School-Wide Behavior & Discipline Plan

2026-2027

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In affiliation with The Roger Bacon Academy
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SCAN TO LEARN MORE

Classical Charter Schools America

Schools of the Organization:

Classical Charter Schools of Leland – Elementary
7055 Bacon's Way
Leland, NC 28451
(910)655-1214
www.CCSAM.net

Classical Charter Schools of Leland – Middle School
3516 Bernoulli's Trail
Leland, NC 28451
(910)655-5455
www.CCSAM.net

Classical Charter Schools of Whiteville – Elementary
35 Bacon's Way
Whiteville, NC 28472
(910)641-4042
www.CCSAM.net

Classical Charter Schools of Whiteville – Middle School
350 Education Lane
Whiteville, NC 28472
(910)641-4004
www.CCSAM.net

Classical Charter Schools of Southport – Elementary
2260 Achievement Way SE
Bolivia, NC 28422
(910)338-4178
www.CCSAM.net

Classical Charter Schools of Southport – Middle School
1842 Education Lane SE
Bolivia, NC 28422
(910)338-4178
www.CCSAM.net

Classical Charter Schools of Wilmington
507 North Sixth St.
Wilmington, NC 28401
(910)763-1976
www.CCSAM.net

Curriculum Subjects

Traditional Family Values, Cursive, Latin, Classical Literature, Chronological Western History, Sportsmanship in Athletics, Up to 5 credits toward high school graduation.

The Goal

Classical Education creates independent learners discerning Truth, Goodness, and Beauty so that civilization can flourish.

The Means

Classical Education is organized in three overlapping phases called the Trivium: Grammar, Logic, and Rhetoric.

1. Grammar: the basic facts such as numbers, letters, dates, places
2. Logic: rules how the basic facts interrelate to convey knowledge
3. Rhetoric: how to present ideas so that they appeal to others

The Grade Sequence

K-2 focus is on Grammar with beginning Logic. Grades 3-5 retain Grammar but are primarily Logic with beginning Rhetoric. Grades 6-8 focus on Logic and Rhetoric.

Cover Image: "Allegory of Geometry" Laurent de La Hyre (1649)
Geometry is personified as a female figure with a compass and geometric tools. Next to her is a globe with a snake wrapped around it, symbolizing the interconnectedness of knowledge and the cyclical nature of learning. The painting's detailed composition highlights the precision and intellectual depth of geometry.

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Foundation

Philosophy

Classical Charter Schools of America 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 keeping with our educational model for successful schools and three Laws:

- Motivation – Law 1. Reward good behavior – you'll get more of it.
- Mastery – Law 2. Teach each step to mastery – every child will learn.
- Management – Law 3. ***Watch the children***. If they are not behaving or learning, you are not following the first two laws.

In this, we maintain a position of "no exceptions, and no excuses" for all students. 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 Classical Charter Schools of America.

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 Classical Charter Schools of America 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.

Guidelines for Teaching Student Responsibilities and Discipline

All staff will establish proper actions and attitudes in accordance with the School Pledge and School Handbooks. Our support and encouragement will be demonstrated through these important procedures:

1. Follow all procedures put in place by administration.
2. Set high personal standards, and diligently strive to achieve them.
3. Teach and model the importance of being responsible, being positive, doing one's best, cooperating, and treating everyone with respect.
4. Demonstrate a mutual respect between students and staff.
5. Present a unified front at all times.
6. Provide positive feedback to students.
7. Establish clear/specific guidelines and implement consistent consequences to ensure success.

Responsibility and Discipline: An Ongoing Process

Establishing a sense of responsibility and discipline is an on-going process, and not a one-time endeavor. Staff will work continually to achieve consistency. Procedures will be revised as needed.

We understand that behavior and effort are often impacted by the relationships we have built with the students. Therefore, all staff will maintain a professional demeanor at all times, demonstrate their leadership in the classroom, and follow procedures set forth by Classical Charter Schools of America and its Administrators.

