



Where SMART Leaders are made

**Comprehensive Bullying
& Harassment Policy
Manual
2019-2020**

STUDENT BULLYING



STATES WITHOUT BULLYING LAW

EFFECTS OF

BULLYING

Bullying can have a
 both child and teen
 students. Students who
 were bullied often
 suffer from anxiety,
 tear withdrawal, low
 self-esteem, and poor
 concentration. A
 bullied student will
 often avoid school,
 have lower grades, and
 become truant or
 drop out. There have
 been numerous reports
 of suicide due to
 bullying.

MOST COMMON
 TYPES OF BULLYING:

Physical, verbal, or psychological attacks or intimidation against a person who cannot properly defend himself or herself. It includes two key components: 1. Repeated harmful acts 2. Imbalance of power



HITTING, THREATENING, INTIMIDATING, MALICIOUSLY TEASING AND TAUNTING, NAME-CALLING, MAKING SEXUAL REMARKS, AND STEALING OR DAMAGING BELONGINGS OR MORE SUBTLE, INDIRECT ATTACKS (SUCH AS SPREADING RUMORS OR ENCOURAGING OTHERS TO REJECT OR EXCLUDE SOMEONE)

EFFECTS ON

BULLIES

8 million children
 children and teens are
 heading for trouble and
 suffering serious
 problems. One in ten
 children who are bullied
 in school are also
 bullied in the workplace
 behavior (e.g., vandalism,
 shoplifting, truancy, and
 drug use). In adulthood,
 they are four times more
 likely than nonbullied
 children to be convicted
 of a crime by age 24,
 with 60 percent of
 bullies having at least
 one criminal conviction.



WORST STATES TO LIVE
 IN FOR BULLYING K-12

1 OUT OF 4

STUDENTS WILL
 BE ABUSED BY
 ANOTHER YOUTH



1 OUT OF

ADMIT TO BEING
 A BULLY, OR DOING
 SOME "BULLYING"



280,000

STUDENTS ARE PHYSICALLY
 ATTACKED IN SECONDARY
 SCHOOLS EACH MONTH

160,000

STUDENTS MISS SCHOOL
 EACH DAY FOR FEAR OF
 BEING BULLIED

77%

OF STUDENTS ARE BULLIED
 MENTALLY, VERBALLY, &
 PHYSICALLY. CYBER
 BULLYING STATISTICS ARE
 RAPIDLY APPROACHING
 SIMILAR NUMBERS

43%

FEAR OF ASSAULT IN THE
 BATHROOM AT SCHOOL

PLAYGROUND SCHOOL BULLYING STATISTICS

EVERY 7 MINUTES
 A CHILD IS BULLIED



ADULT INTERVENTION: 11% PEER INTERVENTION: 4% NO INTERVENTION: 85%

SOURCES:

HTTP://WWW.COPS.USDOJ.GOV
 WWW.KEEPSCHOOLSSAFE.ORG
 WWW.BULLYPRODUCE.ORG

PRODUCED BY:
 BUCKFIRE A BUCKFIRE PRODUCTION
 WWW.BUCKFIREALWAYS.COM

The Law – S. 1006.147, F.S.

BULLYING: Involves 3 elements: **R**epeated acts, **I**ntent to harm, and an imbalance of **P**ower...

- **R** - *Repeated*
- **I** - *Intent of harm (Intentional)*
- **P** - *Imbalance of power (either real or perceived – physical, social, authoritative, . . .)*

***Perspective of the victim*

Bullies say or do hurtful things intentionally, keep doing it, with no sense of regret or remorse

RUDE vs. MEAN vs. BULLYING

- **Rude:** Carelessly saying or doing something that hurts someone else.
- **Mean:** Purposefully saying or doing something to hurt someone once (or maybe twice).
- **Bullying:** Involves 3 elements: intent to harm, repeated acts, and an imbalance of power.

The Leader in Me

“The Leader in Me teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader”



At Navigator Academy of Leadership, students will be provided with the opportunity to learn and grow in an environment where they find their *inner gift* and where we nurture their *greatness* so that every child can see their potential. Students will experience how hard work leads their way to success in all areas of life.

Their *I will* > than their *IQ*

The Leader in Me was developed to fit a specific need in education that could be met by applying the concepts that had been effectively used to revolutionize Fortune 500 companies through Stephen Coveys *7 Habits of Highly Effective People* published in 1989.

