

2019-2020

SCHOOL-WIDE BEHAVIOR & DISCIPLINE PLAN PARENT & STUDENT VERSION



**DOUGLASS ACADEMY
AT PEABODY**

“Once you learn to read, you shall be forever free.”



EXCELLENCE WITHOUT EXCUSES

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© Charter Day School, Inc. Board of Trustees
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Foundation

Philosophy

The Roger Bacon Academy School-Wide Behavior & Discipline Plan sets forth the procedures and expectations for ensuring a safe and orderly environment for learning. It is our belief that all children can learn. In this, we maintain a position of “no exceptions, and no excuses.” We maintain a disciplined, caring classroom environment that emphasizes traditional values. Every student who is willing to pledge self-discipline, honesty, and perseverance can excel to their fullest potential at The Roger Bacon Academy.

We expect every student to devote full attention to every subject. A mandatory prerequisite for learning to occur is an orderly, disciplined environment. Students are required to strive for positive goals and virtues. Behavior that is not conducive to the achievement of these goals and virtues will not be allowed. Students must avoid behavior that impairs their own educational achievement or that of others. Students must show respect toward teachers, administrators, and all other school employees, and recognize and respect the rights of all students and adults. When students fail to use self-control and self-discipline, disciplinary consequences will be utilized to restore order to the learning environment as well as to protect the rights of others.

Students and parents/legal guardians are required to sign for the receipt of the School-Wide Behavior & Discipline Plan and Student/Parent Handbook. Any student, parent, or legal guardian that does not sign that they have received the School-Wide Behavior & Discipline Plan and Student/Parent Handbook shall not be relieved of any responsibilities in following the rules and guidelines set forth in these documents.

Statement of Purpose

The School-Wide Behavior & Discipline Plan serves to establish procedures for teachers and students that facilitate teaching and learning. All adults will encourage, model, and teach students the correct behaviors according to the School’s philosophy. All schools within The Roger Bacon Academy organization will create a positive, safe, and professional environment which encourages mutual respect between adults and students.

General Behavioral Expectations

All staff and students will uphold and strive to meet the values and morals of the School Pledge.

School Pledge

I pledge to keep myself healthy in body, mind, and spirit -

staying physically fit,
mentally awake,
and morally straight.

I pledge to be truthful in all my works -

guarding against the stains of falsehood from
the fascination with experts,
the temptation of vanity,
the comfort of popular opinion and custom,
the ease of equivocation and compromise, and
from over-reliance on rational argument.

I pledge to be virtuous in all my deeds,

with the courage to exemplify
faith in my beliefs,
hope for a better future, and
charity towards my neighbor -
with prudence in new undertakings,
with justice when called upon to judge,
with fortitude in the face of adversity, and
with temperance toward temptation.

I pledge to be obedient and loyal to those in authority

in my family,
in my school, and
in my community and country,

So long as I shall live.

Roles and Responsibility: Discipline is *Everyone's* Responsibility

Student's Role in Self-Control and Self-Discipline

Students will demonstrate the behaviors as written in the School's expectations. The School's expectations are written to promote learning and encourage self-control during school as well as during all school-related activities. Students must be prepared to participate fully in the learning process, avoid behavior that impairs their own educational achievement or that of others, show respect for the knowledge and authority of teachers, administrators, and other school employees, and recognize and respect the rights of other students and adults. When students fail to use self-control and self-discipline, disciplinary consequences are used to restore order to the learning environment as well as to protect the rights of others.

Parent's Role in Discipline

Parents are encouraged to participate in every aspect of the education of their children. Without the cooperation and support of the parents, it is difficult for the school to effectively help a student reach his or her fullest potential. An important role for parents in discipline is to continually show the child your interest and support of how he or she is doing and behaving at school. When the child sees that his/her parents or guardians are actively interested in whether or not they are doing their best, the student is given an incentive for excellence. Parents will be informed by the teacher throughout the school year about their child's progress. This information will include school-wide citizenship. Other important roles include, but are not limited to:

- Maintaining open communication with the school.
- Notifying the teacher about specific concerns you may have.
- Going to school meetings whenever possible.