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 behavior and academic progress (See Appendix A Behavior Sheet and Appendix B-E Class I-IV Behavior Report Forms). This information will include school-wide citizenship. Other important roles for parents 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 and events whenever possible.

Parents and staff working together will help students learn behaviors that will increase their success. School classroom rules, incentive programs, and consequences will be communicated with parents and students at the beginning of the school year.

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.

Classroom teachers will post Classroom Rules and Consequences at the front of the classroom as well as a list of tangible rewards.

1. School rules will be taught and reinforced for the first 30 days of school, the first week of each quarter, and as necessary throughout the year.
2. Students will be taught these rules to mastery through every day modeling and specific character education lessons provided by classroom teachers or resource teachers.

All members of Classical Charter Schools of America staff will be:

1. Consistent – Establishing and maintaining diligent consistency is the key to the successful implementation of behavior management programs. Students must know your expectations thoroughly, and understand that expectations do not change from day to day, or from student-to-student.

2. Patient – Occasionally, students may not respond to discipline immediately. Teachers must remain patient and communicate genuine concern for the student's well-being. Remaining consistent with expectations and specific positive feedback will help build a trusting relationship with the student.

3. Leaders In Your Classroom – Teaching expectations and consistently reinforcing them enables more students to remain in your classroom. When students are in your classroom, it enables you to increase their learning and overall success.

   a. Teachers and staff will follow the Six Components of School-Wide Positive Behavior Support:
      i. Define expectations and routines. Expectations and routines are to be:
         ~ **Observable**
         ~ **Acknowledgeable**
         ~ **Teachable**

      ii. Teach behaviors and routines directly in all settings.
      iii. Actively monitor behavior (The Three P's: **Presence, Praise, Proximity**).
      iv. Acknowledge appropriate behavior (4:1 ratio of positive to corrective statements). Reward good behavior.
      v. Review data to make decisions.
      vi. Use Pre-Correction, Boosters, and De-Escalation Strategies.

Ideas and Suggestions for Positive Reinforcement in the Classroom

- Individual Student Classroom Economy
  - Tickets
  - Coins/tokens
  - Happy Sticks
  - "Gotchas"
  - Sticker chart
  - Digital Communication App (Class Dojo)
- Whole Group Reward
  - Fill up the jar with marbles for a pizza party, ice cream party, etc.
  - Compliment Chain-when whole group is given a compliment from an outside staff member, students are rewarded with a link
  - Spell out a word to win a prize (example: B-R- O-W-N-I-E-S)
  - You/Me game to earn a Brain Break
  - Classroom Communication App whole class total goal is met for a reward

Redeeming Individual Rewards

Teachers will come up with a plan that works best for their classroom for students to cash in on their individual rewards. Cash in times should be weekly at a minimum. Teachers will discuss and decide as a grade level the best time(s) for students to turn in their tokens for a reward.

Grade levels are expected to have the same token economy across the grade level to ensure continuity.

Reward Redemption Process Suggestions:

- One morning a week during morning work, snack, and/or lunch.
- Upper grades can choose responsible students to oversee the cash in process along with the teacher.
- Elementary- during Friday reward time. Note: If used, this should be an extra opportunity during a given week to ensure all students have a chance to spend their tokens.
- Middle School- 10-minute break, before Homeroom, etc.

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

It is the administrator's responsibility to model and lead the school in observance of Law 1 of RBA, "Reward good behavior, you'll get more of it." Administrators shall ensure all staff understand this principle and will work collaboratively with teachers to maintain positive, well-managed classrooms that support student learning and development. In doing so, administration will assist teachers in recognizing and reinforcing positive behavior and will support staff in addressing significant or severe behavioral concerns.

Administration is responsible for reviewing and updating the behavior and discipline plan as needed to ensure it remains effective and aligned with school expectations. Administrators will promote student success by fostering constructive relationships and encouraging appropriate opportunities for connection and support between students and trusted school staff. These efforts are intended to reinforce expectations, build trust, and support students' overall growth.

