedural Safeguards section for scholars with disabilities and scholars with Section 504 Plans.
  - d) Avoid consequences that will remove the scholar from class or school, if possible. **Use out-of-school suspensions as a last resort and only when in-school interventions and consequences are insufficient to address the scholar's inappropriate behavior.**

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<sup>1</sup> The MOVING EVEREST CHARTER SCHOOL network means systems, computer resources, and infrastructure used to transmit, store, and review data or communicate over an electronic medium and includes, but is not limited to, the E-mail system(s), collaboration systems, databases, hardware, telecommunication devices, information systems, internet service, distance learning tools, the MOVING EVEREST CHARTER SCHOOL intranet system or MOVING EVEREST CHARTER SCHOOL mainframe systems, whether owned or contracted by the Board or otherwise used for school purposes. Scholars are subject to the requirements in the Chicago Public Schools Policy on Scholar Acceptable Use of JNetworks (<http://policy.cps.edu/download.aspx?ID=203>).

- e) If a scholar is suspended, the principal or his/her designee may choose to give the scholar a combination of out-of-school and skill-building in-school suspension days. The out-of-school suspension must be served first and the combined total of out-of-school and in-school suspension days must not exceed the limits available for each Group level.
  - f) School staff members must not use public disciplinary techniques and must respond to inappropriate scholar behavior as confidentially as possible.
  - g) No restrictions may be placed on food options or recess activities as a behavior consequence. Silent group lunches are expressly prohibited.
- 7) **Complete report** in Illuminate for all inappropriate behaviors under the SCC. Hand-deliver to the parents/guardians or mail a copy of the misconduct report to the scholar's home address.
- 8) **Inform parents/guardians of their right to appeal** if they believe that the consequence is unwarranted or excessive.
- a) The parents/guardians have the right to ask the principal to review the consequence assigned and to reconsider the decision.
  - b) If a scholar has been suspended or referred for an expulsion hearing, the parents/guardians may appeal by contacting the Executive Director. The Executive Director or designee will review the appeal and determine:
    - whether any factual errors were made in the principal's investigation,
    - whether the documentation of the scholar's behavior aligns to the recorded SCC behavior category,
    - whether prior interventions were attempted when appropriate,
    - whether the length of the suspension was commensurate with the scholar's inappropriate behavior, and
    - in the case of a request for an expulsion hearing, whether the request was appropriate.
- The Executive Director or designee's decision shall be final. The term of a scholar's suspension or request for an expulsion hearing is not halted by the parents/guardians' appeal.
- c) If a scholar has been expelled, the parents/guardians may appeal the final determination in writing and send additional evidence not available at the time of the expulsion hearing to the Executive Director. The decision of the ED or designee regarding the appeal shall be final. The start of a scholar's expulsion is not delayed by the parents/guardians' appeal.
- 9) **Restore** the scholar's participation in the school community.
- a) If the scholar received an out-of-school suspension for three (3) or more days, the principal or designee must develop a plan to support the scholar's transition back into the school community, including strategies for preventing future behavior incidents, restoring relationships, and addressing the scholar's ongoing social, emotional, and academic needs, with input from the scholar and parents/guardians. For more information, see *Guidelines for Effective Discipline*.
  - b) When a scholar is set to return from an expulsion and has been attending the Safe Schools Alternative Program, school administrators must attend a transition meeting, which should include the scholar, parents/guardians, and alternative school staff members, to discuss the scholar's return and prepare for a successful transition.

## **SUSPENSION GUIDELINES**

Scholars in grades pre-kindergarten through second will not be assigned out-of-school suspensions. If a scholar in pre-kindergarten through second grade exhibits behavior that presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff, the Executive Director may assign an out-of-school suspension after the scholar's parent/guardian has been notified. During the suspension, the principal or designee must develop a plan addressing the safety of scholars/staff and including strategies for preventing future behavior incidents, restoring relationships, and addressing the scholar's ongoing social, emotional, and academic needs.

### **Skill-Building In-School Suspension**

A skill-building in-school suspension is the removal of a scholar 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.

A scholar in grades third through eighth 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 scholar was informed of his/her 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 (generated in the SIS system) was provided to the scholar's parents/guardians.

### **Out-of-School Suspension**

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

A scholar 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 scholar's attendance at school presents an imminent endangerment to the physical, emotional, or mental safety of specific scholars/staff and this threat is documented in SIS system, or
3. The principal or designee determines that the scholar's behavior has caused chronic or extreme interruption to other scholars' participation in school activities and prior interventions have been utilized and documented in SIS system, and
4. The scholar 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 SIS system) was provided to the scholar's parents/guardians.

The following are Moving Everest Charter School suspension procedural requirements:

1. Limited to 10 days
2. Immediate notice will be given to families with a full statement of the specific misconduct, rationale for the duration of suspension, and notice to families of their right to review
3. Board will be given a summary of suspension notices
4. Upon request, review by hearing officer (Michael Rogers, Executive Director); parents may appear and discuss suspension

When a suspension is given, documentation of all other interventions attempted will be provided. It will also be stated whether it was determined that there were no other appropriate and available interventions.