In the event of severe or recurring behavior problems, parents will be asked to participate in the development of a Student/Teacher Behavior Strategies Plan (Appendix A). Parents and staff working together will help the student learn behaviors that will increase their success. School classroom rules, rewards, and consequences will be sent home with the students at the beginning of the school year. An acknowledgement form is to be signed and returned to the classroom teacher by a date designated by the Administration of the school. If the acknowledgement form is not returned, the teacher will send a second copy. Any parent, who does not return a signed form by the designated date, will be sent the form via US Mail. The classroom teacher is to keep the signed acknowledgement form in the student's individual folder.

Teacher's Role in Discipline

School discipline is the main responsibility of each teacher. Therefore, the teacher is the very center of an effective school management plan. Teachers will continually emphasize the importance of doing ones best, and following all school expectations, procedure, and rules. Teachers will put more energy into reinforcing successful procedures (4:1 ratio – four positive statements to one negative statement) and helping students make good choices, rather than trying to “control” behavior. In the event of a behavior problem (other than a “severe” behavior), the teacher will re-teach classroom expectations and lead the student through a “do it again” exercise until the student or class has mastered the appropriate behavior. Teachers will also closely monitor all students, their transitions, instructional time, and free time. Teachers must be aware of where students are at all times.

Staff Role and Responsibility

Each staff member is an equal and contributing part of the discipline policy and procedure. Staff members are expected to interact with students in a fair and respectful manner. All staff members have a responsibility to intervene with any misbehavior observed in a common area by following the procedures recommended in this manual.

It is the responsibility of the staff to work as a team to organize, plan and provide a stimulating, non-threatening environment where students may engage in meaningful learning experiences. Policies and procedures are established to guide students toward growth. Parents, teachers, and others are responsible for the welfare and education of the students. All should cooperate in interpreting and enforcing the rules. It is the staff's responsibility to provide a positive environment conducive to learning, in which the student has an organized, stimulating, and non-threatening environment. Students will be rewarded for positive and appropriate behaviors.

Students will be held accountable for behavior that may adversely affect their education or the education of others. All members of the staff are responsible for teaching discipline to each student. Discipline is *everyone's* responsibility.

Administration's Role in Discipline

Administration is responsible for reviewing and updating the behavior and discipline plan as needed. Administration will assist teachers with rewarding students positively. Additionally, administration assists the staff in handling severe misbehavior. To maintain the effectiveness of office referrals, administration should only be used for major or severe behavioral problems. A child will be removed immediately when his/her behavior is an extreme disruption, is disrespectful toward adults, or endangers themselves or others.

Records will be kept by the teachers and administration. These records will be compiled and maintained as outlined in the North Carolina State Laws.

Behavior Expectations and Management Processes

School-Wide Classroom Expectations for Students

All Roger Bacon Academy Schools are academic institutions; therefore, all behaviors should reflect the seriousness of this endeavor. All students and personnel are to take personal responsibility for his or her behavior. We are committed to fostering in each student self-discipline, sound moral character, and respect for our community.

Students are required to be respectful, courteous, and polite to all adults and other students at all times. Students will be rewarded when these behaviors are displayed. When students fail to do this, disciplinary action will take place. Students are expected to be a role model for their peers by taking responsibility for their own work and actions. Students are required to obey the classroom rules and the standards in the Parent/Student Handbook.

Class Rules are to be posted in two visible areas in the classroom.