Administration should be primarily involved in major behavioral concerns. A student will be removed immediately if their behavior significantly disrupts the learning environment, demonstrates disrespect toward adults, or poses a risk to themselves or others.

Discipline records will be maintained by both teachers and administration in accordance with North Carolina state laws.

Behavior Expectations and Management Processes

School-Wide Classroom Expectations for Students

All schools within Classical Charter Schools of America 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.

Whole group/class consequences or punishment is not acceptable or tolerated at Classical Charter Schools of America.

In the elementary grades, each classroom will have a color chart with each child's name on it that is visible to students with the following color system:

- 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)

Parents should be made aware of behavior issues and the contact should be documented by the teacher. Students will be made to change colors throughout the day when their behavior or actions are not appropriate. 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.

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.

Acknowledgement System

The acknowledgement system is a feature of all schools within Classical Charter Schools of America 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 Positive Behavior

At our schools, Law 1 reminds us that when we reward good behavior, we get more of it. To form positive relationships with students and motivate them to behave well resulting in classrooms focused on learning, 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

   Middle School – House Points System:
   Middle School students will participate in a house system that promotes positive behavior. Houses can be organized by grade or include students across grade levels depending on enrollment and other factors determined by the Headmaster.

   Students are assigned to one of the following houses at the beginning of each school year:
   - Honestas – Latin noun meaning honor, integrity, reputation, or moral virtue.
   - Civitas – Latin for a body of citizens united by law.
   - Virtus – Latin term meaning virtue, moral excellence.

   Students earn House points for demonstrating behaviors aligned with school expectations. Points contribute to both individual recognition and each House's cumulative total. Students may redeem points through the school store for approved incentives and work towards a cumulative house reward.

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 designated student support team, 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 schools within Classical Charter Schools of America 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.

Behavior Reports (BR) or Office Referrals (OR) are documents given to a student who, after attempts at precorrection, redirection, or verbal warnings by a staff member, refuses to correct the identified behavior. Behavior Reports are Teacher-Managed (Class I and Class II). Office Referrals are Headmaster-Managed (Class III and IV). All behavior must reflect the expectations as written in the School-Wide Behavior & Discipline Plan, the Parent/Student Handbook, and the School Pledge.

When a BR or OR is issued, the parent/guardian will be notified via phone call, text, or email. Parents/legal guardians are asked to sign and return the BR or OR. If the BR or OR is not signed and returned, a copy of the document will be filed and counted as a behavior.

To maintain effectiveness, Office Referrals are to be reserved for severe and chronic misbehavior. All Teacher-Managed behaviors are to be handled by the classroom teacher or staff member witnessing the offense. In the rare occasion a staff member does not witness a behavior violation, but it is obvious that one has occurred; the teacher will separate witnesses from each other and have them anonymously write an account of what they witnessed. This documentation will be used by the appropriate personnel managing the behavior.

Elementary School Discipline Documentation

At the Elementary School, each grade level practices a uniform behavior plan including the type of warning system in place prior to students changing their color (see above School-Wide Classroom Expectations for color descriptors). If a student exhibits an undesirable behavior, the teacher will follow through with the grade level's behavior plan to promote consistency between classrooms. Each student will have a Behavior Sheet (Appendix A) or Daily Planner documenting daily behavior which requires a parent signature. The teacher will mark the report daily with the color that the child is on along with any other needed communications.

Elementary students that exhibit behavior that requires moving to blue in the color system will be written up using a Behavior Report (Appendix D – Class I & Appendix E – Class II) to document the behavior violation. Students that exhibit behavior that requires moving to purple in the color system, the highest level of color, will be written up using an Office Referral (Appendix F – Class III & Appendix G – Class IV) which will involve school administration. Typically, after a second purple violation, a conference with administration, teacher(s), and parent(s) is required to discuss a Behavior Improvement Plan (Appendix B).