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

Out-of-school suspensions are excused absences. The principal must ensure that a scholar serving suspension is able to obtain homework, and upon the scholar's return, provided with the opportunity to make up any quizzes, tests, special projects, or final exams given during the period of suspension.

A scholar serving suspension must be allowed to take state assessments at school and may participate in test preparation activities with Executive Director approval. The scholar's attendance will still be marked as suspended. The Executive Director must approve any other exception to the out-of-school suspension guidelines. If approved by the EXECUTIVE DIRECTOR's designee, a scholar suspended for more than three (3) days may be required to attend a District-sponsored program during the term of suspension.



## POLICE NOTIFICATION GUIDELINES

School administrators contact the Chicago Police Department (CPD) in two situations: (1) to seek assistance with an emergency situation, or (2) to notify law enforcement of a criminal act.

### Emergency

School administrators have the responsibility to call 9-1-1 in situations they determine to be emergencies.

In an emergency situation, administrators must make reasonable efforts to notify parents/guardians immediately after contacting CPD.

### Criminal Acts

When a scholar engages in illegal activity, it may be necessary for school staff to report the act to CPD. In this situation, school officials contact CPD to report violations of the law. School officials must not contact CPD merely to request removal of a disruptive scholar from the school in a non-emergency situation.

In a non-emergency situation, administrators must make reasonable efforts to contact parents/guardians prior to contacting CPD.

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 scholar 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 scholar was in possession of a firearm.<sup>2</sup> 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 scholar’s conduct,
- Whether the scholar presents an imminent danger to the health, safety, or welfare of others, and
- The scholar’s age. For a scholar in fifth (5<sup>th</sup>) grade or below, school staff must consult with the Law Department (773/553-1700) prior to reporting the act to CPD.

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 scholar will be arrested. Moreover, responding police officers do not have the authority to decide whether a scholar will receive interventions or consequences at school. The school principal will use the SCC to determine the appropriate intervention(s) and/or consequence(s) to address a scholar’s behavior.

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<sup>2</sup> See Reference Guide for definition.

<b>Possible Violations of Criminal Law</b> <b>*Consider factors above prior to notifying CPD</b>	<b>Violations of Criminal Law</b> <b>*Consider factors above prior to notifying CPD</b>
<ul style="list-style-type: none"> <li>● Gambling (3-2)</li> <li>● Forgery (3-7)</li> <li>● 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 (4-1)</li> <li>● Extortion (4-2)</li> <li>● Assault (4-3)</li> <li>● Vandalism or criminal damage to property that costs less than \$500 (4-4)</li> <li>● Battery or aiding or abetting in the commission of a battery which does not result in a physical injury (4-5)</li> <li>● Fighting – more than two people and/or involves injury (4-6)</li> <li>● Theft or possession of stolen property that costs less than \$150 (4-7)</li> <li>● Possession, use, sale, or distribution of fireworks (4-8)</li> <li>● Trespassing on MOVING EVEREST CHARTER SCHOOL property (4-11)</li> <li>● Use of intimidation, credible threats of violence, coercion, or persistent severe bullying (5-4)</li> <li>● Inappropriate sexual conduct (5-7)</li> <li>● Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at a school related function or before school or before a school related function (5-18)</li> </ul>	<ul style="list-style-type: none"> <li>● Knowingly or intentionally using the MOVING EVEREST CHARTER SCHOOL network or information technology devices to spread viruses to the MOVING EVEREST CHARTER SCHOOL network (4-12)</li> <li>● Aggravated assault (5-1)</li> <li>● Burglary (5-2)</li> <li>● Theft or possession of stolen property that costs more than \$150 (5-3)</li> <li>● Gang activity or overt displays of gang affiliation (5-6)</li> <li>● Engaging in any other illegal behavior which interferes with the school’s educational process, including attempt (5-8)</li> <li>● Persistent or severe acts of sexual harassment (5-9)</li> <li>● False activation of a fire alarm which causes a school facility to be evacuated or causes emergency services to be notified (5-10)</li> <li>● Battery, or aiding or abetting in the commission of a battery, which results in a physical injury (5-12)</li> <li>● Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others, or hacking into the MOVING EVEREST CHARTER SCHOOL network to access scholar records or other unauthorized information, and/or to otherwise circumvent the information security system (5-14)</li> <li>● Vandalism or criminal damage to property that costs more than \$500 or that is done to personal property belonging to any school personnel (5-15)</li> <li>● Use or possession of illegal drugs, narcotics, controlled substances, “look-alikes” of such substances, or contraband, or use of any other substance for the purpose of intoxication in school or at a school related function or before school or before a school related function (5-17)</li> <li>● Participating in a mob action (5-19)</li> <li>● Use, possession, and/or concealment of a firearm/destructive device or other weapon or “look-alikes” of weapons, or use or intent to use any other object to inflict bodily harm (6-1)</li> <li>● Intentionally causing or attempting to cause all or a portion of the MOVING EVEREST CHARTER SCHOOL network to become inoperable (6-2)</li> <li>● Arson (6-3)</li> <li>● Bomb threat (6-4)</li> <li>● Robbery (6-5)</li> <li>● Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, “look-alikes” or such substances, contraband, or any other substance used for the purpose of intoxication, or second or repeated violation of Behavior 5-17 (6-6)</li> </ul>

	<ul style="list-style-type: none"><li>• Sex acts which include the use of force (6-7)</li><li>• Aggravated battery, or aiding and abetting in the commission of an aggravated battery (6-8)</li><li>• Murder (6-9)</li><li>• Attempted murder (6-10)</li><li>• Kidnapping (6-11)</li><li>• Theft or possession of stolen property that costs more than \$1,000 (6-12)</li></ul>
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## SCHOLAR BEHAVIORS COVERED BY THE SCC

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

- 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*.