1. Stay in your own space.
2. Respect the rights of others.
3. Be prepared.
4. Honor the School Pledge.

In the elementary grades, each classroom will have a color chart with each child's name on it with the following color strips:

- Green: Great Day
- Yellow: Had some trouble following rules
- Red: Repeatedly broke classroom rules
- Blue: Call/Email home to discuss behavior with parents
- Purple: Office Referral (Class III and IV behaviors)

Whole group/class consequences or punishment is not acceptable or tolerated at The Roger Bacon Academy.

Resource Classes

Resource classes will complete a "High Five" positive behavior sheet after each class to give to the Homeroom teacher. This will have names of students who went above and beyond, followed directions, and were prepared for resource. These students are called "high fivers"! The report will also let teachers know of any students who needed additional reminders throughout the class period. Resource teachers are not to assign a whole class consequence for the Homeroom teacher to enforce.

Parents should be made aware of behavior issues and the contact should be documented by the teacher. Students will be made to pull strips throughout the day when their behavior or actions are not appropriate, such as misbehaving or failing to do homework. Once a child gets on purple, the teacher may fill out an office referral. It is important to remember each time a teacher sends a discipline problem outside of the classroom, that teacher loses a certain amount of authority with that student.

Acknowledgement System

The acknowledgement system is a feature of all Roger Bacon Academy School's behavioral expectation system. The behavioral expectation system focuses on acknowledging students who demonstrate characteristics of the School Pledge and overall behavioral expectations as written in this policy and the Parent/Student Handbook. This program works in conjunction with school-wide and classroom goals. Examples of model behavior rewards may include, but not limited to, positive verbal feedback, standing

ovation ceremonies, student of the month highlighting positive character traits, and treasure box rewards.

Encouraging Appropriate Behavior

The sequence for dealing with unwanted classroom behavior should be completed in the following manner:

1. Remind the whole group of expectations and desired behaviors.
2. Praise and reward a student nearby who is demonstrating appropriate behavior.
3. Move closer to the student who is not following the proper behavior.
4. At an appropriate time, tell the student that their behavior was not acceptable. The teacher must describe what is acceptable, and warn the student of the consequences if the inappropriate behavior continues.
5. Consequences for rules should be:
 - Straight-forward
 - Easily enforced
 - Easily administered
 - Operate as an effective deterrent

Chronic Misconduct

After all preventive measures have been exhausted, any student who exhibits an inappropriate behavior pattern over a period of time established by School Administration which interferes with the learning process of themselves, or other students, and is likely to recur, is considered chronic misconduct.

Teachers must teach students to assume responsibility for their actions. Therefore, in the case of a student who engages in chronic misconduct, the teacher, along with school staff has the responsibility to establish a Student/Teacher Goals and Strategies Plan (Appendix A) for that individual student. The teacher must involve the parents in this process.

The plan must consist of proactive interventions. The teacher, along with the Student Assistance Team (SAT) will meet to discuss formulating the proper behavior management program. This team must evaluate the program put in place to determine if further interventions are to be implemented.

Behavior Management Process

All Roger Bacon Academy Schools will maintain a level system for handling behavioral violations of the School-Wide Behavior & Discipline Plan. A “Violations and Consequences” Chart is provided as a guideline for teachers and administrators when determining consequences.

Teachers must take concrete action when correcting behaviors. All corrective actions must correspond to the behavior being corrected. Behaviors and consequences must be documented on a Behavior Report or Office Referral depending upon whether the violation is Teacher-Managed or Headmaster-Managed.

When a Behavior Report (Class I or II violation) or Office Referral (Class III or IV violation) is issued, the parent/guardian will be notified via phone call, text, or email. Parents/legal guardians are asked to sign and return the report and a copy is filed in the student’s file.

Violations and Consequences Chart – Classes I & II

Teacher-Managed Behaviors

Violations and consequences for each level may be any or all of the items listed below. These lists include, BUT ARE NOT LIMITED TO, behaviors and/or consequences that will result in disciplinary action.