Each Elementary teacher is responsible for logging Behavior Reports or Office Referrals in the Discipline Log.

Middle School Discipline Documentation

Each Middle School teacher is responsible for logging Behavior Reports or Office Referrals in the Discipline Log. This electronic log is a thorough documentation of behavior violations, the dates they occur, and details of the incident. This log will be used to determine specific levels of consequences.

1. Enter the Behavior Report or Office Referral in the Discipline Log.
2. Print two copies. Send one copy home with the student and keep one to file in your records. Note: Teachers must contact the parent/guardian to notify them of the Behavior Report.
3. Teachers are responsible for obtaining the Behavior Report with the parent/guardian signature.

Process for Chronic or Severe Behavior

Students committing chronic behavior violations within a nine-week period, may be placed on a Student/Teacher Behavior Goals and Strategies Plan (Appendix A) for an amount of time designated by the Administration.

1. The classroom teacher handling the behavior(s) will contact the parent to inform them that this plan will be completed with the student. If multiple teachers are having difficulty with a specific student, all teachers involved must meet to discuss the Plan. A representative from the group must be appointed to be the point-of-contact for parent communication. The teacher(s) and student will meet to complete this document.

2. If the behavior(s) persist after the specified time frame, the student will be referred to the designated student support team.

3. When Teacher-Managed behaviors occur, teachers are required to complete a Behavior Report (Class I – Appendix D, Class II - Appendix E). It is the teacher's responsibility to contact the parent/guardian of the BR behavior and to ensure the BR is signed and returned. Unsigned BR's do not negate documentation of the behavior.

4. When Office-Managed behaviors occur, teachers are required to complete an Office Referral (Class III – Appendix F, Class IV – Appendix G). This is required to accompany the student receiving this when he or she is sent to the office. Should the student need to be removed from the class immediately, the teacher must contact the designated personnel and send the child to the office with the required Office Referral documentation. On the same day, the teacher or staff member witnessing the incident is required to contact the parent by phone. This communication must be documented (see Elem. or MS Discipline Documentation). The Administrator or designee will address the situation when available. If an Administrator or designee is not readily available when the incident happens, the student will either be required to have a guardian sit with them in the classroom, will be sent home, or will wait in the office until the end of the day.

All Class III and Class IV behaviors are Office-Managed. Any student committing a Class III or IV Behavior Violation should be referred to the office immediately. The teacher will escort the student to the office and the Administrator, or their designee, will contact the parents.

Note: North Carolina Public law states, "Principals, teachers, substitute teachers, voluntary teachers, teacher assistants, and student teachers in the public schools of this State may use reasonable force in the exercise of lawful authority to restrain or correct pupils and maintain order" (NC Public Law 115C-390).

5. Deborah Greenblatt Act (House Bill 1032)

   The Deborah Greenblatt Act is a result of the collaboration between attorneys, parent advocates, disability advocates, school staff, and parents that shared concerns about safety issues in schools. The law is designed to address and define strategies for schools that may need to deal with aggressive behavior from students. The law is designed to keep both staff and students safe in the school environment by providing guidelines and training.

   Classical Charter Schools of America Schools have established guidelines for the use of restraint and provisions for training the staff in the management of student behavior in accordance with the Deborah Greenblatt Act as indicated in the Classical Charter Schools of America Parent/Student Handbook. School personnel may use physical restraint in accordance with G.S. 115C-391.1 and reasonable force pursuant to G.S. 115C-390.3, however, the use of corporal punishment will not be permitted.

Behavior Management Process Flowchart

Observe Problem Behavior

Determine the behavior and the cause:

Is the behavior teacher-managed?

Is the behavior Headmaster-managed?