### **Special Notes:**

#### Individual School Rules and Academic Progress

Moving Everest Charter School may develop school rules that are consistent with this SCC and may address inappropriate scholar behaviors not specifically included in this SCC. However, poor academic achievement is not an inappropriate behavior. The SCC and school rules may *not* be used to discipline scholars for poor academic progress or failure to complete in-class and homework assignments. Instead, struggling scholars should be considered for academic or behavioral interventions to help them improve. Also, scholars must not be disciplined for the parents/guardians' refusal to consent to the administration of medication.

#### Cellular Phones and Other Information Technology Devices<sup>3</sup>

A principal may allow scholars 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. A principal may also prohibit cellular phones and other information technology devices but allow individual scholars to possess them for any good cause after considering a written request from a parent/guardian. If a principal denies a parent/guardian's request, the parent may appeal to the Executive Director or his/her designee. Unless approved by the principal, cellular phones and other information technology devices are not allowed at school.

#### School Dress Codes and Uniform Policies

Moving Everest Charter School may adopt a dress code policy that forbids scholars from wearing certain items or a uniform policy that requires scholars to wear a specific uniform. Dress codes and uniform policies should be gender-neutral. Scholars who fail to follow a school's dress code or uniform policy may be given detentions or excluded from extracurricular activities, but may not be barred from attending class. A scholar may receive additional consequences for violating a school's dress code or uniform policy if the scholar's dress disrupts or may disrupt the educational process. For example, a scholar may receive a consequence for wearing clothing or accessories that display gang affiliation. This paragraph does not apply to scholars enrolled in Military Academies or JROTC Programs.

#### Military and JROTC Programs

Board-designated military academies and other JROTC programs may enforce standards of conduct and intervention or consequences that are consistent with the military nature of those schools and programs, in addition to the standards of conduct and intervention or consequences described in this SCC. Scholars enrolled in a military academy who repeatedly engage in acts of gross misconduct or insubordination (scholar act that defies a lawful and appropriate direct order of a superior ranked officer, staff member or another scholar), or who repeatedly fail or refuse to wear the required military uniform, may be subject to administrative transfer by the military academy principal to another school (or in the case of a JROTC program, dismissal from the program). Prior to an administrative transfer, a conference must be held with

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<sup>3</sup> These include, but are not limited to: computers, cellular phones 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.

the parents/guardians, scholar, military academy principal, and a designee of the Executive Director. Scholars who have been transferred for administrative reasons from any military academy must be accepted by their attendance area school. Scholars who have been given an administrative transfer to another Chicago public school or expelled from school lose all rank and privileges at the JROTC military academies and must reapply to the JROTC program and the military academies for enrollment. Upon their child's enrollment at a military academy, parents/guardians shall be informed of the uniform policy, expectations of the military academy, and the administrative transfer policy, and shall indicate by signature their agreement to adhere to the terms of these policies.

#### Dating Violence Statement

Any school employee who is notified by a parent, guardian or scholar, or who reasonably suspects, that a scholar has been the victim of dating violence shall immediately report that information to the principal/designee. Dating violence includes violent and controlling behavior that an individual uses against a girlfriend or boyfriend, such as physical, emotional, or sexual abuse, yelling, threats, name-calling, threats of suicide, obsessive phone calling or text messaging, extreme jealousy, possessiveness, and stalking. School staff shall promptly and reasonably investigate allegations of dating violence and issue appropriate discipline based on their findings. The principal shall ensure that the scholar victim of dating violence receives appropriate support services in accordance with the Chicago Public Schools Board's Policy on Domestic Violence, Dating Violence and Court Orders of Protection, Restraint or No Contact (<http://policy.cps.edu/download.aspx?ID=43>).

#### SCC and Other Laws, Policies, Rules, and Contracts

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

The SCC applies to Moving Everest Charter School scholars.

CPS charter schools are exempt from local school board policies under Illinois law (105 ILCS 5/27A). Charter schools may choose to adopt the SCC or establish their own discipline policies. Charter schools are not exempt from federal and most state laws, the Individuals with Disabilities Education Act (IDEA) or from federal and state regulations as they pertain to discipline of scholars with disabilities/impairments. If a charter school establishes its own discipline policy, it must incorporate language from and comply with the guidelines for suspension and expulsion of scholars with disabilities/impairments outlined in this policy. Charter schools must also comply with policies and procedures established by the Office of Diverse Learner Supports and Services for the discipline of scholars with disabilities. Scholars expelled from charter schools should contact the Department of Scholar Adjudication at 773/553-2249 for assistance.