Class I Violations	Class I Consequences
<ol style="list-style-type: none"> 1. Defiance of Authority 2. Disruptive Behavior 3. Misuse of Computer 4. Tardiness 5. Display of Affection 6. Possession/Use of Cell Phone 7. Non-Related Items on School Property 8. Minor Damage to School Property 9. Refusal to Work 10. Conspiracy to Commit a Class I Offense 11. Disrespectful to fellow students or staff. 	<ul style="list-style-type: none"> • Elementary: Warnings/Time-out • Student conference – teacher(s) should confer with student(s) briefly and privately (Required for Class I, II, and III violations) • Parent Notification and/or conference (Required for Class I, II, and III violations) • Confiscation of electronic or non-related items (Required) • Loss of privileges • Loss of recess • Special assignments • Removal from class • Exclusion from extracurricular activities • Detention/Silent Lunch • Community Service • Character Service <p style="text-align: center;">*At the discretion of the Administration, repeated Class I Violations may result in:</p> <ul style="list-style-type: none"> • In-School Suspension (ISS) • Out-of-School Suspension (OSS) • Accompanied by parent/guardian in class
Class II Violations	Class II Consequences
<ol style="list-style-type: none"> 1. Repeated Class I Offenses 2. Abusive, Obscene, Offensive, or Profane Language or Gestures 3. Gambling 4. Unauthorized Entry/Presence 	<p>*In addition to the consequences listed above, a student may receive Class II Consequences as well. **All Class II Consequences require a student/parent conference.</p> <ul style="list-style-type: none"> • Detention/Silent Lunch • Loss of privileges or credit • Removal from class • Prohibited from attending or participating in extracurricular activities • Behavioral Improvement Form • Counseling • Assignment to an alternate location within the school for a period of time • ISS/OSS • Accompanied by parent/guardian in class • Law Enforcement involvement <p>*At the discretion of the Administration, repeated Class II Violations may result in:</p> <ul style="list-style-type: none"> • In-School Suspension (ISS) • Out-of-School Suspension (OSS) • Accompanied by parent/guardian in class •

Violations and Consequences Chart – Classes III & IV

Headmaster-Managed Behaviors

Violations and consequences for each level may be any or all of the items listed below. These lists include, BUT ARE NOT LIMITED TO, behaviors and/or consequences that will result in disciplinary action.

Class III Violations	Class III Consequences
<ol style="list-style-type: none"> 1. Repeated Class II Offenses 2. Possession of Tobacco, E-Cigs, Cigarette Lighters, Matches 3. Threatening bodily harm or property damage 4. Dangerous Behavior 5. Possession, Exhibition, and/or Distribution of Obscene Literature or Material 6. Academic Dishonesty 7. Skipping Class 8. Conspiracy to Commit a Class III Offense 	<p>*In addition to any and all consequences listed above, a student may receive Class III Consequences as well.</p> <p>**All Class III Consequences require a student/parent conference.</p> <ul style="list-style-type: none"> • Detention/Silent Lunch • Loss of privileges or credit • Removal from class • Prohibited from attending or participating in extracurricular activities • Behavioral Plan • Counseling • Assignment to an alternate location within the school for a period of time • ISS/OSS • Accompanied by parent/guardian in class • Law Enforcement involvement
Class IV Violations	Class IV Consequences
<ol style="list-style-type: none"> 1. Repeated Class III Offenses 2. Theft 3. Vandalism 4. Extortion 5. Fighting and/or Contributing to an Aggressive Situation 6. Bullying 7. Possession and/or Use of a Weapon 8. Possession and/or Use of Drugs or Alcohol on School Property or School Events 9. Chronic Misconduct 10. Joining/being a member of a gang, recruiting for gang membership, engaging in gang activity 11. Conspiracy to Commit a Class IV Offense 	<p>*In addition to any and all consequences listed above, a student may receive Class IV Consequences as well.</p> <p>**All Class IV Consequences require a student/parent conference.</p> <ul style="list-style-type: none"> • Restitution • ISS/OSS • Accompanied by parent/guardian in class • Law Enforcement involvement • Long-term suspension (more than 10 days) • Expulsion • Referral for Hearing with School Board of Directors to determine future at the School

