



Board Approved January 25, 2023

Moving Everest Charter School 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:

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

Scope

Bullying is contrary to Illinois law and this Policy is consistent with the Illinois School Code. This Policy protects *Moving Everest Charter School* scholars against bullying and harassment on the basis of actual or perceived race, color, religion, sex, national origin, ancestry, age, marital status, physical or mental disability, military status, sexual orientation, gender-related identity or expression, unfavorable discharge from military service, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic. *Moving Everest Charter School* recognizes the particular vulnerability of scholars with actual or perceived disabilities and those who identify as or are perceived to be lesbian, gay, bisexual or transgender. Nothing in this Policy is intended to infringe upon any expression protected by the First Amendment to the United States Constitution or Section 3 of Article I of the Illinois Constitution.

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

Bullying is prohibited

- (1) During any school-sponsored or school-sanctioned program or activity;

- (2) in school, on school property, on school buses or other MECS-provided transportation, and at designated locations for scholars to wait for buses and other Board-provided transportation (“bus stops”);
- (3) through the transmission of information from a *Moving Everest Charter School* computer or computer network, or other electronic school equipment;
- (4) when communicated through any electronic technology or personal electronic device while on school property, on school buses or other MECS-provided transportation, at bus stops, and at school-sponsored or school-sanctioned events or activities;
- (5) when it is conveyed that a threat will be carried out in a school setting, including threats made outside school hours with intent to carry them out during any school-related or sponsored program or activity or on MECS-provided transportation;
- (6) When it is a Scholar Code of Conduct (“SCC”) Group 5 or 6 behaviors that occurs off campus but most seriously disrupts any scholar’s education.

Definitions

“Bias-Based Behavior” is any physical, verbal, nonverbal, or other act or conduct, including communications made in writing or electronically, directed toward a member or perceived member of a protected category within the school community that is of a discriminatory or harmful nature.

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

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

Bullying may take various forms, including without limitation, one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

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

“Cyber bullying” means using information and communication technologies to bully. This definition includes cyber bullying by means of technology that is not owned, leased, or used by Moving Everest Charter School when an administrator or teacher receives a report that bullying through this means has occurred. This Policy does not require a district or school to staff or monitor any non-school related activity, function, or program.

“Discrimination” is treating an individual less favorably because of their actual or perceived membership in one or more of the Protected Categories.

“Harassment” is any unwelcome verbal, nonverbal, visual, or physical conduct that is based on an individual’s actual or perceived membership in one or more of the Protected Categories, as defined in the Final New Comprehensive Non-discrimination, Harassment, Sexual Harassment, Sexual Misconduct And Retaliation Policy, that is persistent, pervasive, or severe and objectively offensive and unreasonably interferes with, limits, or denies an individual’s educational or employment access, benefits, or opportunities. Unwelcome conduct may include, but is not limited to, bullying, intimidation, offensive jokes, slurs, epithets or name calling, assaults or threats, touching, ridicule or mockery, insults or put-downs, offensive objects or pictures, messages sent via email, text or social media, sexual advances, requests for sexual favors, conduct of a sexual nature, or any

other sex-based conduct.

“Microaggressions” are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their actual or perceived Protected Category membership such as race, sexual orientation, and gender identity (Adapted from Wing Sue, Derald. "Racial Microaggressions in Everyday Life," 2010).

“Protected Categories” are an individual’s actual or perceived sexual orientation, gender or sex (includes gender identity, gender expression, pregnancy, childbirth, breastfeeding, and pregnancy related medical conditions), race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age (40 and above), immigration status, marital status, registered domestic partner status, genetic information, political belief or affiliation (not union related), military status, unfavorable discharge from military service, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state or local law, ordinance, or regulation.

“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.

“Racial Discrimination” is any distinction, exclusion, restriction or preference based on race, color, community, national or ethnic origin which has the impact of nullifying or impairing the recognition, enjoyment or exercise, of a right to an equitable educational experience and fundamental freedoms in the social, economic, cultural, political, and linguistic aspects of school, school and district life (Adapted from United Nations, 2019).

“Retaliation” means any form of intimidation, reprisal, or adverse action or change to educational program or activity taken against a student for having made a complaint or report of bullying or bias based behaviors whether made internally or externally with federal, state, or local agency, or for participating, aiding, or refusing to participate in an investigation, proceeding, or hearing related to a report or complaint of bullying or bias based behaviors. Retaliation is considered to be a form of bullying and is prohibited according to this policy. All substantiated allegations of retaliation are subject to discipline under the Student Code of Conduct.

“Restorative Practices” means a continuum of school-based alternatives to exclusionary discipline that are adapted to the particular needs of the school and community, contribute to maintaining school safety, protect the integrity of a positive and productive learning climate, teach students the personal and interpersonal skills they will need to be successful in school and society, serve to build and restore relationships among students, families, schools, and communities, and reduce the likelihood of future disruption by balancing accountability with an understanding of students’ behavioral health needs. Restorative practices are ways of pro-actively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better.