Corporal punishment is expressly prohibited. Chicago Board of Education Rule 6-21 states: "No employee of the Board of Education may inflict corporal punishment of any kind upon persons attending the public schools of the City of Chicago."

**GROUP 1**

<b>INAPPROPRIATE BEHAVIOR</b>		<b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b>
1-1	Running and/or making excessive noise in the hall or building	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Scholar, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> </ul>
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 (3 or more incidents per semester)	
1-7	Use of the MOVING EVEREST CHARTER SCHOOL network for the purpose of accessing non-educational materials, such as games and other inappropriate materials <sup>4</sup>	
1-8	Unauthorized use or possession of cellular telephones or other information technology devices	

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<sup>4</sup> Scholars may be suspended from MOVING EVEREST CHARTER SCHOOL network privileges for improper use of the MOVING EVEREST CHARTER SCHOOL network for one to five days, in addition to any other interventions and consequences listed.

**GROUP 2**

<b>DISRUPTIVE BEHAVIOR</b>	<b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b> <b>(Whenever possible, interventions and consequences that do not exclude the scholar from his/her regular educational schedule should be attempted first.)</b>
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 2-8 Disregard for the instructions or direction of school personnel causing interruption to other scholars' participation in school activities 2-9 Failing to provide proper identification 2-10 Unauthorized use of school parking lots or other areas 2-11 Use of the MOVING EVEREST CHARTER SCHOOL network for the purposes of distributing or downloading non-educational material <sup>5</sup>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Scholar, Parent/Guardian, and/or Administrator Conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Skill-building in-school suspension up to three days</li> </ul>

<sup>5</sup> Scholars may be suspended from MOVING EVEREST CHARTER SCHOOL network privileges for improper use of the MOVING EVEREST CHARTER SCHOOL network for five to ten days (for first violation) or up to one semester (for second or subsequent violation), in addition to any other interventions and consequences listed.

**GROUP 3**

<p align="center"><b>SERIOUSLY DISRUPTIVE BEHAVIOR</b></p>	<p align="center"><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b> <b>(Whenever possible, interventions and consequences that do not exclude the scholar from his/her regular educational schedule should be attempted first.)</b></p>
<p>3-1 Disruptive behavior on the school bus<sup>6</sup></p> <p>**3-2 Gambling – participating in games of chance or skill for money or things of value</p> <p>3-3 Fighting<sup>7</sup> – physical contact between two people with intent to harm, but no injuries result</p> <p>3-4 Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression or disability</p> <p>3-5 Second or more documented violation of a Group 1 or 2 behavior category<sup>8</sup></p> <p>3-6 Any behavior not otherwise listed in Groups 1 through 3 of this SCC that seriously disrupts the educational process</p> <p>**3-7 Forgery – false and fraudulent making or altering of a document or the use of such a document</p> <p>3-8 Plagiarizing, cheating and/or copying the work of another scholar or other source</p> <p>3-9 Overt display of gang affiliation<sup>9</sup></p> <p>3-10 Bullying behaviors – conduct directed towards a scholar that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with scholar’s ability to participate in school or school activities (see</p>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Scholar, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Skill-building in-school suspension up to three days</li> </ul> <p><b><u>ADDITIONAL CONSEQUENCES AVAILABLE FOR REPEATED GROUP 3 INAPPROPRIATE BEHAVIOR</u></b></p> <ul style="list-style-type: none"> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days</li> <li>◆ Request for disciplinary reassignment<sup>12</sup></li> </ul>

<sup>6\*\*</sup> Behaviors marked with two asterisks indicate that the misconduct may be a violation of the law.

In addition to other disciplinary actions, a scholar who engages in disruptive behavior on the school bus may be subject to suspension from bus service for a period to be determined by the school principal with review by the Executive Director or designee.

<sup>7</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>8</sup> For example, a scholar’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 scholar’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 scholar’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.

<sup>9</sup> 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.

<sup>12</sup> Disciplinary reassignment is the transfer of a scholar from his or her current school to another school for disciplinary reasons. All disciplinary reassignments must be approved and facilitated by the Executive Director of Schools or his or her designee. For further information, refer to the Chicago Public School Board’s Comprehensive Policy on the Enrollment and Transfer of Scholars (<http://policy.cps.edu/download.aspx?ID=50>).



<p>3-11</p> <p>3-12</p> <p>3-13</p>	<p>Anti-Bullying Policy for full definition <i>before</i> assigning an intervention or consequence)</p> <p>Use of cellular telephones or other information technology device to harass, incite violence, or interrupt other scholars' participation in school activities, including use of device to record others without permission or unauthorized distribution of recordings<sup>10</sup></p> <p>Inappropriately wearing any JROTC or Military Academy Uniform on or off school grounds</p> <p>Use of the MOVING EVEREST CHARTER SCHOOL network for a seriously disruptive purpose not otherwise listed in this SCC<sup>11</sup></p>	
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<sup>10</sup> Scholars may be suspended from MOVING EVEREST CHARTER SCHOOL network privileges for improper use of information technology devices for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

<sup>11</sup> Scholars may be suspended from MOVING EVEREST CHARTER SCHOOL network privileges for improper use of the MOVING EVEREST CHARTER SCHOOL network for one semester (for first violation) or up to one year (for second or subsequent violation), in addition to any other interventions and consequences listed.