The Leader in Me program will allow our students to take active ownership of their learning. Part of this can be achieved through the use of each student's leadership binder. These leadership binders will include:

- Personal mission statements
- Widely Important Goals (WIGs) one personal goal and two academic goals.
- Students will then track their data as it relates to their goals and celebrate achievements
- Parents and teachers attend student-led conferences where the students communicate their progress and goals through self-reflection

These leadership binders will play a huge role in tracking student data and empowering students to own their learning and all their efforts in achieving academic excellence. Research shows that Leader in Me schools experience a decrease in disciplinary referrals and an increase in student self-confidence and achievement.

The 7 Habits of Highly Effective People

Content from “*The 7 Habits of Highly Effective People*” is a key component of the overall *The Leader in Me* process. *The 7 Habits* is a synthesis of universal, timeless principles of personal and interpersonal effectiveness, such as responsibility, vision, integrity, teamwork, collaboration and renewal, which are secular in nature and common to all people and cultures.

The Leader in Me is also aligned to many national and state academic standards. The process teaches students the skills needed for academic success in any setting. These skills include critical thinking, goal setting, listening and speaking, self-directed learning, presentation-making and the ability to work in groups.

Instead of seeing children through the lens of a normal distribution curve—some kids are naturally smart and others are not—*The Leader in Me* paradigm sees that every child is capable, every child is a leader. This paradigm changes everything.



In the spirit of Habit 2 – “*Begin with the End in Mind*”, we have mapped out how we intend to introduce the 7 Habits and how we will integrate the *The Leader in Me* throughout the school-year. Please note that this is a work in progress and is only a tentative map. We will keep you updated as the year progresses

- **August and September: The 7 Habits, What Are They?** – The goal is to get the students familiar with the 7 Habits and using common language found within the *Leader in Me*. Teachers begin to empower students as they reflect on their potential and set goals.
- **October: Habit 1 – Be Proactive**
- **November & December: Habit 2 – Begin with the End in Mind**
- **January: Habit 3 – Put First Things First**
- **February: Habit 4 – Think Win-Win**
- **March: Habit 5 – Seek First to Understand, Then to Be Understood**
- **April: Habit 6 – Synergize**
- **May and June: Sharpen the Saw**

“*We only get one chance to prepare children for a world none of us can possibly predict, what are we going to do with that chance?*” – Principal Muriel Summers, A.B. Combs Elementary

Student Code of Conduct

As a public charter school of Hillsborough County, Navigator Academy of Leadership also follows the Code of Student Conduct for Hillsborough County, with the exception of the *Code of Collegiality*.

Rationale

Navigator Academy of Leadership believes that behavioral excellence is essential to the effective academic and character development of each student. In order to help ensure success, Navigator Academy of Leadership will strive to make behavioral expectations clear so that students can make wise choices and “live” *The 7 Habits*.

Navigator Academy of Leadership intends to recognize and celebrate the talents of every student. While we expect our students to be well behaved and exemplify the standards our school was founded on, we realize that clear boundaries are necessary to help them feel successful and understand expectations. Therefore, our behavior program has been developed to provide opportunities for students to learn and change any negative behaviors they may be exhibiting. We also realize that consequences need to be reasonable, clear, and administered fairly with the intention of creating positive change.

When a student exhibits misbehavior, there are several avenues we can use within the school setting to help students change their behavior, and keep parents informed of what is happening. In order to fully develop our educational program and school culture, Navigator Academy of Leadership will follow a District Code of Student Conduct and the Board approved Code of Collegiality that will establish guidelines for model student behavior. The Code of Conduct and The Code of Collegiality will follow levels of infractions as leveled by the district. The intent is that the Code of Collegiality proactively sets guidelines and expectations and the Code of Student Conduct will provide rules and policies along with consequences with an opportunity for reflection so that students may learn from their mistakes. Included in the Code of Collegiality is our expectation for students to stand TAAL - Think, Act, Accountability, and Learn. In alignment with the 7 Habits, expecting students to stand TAAL will require them to:

School Behavior Consequences

The following list is a representative list of behaviors, not an all-inclusive menu. This list will assist the school's administration in determining the appropriate level of consequences for misbehavior of students at the school. Please bear in mind that all criminal offenses will be reported to law enforcement officials.

LEVEL 1 BEHAVIORS are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation.

Disruptive Behaviors

- Unauthorized location
- Confrontation with another student
- Cutting class
- Misrepresentation (lying)
- Disruptive behavior (including behavior on the school bus and at the school bus stop)
- Failure to comply with class and/or school rules
- Possession of items or materials that are inappropriate for an educational setting
- Inappropriate public display of affection
- Use of profane/crude language
- Unauthorized use of electronic devices
- Violation of dress code

LEVEL 2 BEHAVIORS are more serious than Level 1 because they significantly interfere with learning and/or the well-being of others.