Description of Behaviors

The Roger Bacon Academy has developed a description of behaviors identified as inappropriate. The School-Wide Behavior & Discipline Plan is designed to support students in achieving the desired behaviors set forth by The Roger Bacon Academy. The descriptions will be used as a guide for instructors and administrators when deciding how best to support the student. Consequences may be modified to developmentally appropriate levels on a student-by-student basis.

Class I Behaviors

1. **Defiance of Authority** – Student’s refusal to comply with a reasonable request from school personnel, or disobeying any general classroom and/or school rule/expectations. No student shall fail to comply with directions or commands from Headmasters, Assistant Headmasters, teachers, substitute teachers, teacher assistants, volunteers, or other authorized school personnel.
2. **Disruptive Behavior** – Intentional acts or conduct in the classroom or in the school building or upon school grounds, which disrupt the education process.
3. **Misuse of Computer** – Any misuse of inappropriate computer and/or network practices. Computer privileges will be automatically suspended.
4. **Tardiness** – Any unexcused lateness to class beyond the scheduled time that the class begins.
5. **Display of Affection** – The physical demonstration of affection includes, but is not limited to: hugging, holding hands, kissing, etc.
6. **Possession/Use of Cell Phone** – Student possession or use of cell phones or any unauthorized electronic device is strictly banned during the instructional day, as well as, during extracurricular activities.
7. **Non-Related Items on School Property** – Students are prohibited from bringing disruptive items to school such as, but not limited to, toys, trading cards, large amounts of money, beepers, cell phones, radios, televisions, iPods, Mp3 players, computer games, or other personal audio and electronic devices. Any item brought to school that is not school related will be confiscated by school personnel and will be returned only to a parent or guardian.
8. **Minor Damage to School Property** – Writing or drawing on desks, tables, or walls.
9. **Refusal to Work** – Students are expected to fully participate in the learning process in all classes.
10. **Conspiracy to Commit a Class I Offense** – An agreement and/or concerted effort by two or more persons to commit a Class I Offense.
11. **Disrespectful to fellow students or staff** – Socially rude or dismissive messages, comments, actions, etc. toward adults or students.

Class II Behaviors

1. **Repeated Class I Offenses** – Three or more Class I Offenses will be reviewed by staff and administration, and may be categorized as a Class II Offense.
2. **Abusive, Obscene, Offensive, or Profane Language or Gestures** – The use of any language, acts, unwelcome remarks or expressions, names or slurs or any other behavior including obscene gestures which is offensive to modesty or decency. Any slurs, innuendos, or other verbal or physical conduct reflecting on an individual’s gender, race, color, religion, ethnic or natural origin, sexual orientation, or disability, which has the purpose or effect of creating an intimidating, hostile or offensive educational environment. Consequences may also include referral to law enforcement authorities.
3. **Gambling** – Participation in games of chance for money and/or other things of value.
4. **Unauthorized Entry/Presence** – Entering, or allowing/assisting any individual(s) to enter the school or grounds other than through designated entrances with approval of school personnel, or entering (or remaining at) the school or on the grounds during unauthorized times or being in an area of the school without school personnel permission and/or supervision.