**GROUP 4**

<p align="center"><b>VERY SERIOUSLY DISRUPTIVE BEHAVIOR</b></p>	<p align="center"><b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b> <b>(Whenever possible, interventions and consequences that do not exclude the scholar from his/her regular educational schedule should be attempted first.)</b></p>
<p>**4-1 False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified</p> <p>**4-2 Extortion – obtaining money or information from another by coercion or intimidation</p> <p>**4-3 Assault<sup>13</sup> – 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</p> <p>**4-4 Vandalism (willful or malicious destruction or defacing of the property of others) or criminal damage to property at a cost less than \$500</p> <p>**4-5 Battery (unwanted bodily contact with another person without legal justification) or aiding or abetting in the commission of a battery which does not result in a physical injury</p> <p>**4-6 Fighting<sup>14</sup> – physical contact between more than two people with intent to harm, or physical contact between two people with intent to harm that results in injury</p> <p>**4-7 Theft (unauthorized control over the physical property of another) or possession (physical control over, such as contained in clothing, lockers or bags) of stolen property that costs less than \$150</p> <p>**4-8 Possession, use, sale, or distribution of fireworks</p> <p>4-9 Any behavior not otherwise listed in Groups 1 through 4 of this SCC that very seriously disrupts the educational process [this code intentionally left blank]</p> <p>4-10 [this code intentionally left blank]</p> <p>**4-11 Trespassing on MOVING EVEREST CHARTER SCHOOL property – entering MOVING EVEREST CHARTER SCHOOL property when previously prohibited or remaining on school grounds after receiving a request to depart</p> <p>*4-12 Knowingly or intentionally using the MOVING EVEREST CHARTER SCHOOL network or information technology devices to spread viruses to the MOVING EVEREST CHARTER SCHOOL network<sup>15</sup></p>	<ul style="list-style-type: none"> <li>◆ Documented Teacher, Scholar, Parent/Guardian, and Administrator conference focused on expectation violated, cause of behavior, and strategy to prevent recurrence</li> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Detention – lunch, before school, after school, or Saturday</li> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension up to three days</li> <li>◆ Request for disciplinary reassignment</li> </ul>

<sup>13</sup>\* 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. An assault may be committed without actually touching, striking or injuring the victim.

<sup>14</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>15</sup> Scholars may be suspended from MOVING EVEREST CHARTER SCHOOL network privileges for improper use of the MOVING EVEREST CHARTER SCHOOL network for up to one year, in addition to any other interventions and consequences listed.

4-13 Possession of any dangerous object as defined by this SCC, first documented behavior (see Reference Guide) <sup>16</sup>	
4-14 Use or possession of alcohol in school or at, before, or after a school related function, first documented behavior <sup>17</sup>	
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 scholar, with no intent to harm school personnel	
4-16 Scholar's continuing presence in school would pose a threat to school safety or a disruption to other scholars' learning opportunities.	

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<sup>16</sup> Second or repeated violations of Behavior 4-13 may result in a request for an expulsion hearing and must be submitted as Behavior 5-11.

<sup>17</sup> Second or repeated violations of Behavior 4-14 may result in a request for an expulsion hearing and must be submitted as Behavior 5-18.

**GROUP 5**

<b>MOST SERIOUSLY DISRUPTIVE BEHAVIOR</b>	<b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b>
*5-1 Aggravated assault – assault <sup>18</sup> with a deadly weapon or done by a person who conceals his/her identity, or any assault against school personnel	<ul style="list-style-type: none"> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for three to five days.<sup>26</sup> When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing scholar needs.</li> </ul> <p><b>ADDITIONAL CONSEQUENCES AVAILABLE</b></p> <ul style="list-style-type: none"> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Request for assignment to an intervention program by the Executive Director or designee</li> <li>◆ Request for disciplinary reassignment to another school, or to an alternative school program for a set term</li> <li>◆ Request for expulsion hearing</li> <li>◆ For behaviors involving the improper use of the MOVING EVEREST CHARTER SCHOOL network or information technology devices, revocation of network privileges for up to two years</li> <li>◆ Other appropriate and available behavioral disciplinary interventions exhausted and scholar’s continuing presence in school would (1) pose a threat to the safety of other scholars, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.</li> </ul>
*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, or persistent severe bullying. Intimidation is behavior that prevents or discourages another scholar from exercising his/her right to education, or using force against scholars, school personnel and school visitors. For severe bullying, see the Anti-Bullying Policy <i>before</i> assigning an intervention or consequence.	
5-5 [this code intentionally left blank]	
*5-6 Gang activity or overt displays of gang affiliation <sup>19</sup>	
**5-7 Inappropriate sexual conduct, including unwelcomed sexual contact, indecent exposure, transmitting sexually suggestive images through information technology devices, or other sexual activities which do not involve the use of force	
*5-8 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	

<sup>18</sup>\* 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.