Preventing Bullying and Bias-Based Behaviors

All CPS principals and staff shall work to develop safe and supportive school environments that prevent bullying and bias-based behaviors through:

- Developing supportive school climate strategies, including clear expectations and share agreements to guide interactions between students, and between staff and students.
- Teaching all students social and emotional skills and establishing classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
- Establishing predictable responses and effective disciplinary practices that address root cause, teach

skills, build empathy, and repair harm. Ensure all students, staff, and stakeholders know how your school plan to respond to bullying and harassment.

- Committing to welcoming and inclusive practices that center belonging, affirm cultural differences, and address and support the transformation of bias-based harm

Addressing Allegations of Bias-Based Behavior

Intervening to Address Bias-Based Behavior

School based staff who witness or become aware of bias-based behaviors must immediately take the following steps:

1. Establish the safety of everyone involved. Note: If there is concern around the necessity to involve law enforcement please see the Police Notification section of the SCC.
2. Denounce the bias-based behavior as unacceptable to the values of Chicago Public Schools as well as being contrary to board policy.
3. Notify the CPS Office of Student Protections (OSP).

For further resources, tools, and directives please refer to the OSP Transforming Bias-Based Harm Protocols at cps.edu/osp.

Reporting Bias-Based Behavior

School-based staff who witness or become aware of must report any and all instances of bias-based behaviors to the principal who must complete an Aspen Report and answer the question regarding bias-based harm.

Students who experience or witness bias-based behaviors are to report these to a school-based staff member. Alternatively, students can make reports directly to the Office of Student Protections and Title IX in the following ways:

- Online: Complete and submit a complaint form located at cps.edu/osp
- Via Email: Submit complaints to civilrights@cps.edu.
- Via Telephone: Submit complaints to 773-535-4400.
- In Person or By Mail: Submit complaints directly to OSP in person or via USPS mail to 110 N. Paulina St., Chicago, 60612.

Steps for Investigating Biased-Based Behavior

Please note that it is important to follow these steps as well as to refer to OSP's Transforming Bias-Based Harm Protocols, which include the comprehensive overview of CPS' District Response to Bias-Based Behavior as well as a school-based staff document link at cps.edu/osp.

1. Establish the present safety of everyone involved as well as plan for continued safety in the process.
2. Notify parents/guardians of all involved students.
 - a. Within one school day of receipt of a report of bias-based behavior, the Principal or Principal Designee shall report to the parent/legal guardian of all involved students the occurrence of any alleged incident of bias-based behavior and follow the guidelines provided in OSP's Transforming Bias-Based Harm Protocols and shall document these notifications in the District student information system.
 - i. Notifications should be made privately to students directly involved and their parent guardians.
 - ii. When incidents have a larger impact on the school community, the Principal or Principal Designee shall provide clear communication to students, staff, and parents to reinforce school-wide expectations of a climate centering belonging, respect, and affirmation of cultural difference.
3. Document all allegations of bias-based behaviors
 - a. School based staff who witness or become aware of must report any and all instances of bias based behaviors to the principal who must complete an Aspen Report and answer in the affirmative the question related to bias-based and discriminatory behavior within one school day
 - b. Staff unable to access Aspen or for any questions or assistance, may contact OSP at 773-535-4400 or civilrights@cps.edu.
4. Conduct an investigation as directed by OSP.

- a. After OSP is notified of biased-based behavior through an ASPEN or a direct report OSP will review the report, determine if it will be accepted as an investigation, and if applicable the type of investigation as well as provide guidance for student support:
 - i. OSP Investigation: For severe, complex, or pervasive incidents/civil rights issues an OSP investigator will be assigned to investigate the incident. An OSP investigator will respond to the school upon the OSP's decision to open the report for an OSP investigation. The OSP investigator will need access to the Student Protections School Representative, access to all parties/students involved, a private location for interviews, and all relevant evidence and documents.
 - ii. School-Based Investigation: When OSP deems an investigation is able to be carried out at the school level OSP will ask the school and its Student Protections School Representative to conduct a school-based investigation. School-based investigations are led by school administrators and/or Student Protections School Representatives. OSP will provide the school guidance. A school must not conduct an investigation unless directed to do so by OSP.
 - iii. Resolution Timeframe: Investigations will be completed promptly although some investigations take weeks or even months, depending on the nature, extent, and complexity of the allegations, availability of witnesses, police involvement, etc.
 1. OSP will make a good faith effort to complete the resolution process, not including appeals and discipline, within a ninety (90) calendar day time period, which can be extended as necessary for appropriate cause by the Title IX Coordinator or Designee with notice to the parties as appropriate.
 2. School-based investigators will make a good faith effort to complete the investigation process after direction from OSP, not including appeals, within ten (10) calendar days which can be extended as necessary for appropriate cause by the school administrator with notice to the parties as appropriate.
 - b. Supportive Measures: In all incidents, the District will coordinate with schools to provide the parties with supportive measures which are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the parties per the Transforming Bias Based Harm Protocols.
5. Make a determination whether allegation of bias-based behavior is substantiated or not and document determination.
- a. OSP Investigation: OSP investigator will consider whether the behavior qualifies as an inappropriate behavior listed in the SCC and according to the definitions listed in this policy, the comprehensive nondiscrimination policy, and the Transforming Bias-Based Harm Protocols and will prepare a written outcome determination of the cases substantiation status. If the investigation determines a student engaged in bias-based behaviors and/or other inappropriate behaviors listed in the SCC, a written outcome determination will be prepared and the finding will be communicated to the school Principal/Designee.
 - b. School-Based Investigation: Principal/Designee shall consider whether the behavior qualifies as an inappropriate behavior listed in the SCC and according to the definitions listed in this policy as a substantiated and will prepare a written outcome determination. The Principal/Designee shall ensure the investigation and findings (whether the reported behavior is substantiated or not substantiated) are documented in the District student information system.
 - c. If any investigation determines a student engaged in bias-based behaviors and/or other inappropriate behaviors listed in the SCC, the Principal/Designee shall prepare a Misconduct Report.
6. Notify all involved parties of the outcome of the investigation.
- a. OSP Investigation: Upon the completion of the investigation OSP will issue outcome letters to the involved students and their parent/legal guardian of the investigation status, findings, and next steps including but not limited to potential discipline by the Principal for substantiated SCC violations.
 - b. School Based Investigation: Upon the completion of the investigation, the school administrator will issue a written outcome determination to all parties stating whether the investigation was substantiated or unsubstantiated. If the case is substantiated, the school administrator will communicate any