Teacher Managed

- Defiance of Authority
- Disruptive Behavior
- Misuse of Computer
- Tardiness
- Display of Affection
- All unapproved electronic devices and Non-Related Items
- Minor Damage to School Property
- Refusal to work
- Conspiracy to Commit or Repeated Class I Offenses
- Disrespectful to fellow students or staff
- Language or Gestures
- Gambling
- Unauthorized entry to a classroom (no personnel present)
- Unprepared for class
- Horseplay, wrestling, inappropriate use of equipment
- Minor dishonesty (cheating on homework/classwork)
- Minor theft (pens, pencils, etc.)
- Tone/Attitude
- Dress Code violations
- Food or drink

Use Teacher Consequence (Refer to Violation and Consequences Chart). Communicate with parent(s) using the Behavior Sheet for Elem. (App. A) or Behavior Report for MS via Discipline Log (App. C/D).

The teacher or staff member witnessing the offense will write a Referral Slip to the office

Administrator determines consequence

Headmaster Managed

- Repeated Class II Offenses
- Possession of Tobacco, E-Cigs, Cigarette Lighters, Matches
- Threatening bodily harm or property damage
- Dangerous Behavior
- Possession, Exhibition, and/or Distribution of Obscene Literature or Material
- Academic Dishonesty
- Skipping Class
- Conspiracy to Commit a Class III or IV Offense
- Theft
- Vandalism
- Extortion
- Fighting and/or Contributing to an Aggressive Situation
- Bullying
- Possession and/or Use of a Weapon
- Possession and/or Use of Drugs or Alcohol
- Chronic Misconduct
- Gang Related
- Arson

The Teacher is responsible for obtaining the Behavior Report (BR) or Office Referral (OR) with the parent's signature. If the BR or OR is not received the following day, the teacher will contact the parent a second time. All contact must be documented.

Behavior Sheet/Report (Class I/II) or Office Referral (III/IV) will be filed in the student's file.

The Discipline Log is located on the School Server. All Office Referrals must be logged here:

Desktop\RBA Database\Discipline Log
RBA Drive\Data\<school>\Discipline\ <school year>

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
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.	• 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 • Structured recess • Special assignments • Removal from class • Exclusion from extracurricular activities • Detention/Silent Lunch • Community Service • Character Service *At the discretion of the Administration, repeated Class I Violations may result in: • In-School Suspension (ISS) • Out-of-School Suspension (OSS) • Accompanied by parent/guardian in class
Class II Violations	**Class II Consequences**
1. Repeated Class I Offenses 2. Abusive, Obscene, Offensive, or Profane Language or Gestures 3. Gambling 4. Unauthorized Entry/Presence	*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.* • 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 *At the discretion of the Administration, repeated Class II Violations may result in: • 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
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	*In addition to any and all consequences listed above, a student may receive Class III Consequences as well. ***All Class III Consequences require a student/parent conference.* • 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**
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	*In addition to any and all consequences listed above, a student may receive Class IV Consequences as well. ***All Class IV Consequences require a student/parent conference.* • 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

Classical Charter Schools of America 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 Classical Charter Schools of America. 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 Classical Charter Schools of America 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. All efforts should be made to review available video footage and question all witnesses and parties involved prior to taking any action to suspend a student to avoid loss of instruction, when possible. Suspensions are classified as excused absences. It is the student's responsibility to make up all missed class work following the Make-up Work policy in the Parent and Student Handbook.

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 students with disabilities. 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. Absences under G.S. 130A-440 shall not be suspended. 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.

Returning from Suspension

For suspensions of five or more days, or when deemed necessary (such as in cases of repeated suspensions), the school will implement a reentry process to support the student's successful return. This may include communication with parent(s)/guardian(s) during the suspension and, when appropriate, a reentry meeting with the student, parent(s)/guardian(s), and school staff to review expectations and next steps. The process is designed to reinforce behavioral expectations, strengthen relationships, and support a positive transition back to the school environment. The administrative team will also encourage ongoing check-ins between the student and a trusted staff member or administrator.