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.

<sup>19</sup> 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 scholars who commit 5-6 behaviors to a gang intervention program at a community based organization.

<sup>26</sup> Principals have discretion to suspend a scholar for fewer than three days if the scholar has a disability/impairment, based on the scholar’s age/grade level, or for other good cause as determined by the principal or designee.

	gender-based conduct (either physical or verbal) and/or conduct of a sexual nature which is sufficiently severe, persistent, or pervasive to limit a scholar'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	
*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. <sup>20</sup>	
5-13	[this code intentionally left blank]	
*5-14	Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully or otherwise intimidate others. Or, hacking (intentionally gaining access by illegal means or without authorization) into the MOVING EVEREST CHARTER SCHOOL network to access scholar records or other unauthorized information, or to otherwise circumvent the information security system <sup>21</sup>	
*5-15	Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding \$500 or that is done to personal property belonging to any school personnel	
5-16	Inappropriate consensual sexual activity	
*5-17	Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes" <sup>22</sup> of such substances, or contraband <sup>23</sup> , or use of any other substance for the purpose of	

<sup>20</sup> It is not an act of misconduct to defend oneself as provided by the law.

<sup>21</sup> A scholar may be disciplined for circumventing the information security system regardless of the scholar's intent.

<sup>22</sup> "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.

<sup>23</sup> 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.

<p>intoxication in or before school or a school-related function<sup>24</sup></p> <p><b>**5-18</b> Second or repeated violation of Behavior 4-14, use or possession of alcohol in school or at, before or after a school-related function<sup>25</sup></p> <p><b>*5-19</b> Participating in a mob action – a large or disorderly group of scholars using force to cause injury to a person or property, or persisting in severe disruption after being directed to cease by school personnel or Police</p>	
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<sup>24</sup> Consider referring scholars who commit 5-17 behaviors to a substance abuse prevention program or counseling.

<sup>25</sup> Consider referring scholars who commit 5-18 behaviors to a substance abuse prevention program or counseling.

**GROUP 6**

<b>ILLEGAL AND MOST SERIOUSLY DISRUPTIVE BEHAVIOR</b>	<b>AVAILABLE INTERVENTIONS AND CONSEQUENCES</b>
*6-1 Use, possession, and/or concealment of a firearm <sup>27</sup> /destructive device or other weapon <sup>28</sup> or “look-alikes” of weapons as defined in the Reference Guide, or use or intent to use any other object to inflict bodily harm	<ul style="list-style-type: none"> <li>◆ Skill-building in-school suspension, out-of-school suspension, or combination in-school and out-of-school suspension for five days.<sup>33</sup> A scholar may be suspended for up to ten days with written justification submitted for approval by the executive director. When the suspension is assigned, create a plan for preventing future behavior incidents, restoring relationships, and addressing scholar needs.</li> </ul>
*6-2 Intentionally causing or attempting to cause all or a portion of the MOVING EVEREST CHARTER SCHOOL network to become inoperable <sup>29</sup>	
*6-3 Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others	<ul style="list-style-type: none"> <li>◆ For scholars in sixth through twelfth grades, or for any scholar violating section 6-1, request for expulsion hearing</li> </ul> <p><b>ADDITIONAL CONSEQUENCES AVAILABLE</b></p> <ul style="list-style-type: none"> <li>◆ Recommended instructive, corrective, or restorative response (see <i>Guidelines for Effective Discipline</i>)</li> <li>◆ Request for assignment to an intervention program by the Executive Director or designee</li> <li>◆ Request for disciplinary reassignment to another school, or to an alternative school program for a set term</li> <li>◆ For scholars in fifth grade or below, the principal may request an expulsion hearing at his/her discretion (except for violations of section 6-1)</li> <li>◆ For behaviors involving the improper use of the MOVING EVEREST CHARTER SCHOOL network or information technology devices, revocation of network privileges indefinitely</li> <li>◆ Other appropriate and available behavioral disciplinary interventions exhausted and scholar’s continuing presence in school would (1) pose a threat to the safety of other scholars, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school.</li> </ul>
*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” <sup>30</sup> of such substances, contraband, <sup>31</sup> or any other substance used for the purpose of intoxication, or repeated violation of Behavior 5-17 <sup>32</sup>	
*6-7 Sex acts which include the use of force	
*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	

<sup>27</sup>\* Behaviors marked with a single asterisk indicate that the misconduct is a violation of the law.

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.

<sup>28</sup> 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.

<sup>29</sup> A network is considered inoperable when it is unable to perform at the level of functionality intended by its maintainers.

<sup>30</sup> “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.

<sup>31</sup> 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.

<sup>32</sup> It can be assumed that a scholar 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 scholars who violate behavior 6-6 for substance abuse prevention program or counseling.

<sup>33</sup> Principals have discretion to suspend a scholar for fewer than five days if the scholar has a disability/impairment, based on the scholar’s age/grade level, or for other good cause as determined by the principal or designee.