consequences pursuant to the Student Code of Conduct to student(s) determined to have engaged in SCC violations and their parents/guardians.

- c. Regardless of the outcome of the investigation, the District will take steps to prevent the recurrence of bias-based and discriminatory behavior, as well as all misconduct covered herein, and correct any discriminatory effects on all impacted parties as appropriate.

Intervening to Address Bullying

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

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

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

Responsibilities of Scholars, Parents, and Guardians

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

Investigation

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

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

Notification

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

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

When communicating bullying incidents to the target’s parent/guardian, the Principal/Designee should consider whether the scholar may want to keep certain information confidential. For example, if a scholar is bullied after coming out as gay, the Principal/Designee shall not disclose the scholar’s sexual orientation to the parent/guardian without the scholar’s permission, unless there is a legitimate, school-related reason for doing so.

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

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

Assigning Interventions and/or Consequences

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

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

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

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

Moving Everest Charter School prohibits reprisal or retaliation, in any form, against any person who reports an act of bullying or harassment or cooperating in an investigation. The consequences and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal/Designee after consideration of the nature, severity and circumstances of the act. Those remedial actions may include school social work services, referral to outside counseling, education including strategies to avoid repeating behavior, academic and nonacademic positive behavioral supports, and check-ins with the student.

Moving Everest Charter School prohibits any person from falsely accusing another as a means of bullying or harassment. The consequences and appropriate remedial action for a person found to have falsely accused another as a means of bullying or harassment may include, but are not limited to, disciplinary action when deemed necessary and positive behavioral interventions, such as school social work services or counseling with an outside partner.

Policy Evaluation

Every two years, Moving Everest Charter School will conduct a policy evaluation to assess the outcomes and effectiveness of this policy that includes, but is not limited to, factors such as the frequency of victimization; student, staff, and family observations of safety at a school; identification of areas of a school where bullying occurs; the types of bullying utilized; and bystander intervention or participation. This information developed as part of the evaluation process will be posted on the school's website.

This bullying policy aligns with the other policies of the school board.

What Not To Do:

- Solicit an apology from the perpetrator to the target, use peace circles, victim/offender conferences, or any form of mediation that puts the perpetrator and target in contact with one another in an immediate attempt to resolve the bullying. Restorative measures may be helpful to repair relationships between the perpetrator and target, but only if used after other interventions have balanced the power differential between the perpetrator and target.
- Dismiss bullying as typical scholar behavior or assume it is not serious.

Referrals

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

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

Appeal

Any party who is not satisfied with the outcome of the investigation may appeal to the Executive Director within 15 calendar days of notification of the Principal's decision. The ED shall render a final determination by the timeline and

procedures set out in the anti-bullying appeal guidelines. The ED may return the incident to the Principal or their designees for further investigation or reconsideration of the consequence(s), direct the imposition of other consequence(s), or deny the appeal. The ED shall notify the party requesting the appeal and the Principal that its decision is final and shall document that notification in the Incident Report in PowerSchool and Aspen.

Consequences for MOVING EVEREST CHARTER SCHOOL Employees and Contractors

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

Notice and Dissemination of Requirements

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

Training and Professional Development

Staff

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

- (1) Developmentally appropriate strategies to prevent incidents of bullying and to intervene immediately and effectively to stop them;
- (2) Information about the complex interaction and power differential that can take place between and among a perpetrator, target, and witness to the bullying;
- (3) Research findings on bullying, including information about specific categories of scholars who have been shown to be particularly at risk, and any specific interventions that may be particularly effective for addressing bias-based bullying; and
- (4) Information about Internet safety issues as they relate to cyber bullying.

Scholar Internet Safety Education

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

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

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