Seriously Disruptive Behaviors

- Cheating
- Confrontation with a staff member
- Defiance of school personnel
- Failure to comply with previously prescribed corrective strategies
- False accusation
- Fighting (minor)
- Harassment (non-sexual or isolated)
- Petty theft (under \$300.00)
- Use of profane and provocative language directed at someone
- Possession of and/or use of tobacco products
- Slander
- Vandalism (minor)

LEVEL 3 BEHAVIORS are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment.

Offensive/Harmful Behaviors

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)
- Disruption on campus/disorderly conduct
- Fighting (serious)
- Harassment
- Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Possession of simulated weapons
- Sexual harassment; sexting (1)
- Vandalism (major)

LEVEL 4 BEHAVIORS are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over \$300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Intent to sell/distribute or sale of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials); sexting (2)

LEVEL 5 BEHAVIORS are the most serious acts of misconduct and violent actions that threaten life.

Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery
- Armed robbery
- Arson
- Public display of sexual body parts
- Making a false report/threat against the school
- Sexual battery; sexting (3)
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons.

Discipline Matrix

The following are examples of the types of consequences the school administrator may administer based on the level of the offensive behavior. These are representative and not prescriptive, the administrator may handle each situation on a case-by-case scenario, using the following as general guidelines.

Misbehavior	Range of Corrective Strategies (Consequences)
<p>Level 1 Offense</p>	<p>Plan 1: Parent/guardian contact (Behavior Slip); Student, parent/guardian/staff conference; Revocation of the right to participate in social and/or extracurricular activities; Confiscation of electron device; Detention; Temporary assignment from class where the infraction occurred; Student contract; Replacement or payment for any damaged property (if appropriate); Participation in counseling session related to infraction; Behavior plan.</p>
<p>Level 2 Offense</p>	<p>Plan 2: Parent/guardian contact; School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior; Suspension from school for one to five days for habitual infractions; In-school suspension; Participation in counseling session related to the infraction Refer to outside agency/provider; Diversion Center; Corrective strategies from Level 1;</p>
<p>Level 3 Offense</p>	<p>Plan 3: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Corrective Strategies from Level I & II; Permanent removal from class (placement review committee decision required); Recommendation for alternative educational setting; Recommendation for expulsion; Participation in counseling session related to the infraction; Refer to outside agency/provider. Corrective strategies from previous plans.</p>
<p>Level 4 Offense</p>	<p>Plan 4: Parent/guardian contact; Suspension from school for one to ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for alternative educational setting; Recommendation for expulsion; Corrective strategies from previous plans.</p>
<p>Level 5 Offense</p>	<p>Plan 5: Parent/guardian contact; Suspension from school for ten days; In-school suspension; Participation in counseling session related to the infraction; Refer to outside agency/provider; Recommendation for reassignment; Corrective strategies from previous plans.</p>



Model Policy Against Bullying and Harassment

****Please note: Any reference to “bullying” includes cyberbullying, whether or not specifically stated.**

a. Statement prohibiting bullying and harassment:

It is the policy of Navigator Academy of Leadership that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. Navigator Academy of Leadership will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment, as defined herein, is prohibited.

b. Definition of bullying and a definition of harassment:

Bullying includes cyberbullying and means systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. It is further defined as unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, or dehumanizing gesture, by a student or adult, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliation; or unreasonably interfere with the individual’s school performance or participation; and may involve but is not limited to:

1. Teasing
2. Social Exclusion
3. Threat
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of property

Cyberbullying means bullying through the use of technology or any electronic communication, which includes, but is not limited to, any transfer of signs, signals, writing, images, sounds, data or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photooptical system, including, but not limited to, electronic mail, Internet communications, instant messages, or facsimile communications. Cyberbullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person, or the knowing impersonation of another person as the author of posted content or messages, if the creation or impersonation creates any of the conditions enumerated in the definition of bullying. Cyberbullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons, if the distribution or posting creates any of the conditions enumerated in the definition of bullying.



Model Policy Against Bullying and Harassment

Harassment means any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:

1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property;
2. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits; or
3. Has the effect of substantially disrupting the orderly operation of a school.