Anti-Bullying Protocol

Bullying Overview

The following is referenced from the Classical Charter Schools of America Board of Trustees – *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 Classical Charter Schools of America 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:
    a. 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
    b. 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.

Procedures for Addressing Bullying

School personnel must report and/or investigate all incidents of bullying, intimidation, or harassment and take appropriate action, whether they personally observe incidents or are made aware of them by some other means. Reporting, investigation, and action must occur even if the victim does not file a formal complaint, and even if the victim does not express any overt disapproval of the bullying, intimidating, and/or harassing act. Staff members will intervene immediately or in a timely fashion to address the behavior. The intervention will consist of identifying the inappropriate behavior, debriefing the student(s) about his/her role, and may include a referral to the administration. Repeated or severe incidents of bullying, intimidation, and/or harassment require a mandatory administrative referral. Information concerning any complaints of bullying, intimidation, and/or harassment shall be treated confidentially.

Suggested Teacher Interventions:

- Stop the behavior
- Debrief the rules
- Conference with the student
- Initiate a counselor referral
- Initiate an administrative referral

Administrative Referral Procedure:

1. An immediate investigation will be completed, which may include verbal and written statements from witnesses. All facets of the investigation will be documented and all information will be kept confidential.
2. All parties and their parents will be notified of the referral that:

    a. Bullying, intimidation, and/or harassment are unacceptable and will not be tolerated in school.
    b. Consequences will occur for inappropriate behavior.
    c. Retaliation against victims or witnesses will not be tolerated.
3. Mediation will occur:
    a. Each student will sign an Anti-Bullying Contract (Appendix G) with the administration to cease all bullying, intimidating, and/or harassing behaviors.
    b. The agreement will remain in the student's file.
4. Consequences will be assigned which may include the following:
    a. In-School Suspension
    b. Out-of-School Suspension
    c. Parent/student/administrator conference
    d. Referral to the School Resource Officer
    e. Loss of privilege to participate in extra-curricular activities for a specific period of time
    f. Community service
    g. Other consequences deemed appropriate by the School
5. Continued bullying, intimidation, and/or harassment or violations of signed agreements will be turned over to the appropriate law enforcement agency for investigation and possible legal charges.

Appendix Notes

For each Appendix document that is used to send home to parents, remove the "Appendix" title and replace with the applicable school logo seen below:

Classical
Charter
Schools
Leland, NC

Classical
Charter
Schools
Whiteville,NC

Classical
Charter
Schools
Wilmington, NC

Classical
Charter
Schools
Southport, NC

Appendix A: Elementary Behavior Sheet

NAME:	Week of:

Homeroom: _____ Homeroom Teacher Name:_____ Teacher E-mail:_____

	HOMEWORK	COMMENTS	BEHAVIOR	PARENT SIGNATURE
Monday	**Please have your student in their seat by 7:55am so that we can start promptly at 8:00am.**	**Art**		
Tuesday	**Please remember to pack your student a snack and water bottle EVERYDAY**	**Library**		
Wednesday	**Hot Lunch Money Due: $5.00 Labeled with your student's name.**	**Computer Lab**		
Thursday		**PE** *Parent volunteer needed Please contact me if you are interested		
Friday	**Hot Lunch: Pizza Have a safe and wonderful fall break!!**	**Music**		

RULES

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

COLOR SYSTEM

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, contact parent (Class III and IV behaviors).

Appendix B: Behavior Improvement Form

Student Name:		**Date:**
Grade:	**Homeroom:**	**Time:**
Behavior Class Type (circle one): I II III IV		**Offense #:** _____

1. What was I doing to require a Behavior Improvement Plan?

_____

_____

_____

2. What did I want? (check at least one)

☐I wanted attention from others
☐I wanted to be in control of the situation
☐I wanted to challenge the teacher's authority
☐I wanted to avoid doing my work
☐I wanted to be sent home

☐ I wanted to cause problems for others because I am miserable inside
☐ I wanted to cause problems because they don't like me
☐I wanted revenge
☐I wanted _____

_____

3. Is this behavior helping me to be successful?

_____

_____

4. Which class rule did I break?

_____

_____

5. Did my behavior adhere to the School Pledge, and why?

_____

_____

6. What will I do to change this behavior? With your parent/guardian, write down your plan on the lines below. Your plan will be discussed with your teacher the following day.