Class III Behaviors

1. **Repeated Class II Offenses** – Three or more Class II Offenses will be reviewed by staff and administration, and may be categorized as a Class III Offense.
2. **Possession of Tobacco, E-Cigs, Cigarette Lighters, Matches** – The use or possession of tobacco, e-cigs, cigarette lighter, or matches. In addition to these items, any device that can be utilized to start a fire, while not in the possession of cigarettes is strictly prohibited.
3. **Threatening bodily harm or property damage** – Threatening body language or intention to maliciously cause damage to another's property will not be tolerated.
4. **Dangerous Behavior** – Behaving in such a way that could cause injury to a student, teacher, or other staff member (e.g. running in the building, extreme horse playing, wrestling, inappropriate use of equipment or materials, etc.)
5. **Possession, Exhibition, and/or Distribution of Obscene Literature or Material** – Possessing, exhibiting or distributing materials that offend common decency or morals.
6. **Academic Dishonesty** – Cheating on tests, copying assignments or papers, signing parent/guardian or teacher's signature on a document. Additionally, students must redo the assignment.
7. **Skipping Class** – Attending school, but not going to assigned class.
8. **Conspiracy to Commit a Class III Offense** – An agreement and/or concerted effort to commit a Class III Offense.

Class IV Behaviors

1. **Repeated Class III Offenses** - Three or more Class III Offenses will be reviewed by staff and administration, and may be categorized as a Class IV Offense.
2. **Theft** – Taking something that does not belong to you. Knowingly receiving stolen property or possession of stolen property is included in this offense.
3. **Vandalism** – Willful or malicious damage to any school building or property, or damage to the property of an employee or another student. This includes damage to neighborhood property when on a field trip or on any school activity away from the school.
4. **Extortion** – Obtaining money, other articles of value, or information from someone by coercion or intimidation.
5. **Fighting and/or Contributing to an Aggressive Situation** – A student provoking another student with the intentional purpose of disrupting any school function or classroom. This offense includes, but is not limited to verbal or physical harassment. Consequences may also include referral to law enforcement authorities and/or long-term suspension (11 – 180 school days) or expulsion.
6. **Bullying** - Bullying behavior by any student in a school governed by the Charter Day School Board of Trustees is strictly prohibited. Such conduct may result in disciplinary action, including suspension and/or expulsion from school. (See Anti-Bullying Protocol below).
7. **Possession and/or Use of a Weapon** – The possession, concealment, or display of a simulated weapon including, but not limited to, toy guns, cap guns, all knives, disassembled scissors, etc.) will not be tolerated. Any student found with these items will be suspended.
8. **Possession and/or Use of Drugs or Alcohol on School Property or School Events** – The possession or use of drugs or alcohol on school property or at school events will not be tolerated. Any student found with these items on school property or at school events will be immediately suspended.
9. **Chronic Misconduct** – After all preventive measures have been exhausted, any student who exhibits an inappropriate behavior pattern over a period of time established by School Administration which interferes with the learning process of themselves, or other students, and is likely to recur, is considered chronic misconduct.
10. **Joining/being a member of a gang, recruiting for gang membership, engaging in gang activity** – Any mention of gangs, joining a gang, being a member of a gang, recruiting gang

members, or engaging in any gang related activity is strictly prohibited. Consequences include suspension and possible expulsion.

11. Conspiracy to Commit a Class IV Offense – An agreement and/or concerted effort to commit a Class IV Offense.

General Procedures for Suspensions

The Headmaster or his/her designee has the authority to suspend any student who willfully violates the School-Wide Behavior & Discipline Plan. It is the student's responsibility to make up all missed class work.

As stated in the Parent/Student Handbook, "A student may be suspended or expelled from the school in accordance with Article 27 of Chapter 115C of the General Statutes if the rules continue to not be followed or if the student's conduct, as established by his or her teacher(s), proves to be disruptive or dangerous to other students and/or staff, recognizing the requirements of state and federal law concerning special needs students. Suspension may also occur if a student or parent(s) fails to adhere to the terms of the School Pledge or the rules and policies of the Parent/Student Handbook. Until the length of the suspension has been completed and/or the suspension or expulsion is excused by the Board of Trustees (see Appeals process in the Parent/Student Handbook), the student will not be permitted to return to campus or participate in any off-campus school activities."