Bullying and harassment also encompasses:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying or harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
 - a. Incitement or coercion
 - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, or computer network within the scope of the district school system and the school
 - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment

Cyberstalking as defined in s. 784.048(1)(d), F.S., means to engage in a course of conduct to communicate, or to cause to be communicated, words, images, or language by or through the use of electronic mail or electronic communication, directed at a specific person, causing substantial emotional distress to that person and serving no legitimate purpose.

**Please note: Districts and schools have the flexibility to add additional specific categories of students to which bullying and harassment is prohibited in excess of what is listed.

c. Description of the type of behavior expected from each student and school employee of a public K-12 educational institution:

Navigator Academy of Leadership expects students to conduct themselves as appropriate for their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities, and the care of school facilities and equipment.

Navigator Academy of Leadership believes that standards for student behavior must be set cooperatively through interaction among the students, parents/legal guardians, staff, and community members producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school and community property on the part of students, staff, and community members.



Model Policy Against Bullying and Harassment

Since students learn by example, school administrators, faculty, staff, and volunteers will demonstrate appropriate behavior, treat others with civility and respect, and refuse to tolerate bullying or harassment.

Navigator Academy of Leadership upholds that bullying or harassment of any student or school employee is prohibited:

- a) During any education program or activity conducted by a public K-12 educational institution;
- b) During any school-related or school-sponsored program or activity;
- c) On a school bus of a public K-12 educational institution;
- d) Through the use of data or computer software that is accessed through a computer, computer system, or computer network of a public K-12 education institution within the scope of the school, meaning regardless of ownership, any computer, computer system, or computer network that is physically located on school property or at a school-related or school-sponsored program or activity; or
- e) Through the use of data or computer software that is accessed at a non-school-related location, activity, function, or program or through the use of technology or an electronic device that is not owned, leased, or used by a school district or school, if the bullying substantially interferes with or limits the victim's ability to participate in or benefit from the services, activities, or opportunities offered by a school or substantially disrupts the education process or orderly operation of a school.
- f) The above section (e) does not require a school to staff or monitor any non-school-related activity, function, or program.

The policy shall also:

- A. Describe student responsibilities, including the requirements for students to conform to reasonable standards of socially acceptable behavior; respect the person, property, and rights of others; obey constituted authority; and respond to those who hold that authority
- B. Address appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship, and academic success
- C. Explain student rights
- D. Identify disciplinary sanctions and due process

d. Consequences for a student or employee of a public K-12 educational institution who commits an act of bullying or harassment:

Concluding whether a particular action or incident constitutes a violation of this policy requires a determination based on all of the facts and surrounding circumstances. The physical location or time of access of a computer-related incident cannot be raised as a defense in any disciplinary action. Consequences and appropriate remedial action for students who commit acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the District's *Code of Student Conduct*. Consequences and appropriate remedial action for a school employee found to have



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committed an act of bullying or harassment may be disciplined in accordance with district and school policies, procedures, and agreements. Additionally, egregious acts of harassment by certified educators may result in a sanction against an educator's state issued certificate. (See State Board of Education Rule 6B-1.006, FAC., *The Principles of Professional Conduct of the Education Profession in Florida*.) Consequences and appropriate remedial action for a visitor or volunteer, found to have committed an act of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

e. Consequences for a student or employee of a public K-12 educational institution who is found to have wrongfully and intentionally accused another of an act of bullying or harassment:

Consequences and appropriate remedial action for a student found to have wrongfully and intentionally accused another as a means of bullying or harassment range from positive behavioral interventions up to and including suspension or expulsion, as outlined in the District's *Code of Student Conduct*. Consequences and appropriate remedial action for a school employee found to have wrongfully and intentionally accused another as a means of bullying or harassment may be disciplined in accordance with district and school policies, procedures, and agreements. Consequences and appropriate remedial action for a visitor or volunteer, found to have wrongfully and intentionally accused another as a means of bullying or harassment shall be determined by the school administrator after consideration of the nature and circumstances of the act, including reports to appropriate law enforcement officials.

f. A procedure for receiving reports of an alleged act of bullying or harassment, including provisions that permit a person to anonymously report such an act.

At each school, the principal or the principal's designee is responsible for receiving complaints alleging violations of this policy. All school employees are required to report alleged violations of this policy to the principal or the principal's designee. All other members of the school community, including students, parents/legal guardians, volunteers, and visitors are encouraged to report any act that may be a violation of this policy anonymously or in-person to the principal or principal's designee.