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



## **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 causes 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 behavior 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:

- (1) placing the scholar in reasonable fear of harm to the scholar's person or property;
- (2) causing a substantially detrimental effect on the scholar's physical or mental health;
- (3) substantially interfering with the scholar's academic performance; or
- (4) 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.

**“Cyberbullying”** means using information and communication technologies to bully. This definition includes cyberbullying by means of technology that is not owned, leased, or used by 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 nonschool-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 scholar 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, preparing a Misconduct Report identifying his/her recommendation for individual consequences.
  - f. Comprehensively documenting the details of the investigation.
- (4) When the investigation is complete, the Principal/Designee shall ensure the investigation report is attached to the Incident Report in ILLUMINATE.

#### 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 ILLUMINATE. 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 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 incidents of bullying 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 creation of 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 is interacting civilly with the target.
- The target reports feeling safe and is interacting civilly with the perpetrator.
- School staff notice an increase in positive behavior and social-emotional competency in the perpetrator and/or the target.
- School staff notice 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 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 in accordance with 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 ILLUMINATE.

### **Consequences for MOVING EVEREST CHARTER SCHOOL Employees and Contractors**

When it is determined that an employee or contractor was aware that bullying was taking place 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 cyberbullying.

#### **Scholar Internet Safety Education**

In accordance with the Moving Everest Charter Schools 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 Principa; 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) cyberbullying 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.

**ATTACHMENT A**  
Moving Everest Charter School  
Form for Reporting Bullying and Retaliation

NOTE: The reporter may remain anonymous, but no discipline will be imposed based solely upon an anonymous report.

Please submit this report to the principal or any school staff member. You may also call the Violence Prevention Hotline (1-888-881-0606) or email [BullyingReport@cps.edu](mailto:BullyingReport@cps.edu) to make a report.

**Victim or Target Information**

School: \_\_\_\_\_

Name(s) and grade(s) of Victim/Target:

\_\_\_\_\_

\_\_\_\_\_

**Reporting Information (\*Optional for scholars/parents/guardians)**

Name & Title of Person Reporting: \_\_\_\_\_

Relationship to Victim/Target: \_\_\_\_\_

Phone: \_\_\_\_\_ Email Address: \_\_\_\_\_

**Incident Information**

Name(s) of scholar(s) accused of engaging in bullying behaviors OR description (if name(s) unknown):

\_\_\_\_\_

Location of incident: \_\_\_\_\_

Date and time of incident: \_\_\_\_\_

Approximate dates, times, and frequency of prior incident(s): \_\_\_\_\_

Describe what happened and who was present in as much detail as possible (\*Required Information):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Date of submission: \_\_\_\_\_

**PROCEDURAL SAFEGUARDS FOR DISCIPLINE OF SCHOLARS WITH  
DISABILITIES/IMPAIRMENTS**<sup>34</sup>

School officials may suspend scholars with disabilities/impairments and cease educational services for a total of up to 10 consecutive or 10 cumulative school days in one school year without providing procedural safeguards. Saturday, and before- and after-school detentions do not count toward the 10-day limit. Additionally, if scholars with disabilities continue to participate in the general education curriculum, continue to receive their IEP services, and continue to participate with non-disabled peers to the same extent as specified in the IEPs, in-school suspensions and lunch detentions do not count toward the 10-day limit. Administrators are not required to suspend scholars with disabilities for the recommended periods set forth in this Code for a single incident. Specifically, the Principal or his/her designee has discretion to suspend scholars with disabilities fewer days than set forth for a single incident. Federal regulations offer some flexibility in suspending scholars with disabilities in excess of 10 school days in the school year in certain circumstances. In order to determine whether the circumstances permit a suspension in excess of 10 days per school year, consultation by the school with the Department of Procedural Safeguards and Parental Supports (773/553-1905) is absolutely necessary. **Without such consultation and approval from the Department of Procedural Safeguards and Parental Supports, the 10 school day limit on out of school suspensions will continue to apply.**

When school officials anticipate a referral for expulsion, including referrals requesting emergency assignment pursuant to the MOVING EVEREST CHARTER SCHOOL 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 an Individualized Education Program (IEP) Manifestation Determination Review (MDR) meeting, which must be held within 10 school days of the date of the decision to request the expulsion hearing. School must also provide parent/guardian/surrogate with a written copy of the Notice of Procedural Safeguards.
2. The IEP team must:
  - A. Determine whether the misconduct is related to the scholar's disability by reviewing all current and relevant information, including evaluation and diagnostic results, information from the parent/guardian, observations of the scholar, and the scholar's IEP. The behavior is a manifestation of the scholar's disability if:
    - 1) the conduct in question was caused by the scholar's disability or has a direct and substantial relationship to the scholar's disability; and/or
    - 2) the conduct in question was the direct result of the school's failure to implement the scholar's IEP.
  - B. Review, and revise if necessary, the scholar's existing behavior intervention plan or develop a functional behavior assessment and behavior intervention plan (FBA/BIP) to address the misconduct. The behavior intervention plan must address the misconduct for which the scholar is being disciplined.