_____

_____

_____

Parent/Guardian Signature: **Date:**	**Parent/Guardian Signature:** **Date:**

Appendix C: Class I Behavior Report Form

Classical Charter Schools
Leland, NC

Class 1: Behavior Sheet		Date:	10/23/2025
Student Name:	Test, Test0	Time:	7:00 AM
Referring Staff Member:	Reynolds, Malcolm	Grade:	0
Location of Incident:	Classroom	HR:	Library

This student has demonstrated the following behaviors:
Conspiracy to Commit a Class I Offense

Incident Report:

Add details here

Guardian Contact:

contact date	contacted by	type	details
10/23/2025	Reynolds, Malcolm	Email	Add comment here
10/23/2025	Reynolds, Malcolm	App: Remind	

Action(s) Taken/Assigned Consequence(s) by School Administrator:

• Bus Suspension
Add comment here
• Character Service

Parent Signature: _____ Date: _____ Page 1 of 1

Appendix D: Class II Behavior Report Form

Classical Charter Schools
Leland, NC

Class 2: Behavior Sheet		Date:	10/23/2025
Student Name:	Test, Test0	Time:	7:00 AM
Referring Staff Member:	Reynolds, Malcolm	Grade:	0
Location of Incident:	Classroom	HR:	Library

This student has demonstrated the following behaviors:
Unauthorized Entry/Presence

Incident Report:

Add details here

Guardian Contact:

contact date	contacted by	type	details
10/23/2025	Reynolds, Malcolm	Email	Add comment here
10/23/2025	Reynolds, Malcolm	App: Remind	

Action(s) Taken/Assigned Consequence(s) by School Administrator:

• Bus Suspension
Add comment here
• Character Service

Parent Signature: _____ Date: _____ Page 1 of 1

Appendix E: Class III Office Referral Report Form

Classical Charter Schools
Leland, NC

Class 3: Office Referral		Date:	10/23/2025
Student Name:	Test, Test0	Time:	7:00 AM
Referring Staff Member:	Reynolds, Malcolm	Grade:	0
Location of Incident:	Classroom	HR:	Library

This student has demonstrated the following behaviors:
Repeated Class II Offenses

Incident Report:

Add details here

Guardian Contact:

contact date	contacted by	type	details
10/23/2025	Reynolds, Malcolm	Email	Add comment here
10/23/2025	Reynolds, Malcolm	App: Remind	

Action(s) Taken/Assigned Consequence(s) by School Administrator:

• Bus Suspension
Add comment here
• Character Service

Parent Signature: _____ Date: _____ Page 1 of 1

Appendix F: Class IV Office Referral Report Form

Classical Charter Schools
Leland, NC

Class 4: Office Referral		Date:	10/23/2025
Student Name:	Test, Test0	Time:	7:00 AM
Referring Staff Member:	Reynolds, Malcolm	Grade:	0
Location of Incident:	Classroom	HR:	Library

This student has demonstrated the following behaviors:
Repeated Class III Offenses

Incident Report:

Add details here

Guardian Contact:

contact date	contacted by	type	details
10/23/2025	Reynolds, Malcolm	Email	Add comment here
10/23/2025	Reynolds, Malcolm	App: Remind	

Action(s) Taken/Assigned Consequence(s) by School Administrator:

• Bus Suspension
Add comment here
• Character Service

Parent Signature: _____ Date: _____ Page 1 of 1

Appendix G: Anti-Bullying Contract

Updated: 2014

Everyone has the right to feel physically and emotionally safe at Classical Charter Schools of America 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 of 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:_____