The principal shall establish and prominently publicize to students, staff, volunteers, and parents/legal guardians, how a report of bullying or harassment may be filed either in-person or anonymously and how this report will be acted upon. The victim of bullying or harassment, anyone who witnessed the bullying or harassment, and anyone who has credible information that an act of bullying or harassment has taken place may file a report of bullying or harassment. A school employee, school volunteer, student, parent/legal guardian or other persons who promptly reports in good faith an act of bullying or harassment to the appropriate school official and who makes this report in compliance with the procedures set forth in this policy and handbook is immune from a cause of action for damages arising out of the reporting itself or any failure to remedy the reported incident. Submission of a good faith



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complaint or report of bullying or harassment will not affect the complainant or reporter's future employment, grades, learning or working environment, or work assignments.

Any written or oral reporting of an act of bullying or harassment shall be considered an official means of reporting such act(s). Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

g A procedure for the prompt investigation of a report of bullying or harassment and the persons responsible for the investigation. The investigation of a reported act of bullying or harassment is deemed to be a school-related activity and begins with a report of such an act:

The Procedures for Investigating Bullying and/or Harassment include:

- The principal or designee selects a designee(s), employed by the school, trained in investigative procedures to initiate the investigation. The designee(s) may not be the accused perpetrator (harasser or bully) or victim.
- Documented interviews of the victim, alleged perpetrator, and witnesses are conducted privately, separately, and are confidential. Each individual (victim, alleged perpetrator, and witnesses) will be interviewed separately and at no time will the alleged perpetrator and victim be interviewed together.
- The investigator shall collect and evaluate the facts including, but not limited to:
 - o Description of incident(s) including nature of the behavior; context in which the alleged incident(s) occurred, etc.;
 - o How often the conduct occurred;
 - o Whether there were past incidents or past continuing patterns of behavior;
 - o The relationship between the parties involved;
 - o The characteristics of parties involved (i.e., grade, age, etc.);
 - o The identity and number of individuals who participated in bullying or harassing behavior;
 - o Where the alleged incident(s) occurred;
 - o Whether the conduct adversely affected the student's education or educational environment;
 - o Whether the alleged victim felt or perceived an imbalance of power as a result of the reported incident; and
 - o The date, time, and method in which the parents/legal guardians of all parties involved were contacted.
- Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances and includes:
 - o Recommended remedial steps necessary to stop the bullying and/or harassing behavior; and
 - o A written final report to the principal.
- The maximum of 10 school days shall be the limit for the initial filing of incidents and completion of the investigative procedural steps. The highest level of



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confidentiality possible will be upheld regarding the submission of a complaint or a report of bullying and/or harassment, and the investigative procedures that follow.

- h. A process to investigate whether a reported act of bullying or harassment is within the scope of the school and, if not, a process for referral of such an act to the appropriate jurisdiction. Computers without web-filtering software or computers with web-filtering software that is disabled shall be used when complaints of cyberbullying are investigated.**

A principal or designee will assign a designee(s) that is trained in investigative procedures to initiate an investigation of whether an act of bullying or harassment is within the scope of the school.

The trained designee(s) will provide a report on results of investigation with recommendations for the principal to make a determination if an act of bullying or harassment falls within the scope of the school.

- If it is within scope of the school, move to Procedures for Investigating Bullying and/or Harassment.
- If it is outside scope of the school, and determined a criminal act, refer to appropriate law enforcement.
- If it is outside scope of the school, and determined not a criminal act, inform parents/legal guardians of all students involved.

- i. A procedure for providing immediate notification to the parents/legal guardians of a victim of bullying or harassment and the parents/legal guardians of the perpetrator of an act of bullying or harassment as well as, notification to all local agencies where criminal charges may be pursued against the perpetrator:**

The principal, or designee, shall promptly **report via telephone, personal conference, and/or in writing, the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved** on the same day an investigation of the incident(s) has been initiated. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

If the bullying or harassment incident results in the perpetrator being charged with a crime, the principal, or designee, shall by telephone or in writing by first class mail, inform parents/legal guardian of the victim(s) involved in the bullying or harassment incident about the Unsafe School Choice Option (No Child Left Behind, Title IX, Part E, Subpart 2, Section 9532) that states "...a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school."