If the scholar's behavior is not a manifestation of the disability, school officials may apply the SCC, taking into consideration the scholar's special education and disciplinary records. In no event, however, may the scholar be suspended for more than 10 consecutive or cumulative school days in a school year without providing appropriate educational services.

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

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

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<sup>34</sup> All procedural safeguards contained in the SCC and this Appendix are equally applicable to those scholars with §504 plans.

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

**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

## EXPULSION GUIDELINES

### **Request for Expulsion Hearing**

- ◆ Expulsion is the removal of a scholar from school for 11 or more consecutive days, up to a maximum of two calendar years.
- ◆ If a scholar's inappropriate behavior falls within Group 5 of the SCC, the principal *may* request an expulsion hearing for the scholar.
- ◆ If a scholar's inappropriate behavior falls within Group 6 of the SCC, the principal *must* request an expulsion hearing for a scholar in 6<sup>th</sup> through 12<sup>th</sup> grade or for any scholar violating section 6-1; the principal *may* request an expulsion hearing for a scholar in 5<sup>th</sup> grade or below committing any other Group 6 behavior.
- ◆ When an expulsion hearing is requested, documentation of all other interventions attempted will be provided. It will also be stated whether it was determined that there were no other appropriate and available interventions.
- ◆ Any scholar who is charged with a violation subject to expulsion may be suspended from school immediately, pending the outcome of an expulsion hearing.
- ◆ A hearing will be held within 10 school days of the infraction.
- ◆ The Executive Director or designee will review the expulsion hearing request and determine whether to refer the scholar to the Moving Everest Board of Directors Discipline Committee for an expulsion hearing or refer the scholar back to the school for intervention/support.
- ◆ The scholar's parent or guardian shall be notified in writing of an expulsion hearing, including explicit mention of the opportunity to present evidence and witnesses and have legal counsel attend if desired.
- ◆ The Executive Director will conduct the expulsion hearing, with the campus leadership providing evidence for the expulsion of the scholar from Moving Everest Charter School.

The following are the steps of the expulsion process in order:

- ◆ The Principal recommends a scholar for expulsion with all documentation submitted to the Executive Director who will serve as the hearing officer.
- ◆ School team minimally attempts three contacts to scholar's parent/guardian of scheduled expulsion hearing, with one notification of expulsion hearing sent via certified mail.
- ◆ School team presents evidence to Executive Director on grounds for expulsion.
- ◆ Parent and legal representation strongly urged to attend, and may present evidence, cross examine witnesses, and refute charges.
- ◆ Principal or principal designee details of case for expulsion including threat to scholars, staff and school community and/or the threat to substantially disrupt, impede, or interfere with the operation of the school to the Executive Director. Principal or principal designee cite all evidence and options that were considered in case.
- ◆ The Executive Director reviews expulsion evidence, makes decision, provides summary and rationale of decision and duration of expulsion, and alerts Moving Everest and scholar's family of his/her decision the same day as the hearing.
- ◆ The Executive Director will state the reason for the expulsion, date it is effective, and provide a summary of evidence to the scholar and family.
- ◆ The expulsion decision will detail specific reason(s) why removing the scholar is in the best interest of the school and include the rationale for the direction of the expulsion
- ◆ Moving Everest Charter School will notify the Chicago Public Schools' Office of Scholar Adjudication and Office of New Schools within five days of expulsion decision via email at [scholaradjudication@cps.edu](mailto:scholaradjudication@cps.edu).

Any scholar who is expelled from Moving Everest Charter School shall have the right to appeal in writing to the Moving Everest Charter School Board of Directors Designee within two days of the expulsion decision. The email contact information for the Moving Everest Charter School Board of Directors Designee will be provided to the scholar and their family, or a scholar or family may appeal by letter postmarked within two days to the attention of the Executive Director at 416 N Laramie Ave, Chicago, IL

60644. The expelled scholar shall have the right to counsel at a hearing before the Moving Everest Charter School Board of Directors Designee. The final decision of the Moving Everest Charter School Board of Directors Designee will be communicated in writing to the parent or guardian of the scholar.

**ACKNOWLEDGEMENT OF RECEIPT OF THE SCHOLAR CODE OF CONDUCT**

Moving Everest Charter School  
Scholar Code of Conduct

Scholar Agreement

I, \_\_\_\_\_ (print scholar's name) have received and read the Scholar Code of Conduct ("SCC") for Moving Everest Charter School. I am aware of my rights and responsibilities under the SCC. Furthermore, I understand that inappropriate scholar behavior will result in interventions and consequences as stated under the SCC.

\_\_\_\_\_  
Scholar Signature

\_\_\_\_\_  
Date

Parent/Guardian Agreement

Dear Parent or Guardian:

Moving Everest Charter School believes that you should be informed regarding our effort to create and maintain a safe and secure learning environment for all scholars. Please read the SCC and sign the document below to acknowledge your receipt and understanding of the SCC.

I am the parent or guardian of the above named scholar. I have received and read the SCC. I understand that by signing this document, I agree to support and promote the goals of the SCC and make every effort to work with the school in resolving all disciplinary matters.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date