The following behaviors will not be tolerated and may result in immediate dismissal or suspension from school without discussion, including but not limited to:

1. Any action or threat of an action that could jeopardize the safety and well-being of others.
2. Possession of illegal drugs (including counterfeit).
3. Possession of a weapon.
4. Repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge.
5. Bullying.

Notification of Suspension

1. The student will be notified either by written or oral notice of the behavior in which he or she participated. The student will be given the opportunity to explain what happened in their own version of the facts. Witnesses (relating only to the incident) may be called in to give an account of what they personally saw or heard.
2. Parents/Guardians will be notified by the Administrator, by phone, or in person, that their child is being suspended. If a suspension occurs toward the end of the academic school day, and the parent/guardian cannot be contacted, the student will be allowed to remain in the office until the end of the school day.
3. Parents/Guardians may request a conference with the Headmaster. However, doing so will not stop the suspension from being enforced.

Emergency Suspension

In the event the Headmaster, or designee, determines that a student's presence is an immediate or continuing danger to persons, property, or an ongoing threat of the disruption of the academic process, they may be immediately removed from the school by the Headmaster, designee, or the local authorities. The Headmaster will notify the parents/guardians of the situation as soon as possible.

Suspensions Greater Than Ten Days

In the event the actions of a student warrant a suspension in excess of ten (10) days, the Headmaster shall suspend the student and notify the parents of the length of the suspension. The Headmaster shall also notify the Board of Trustees of the suspension.

Anti-Bullying Protocol

Bullying Overview

The following is referenced from the Charter Day School Board of Trustees – *CDS Board Memo 0130713, Anti-Bullying Protocol*:

We are committed to providing a safe, positive learning environment for all students. As such, bullying behavior by any student in a school governed by the Charter Day School Board of Trustees is strictly prohibited. Such conduct may result in disciplinary action, including suspension and/or expulsion from school.

It shall be a violation of this policy for any student to bully, intimidate, or harass any other student. We will investigate all informal and formal verbal and written complaints of bullying and/or intimidation. Any student who is found to have bullied, intimidated, and/or harassed another student will be disciplined.

Bullying Definition

Below is the definition of Bullying and Harassment as defined by North Carolina General Statute § 115C-407.15:

1. As used in this Article, “bullying or harassing behavior” is any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication, that takes place on school property, at any school-sponsored function, or on a school bus, and that:
 - i. Places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
 - ii. Creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits. For purposes of this section, “hostile environment” means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Examples of Bullying

Bullying or harassing behavior includes, but is not limited to, acts reasonably perceived as being motivated by any actual or perceived differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics.

- No student or school employee shall be subjected to bullying or harassing behavior by school employees or students.
- No person shall engage in any act of reprisal or retaliation against a victim, witness, or a person with reliable information about an act of bullying or harassing behavior.
- A school employee who has witnessed or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior shall report the incident to the appropriate school official.
- A student or volunteer who has witnessed or has or has reliable information that a student or school employee has been subject to any act of bullying or harassing behavior should report the incident to the appropriate school official.

Summary of the School's Bullying Policy

A party may have been subjected to bullying when he or she is exposed repeatedly over time to negative action on the part of one or more persons and such negative actions are without the party's consent of when the party knew or should have known his or her behavior could result in such negative action. Negative action is when a person intentionally inflicts injury or significant discomfort upon another person through physical contact, through words, or in other ways.

Students who engage in any act of bullying, on school grounds, at a school-sponsored or school-related activity, function or program whether on or off school grounds, on a school bus or other vehicle owned, leased or used by the School, or through the use of an electronic device or electronic mobile device owned, leased or used by the School, and outside of the school setting if such bullying:

1. Creates a hostile environment at school for the victim.
2. Infringes on the rights of the victim at school.
3. Substantially disrupts the education process or the orderly operation of a school.

Students and/or parents may file verbal or written complaints concerning suspected bullying behavior, and students shall be permitted to anonymously report acts of bullying to school employees. Any report of suspected bullying behavior will be promptly reviewed. If acts of bullying are verified, prompt disciplinary action may be taken against the perpetrator, consistent with his/her rights of due process.

Anti-Bullying Contract

Updated: 2014

Everyone has the right to feel physically and emotionally safe at The Roger Bacon Academy and its affiliated schools. Each staff member, parent and student must do everything they can personally, as a member of the school's community, to create and preserve a physically and emotionally safe environment. Bullying, intimidation and harassment are strictly prohibited.

The School's bullying policy can be summarized as follows: A party may have been subjected to bullying when he or she is exposed repeatedly over time to negative action on the part of one or more persons and such negative actions are without the party's consent or when the party knew or should have known his or her behavior could result in such negative action. Negative action is when a person intentionally inflicts injury or significant discomfort upon another person, through physical contact, through words, or in other ways.

Some examples of specific behaviors that constitute bullying include, but are not limited to:

- Name calling
- Taunting
- Rumor spreading
- Making up stories to get another student in trouble
- Telling other students not to be friends with a target student
- Kicking, tripping or pushing another student
- Making negative remarks about another student's culture, religion, ethnicity, weight, physical appearance, disability or medical condition
- Intimidating others
- Taking other students' possessions or demanding money from them
- Damaging other students' property
- Hiding other students' books, bags or other property
- Making threats to other students
- Manipulating others, getting them to do something they may not want to do
- Blogging or posting negative remarks and/or photos on Facebook, Twitter or other online social network (known as "cyber-bullying")

I/We as the Parent(s)/Guardian(s) and our child understand that bullying, whether it is cyber-bullying, physical or verbal acts that disrupt the learning environment, will result in disciplinary action as outlined in the Anti-Bullying Protocol.

Student's Responsibility:

I commit that I will not bully my peers. When I witness bullying, I will report it to an adult. I understand the Anti-Bullying protocol.

Student's Printed Name: _____ Homeroom: _____

Student's Signature: _____ Date: _____

Parent/Guardian's Printed Name: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Parent and Student Handbook Agreement

In order to accomplish our mission charge, The Roger Bacon Academy and its affiliated schools will need the help and cooperation of parents. We believe that parental presence in the school will contribute to learning through the example set by committed, caring adults.

As part of the enrollment process for students, a signature is required by both the parent/guardian and student on the enrollment form and all subsequent re-enrollment forms agreeing to abide by the rules and expectations outlined in the Parent & Student Handbook and the School-Wide Behavior & Discipline Plan. The most up-to-date version of these handbooks can be found online at the School's website.

Parental and student commitment to the following agreement is required:

Students are expected to:

- attend school punctually and regularly.
- obey the rules and regulations of the school.
- be courteous, obedient, and respectful to all school staff and personnel.
- be respectful and considerate of classmates.
- be diligent in study.
- complete homework assignments on time and in good order.
- adhere to the School Pledge.

The Parent(s)/Guardian(s) and Student agree to:

- the philosophy of the School.
- make sure the student is at school on time with appropriate materials.
- read correspondence and sign notices sent home with the student in a timely manner.
- set aside a homework time for the student to complete individual assignments.
- attend parent/teacher/student conferences. Other meetings can be arranged at a mutually convenient time.
- not allow non-enrolled siblings or other children we may bring with us to play on the playground or go anywhere on the premises unless accompanied by an adult.
- the ultimate responsibility of the student's appropriate behavior in school.
- provide lunch for my child on a daily basis, as the school will not be operating a cafeteria.
- provide timely transportation for my child to and from school each day, as the school will not be operating school buses. If lack of transportation is a barrier to attendance at The School, parent(s) will be given assistance in finding suitable transportation arrangements.
- be bound by the terms of the School Pledge.

(Student Name)

(Date)

(Student Signature)

(Date)

Parent/Legal Guardian Signature)

(Date)