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Once the investigation has been completed and it has been determined that criminal charges may be pursued against the perpetrator, all appropriate local law enforcement agencies will be notified by telephone and/or in writing.

j. A procedure to refer victims and perpetrators of bullying or harassment for counseling:

A school referral procedure will establish a protocol for intervening when bullying or harassment is suspected or when a bullying or harassment incident is reported. The procedure shall include:

- A process by which the teacher or parent/legal guardian may request informal consultation with school staff (specialty staff, e.g., school counselor, school psychologist, etc.) to determine the severity of concern and appropriate steps to address the concern (the involved students' parents or legal guardian may be included).
- A referral process to provide professional assistance or services that includes:
 - A process by which school personnel or parent/legal guardian may refer a student to the school intervention team (or equivalent school-based team with a problem-solving focus) for consideration of appropriate services. (Parent or legal guardian involvement is required at this point.)
 - If a formal discipline report or formal complaint is made, the principal or designee must refer the student(s) to the school intervention team for determination of counseling support and interventions. (Parent or legal guardian involvement is required at this point.)
- A school-based component to address intervention and assistance as determined appropriate by the intervention team that includes:
 - Counseling and support to address the needs of the victims of bullying or harassment;
 - Research-based counseling/interventions to address the behavior of the students who bully and harass others (e.g., empathy training, anger management); and/or
 - Research-based counseling/interventions which includes assistance and support provided to parents/legal guardians, if deemed necessary or appropriate.

k. A procedure for including incidents of bullying or harassment in the school's report of data concerning school safety and discipline data required under s. 1006.09(6), F.S. The report must include each incident of bullying or harassment and the resulting consequences, including discipline and referrals. The report must include, in a separate section, each reported incident of bullying or harassment that does not meet the criteria of a prohibited act under this section (reported as "unsubstantiated bullying" or "unsubstantiated harassment") with recommendations regarding such incidents (cyberbullying incidents are to be included within the bullying incidents category):



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The school will utilize Florida's School Environmental Safety Incident Reporting (SESIR) Statewide Report on School Safety and Discipline Data, which includes **bullying** and **harassment** as incident codes as well as **bullying-related** as a related element code. The SESIR definition of bullying is systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is severe or pervasive enough to create an intimidating, hostile, or offensive environment; or unreasonably interfere with the individual's school performance or participation. The SESIR definition of harassment is any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.

If a **bullying** or **harassment** incident occurs then it will be reported in SESIR with either the bullying or harassment code. If the bullying or harassment results in any of the following SESIR incidents the incident will be coded appropriately using the relevant incident code AND the related element code entitled **bullying-related**. Those incidents are:

- Alcohol
- Arson
- Battery
- Breaking and Entering
- Disruption on Campus
- Drug Sale/Distribution Excluding Alcohol
- Drug Use/Possession Excluding Alcohol
- Fighting
- Homicide
- Kidnapping
- Larceny/Theft
- Robbery
- Sexual Battery
- Sexual Harassment
- Sexual Offenses
- Threat/Intimidation
- Trespassing
- Tobacco
- Vandalism
- Weapons Possession
- Other Major (Other major incidents that do not fit within the other definitions)



Model Policy Against Bullying and Harassment

Discipline and referral data will be recorded in Student Discipline/Referral Action Report and Automated Student Information System.

Navigator Academy of Leadership will provide bullying or harassment incident, discipline, and referral data to the Florida Department of Education in the format requested, through Surveys 2, 3 and 5 from Education Information and Accountability Services, and at designated dates provided by the Department. Data reporting on bullying, harassment, unsubstantiated bullying, unsubstantiated harassment, sexual harassment and threat/intimidation incidents as well as any bullying-related incidents that have as a basis sex, race or disability should include the incident basis. Victims of these offenses should also have the incident basis (sex, race or disability) noted in their student record.

- A list of programs authorized by the school or school district that provide instruction to students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers on identifying, preventing, and responding to bullying or harassment, including instruction on recognizing behaviors that lead to bullying and harassment and taking appropriate preventive action based on those observations:**

Navigator Academy of Leadership ensures that schools sustain healthy, positive, and safe learning environments for all students. It is important to change the social climate of the school and the social norms with regards to bullying or harassment. This requires the efforts of everyone in the school environment – teachers, administrators, counselors, school nurses, other non-teaching staff (such as bus drivers, custodians, cafeteria workers, and/or school librarians), parents/legal guardians, and students.

Students, parents/legal guardians, teachers, school administrators, counseling staff, and school volunteers shall be given instruction at a minimum on an annual basis on the school's Policy and Regulations against bullying and harassment. The instruction shall include evidence-based methods of preventing bullying and harassment, as well as how to effectively identify and respond to bullying or harassment in schools.



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Navigator Academy of Leadership provides the following list of authorized programs including, but not limited to: *(Programs listed below are provided as examples only. Inclusion of programs within this list does not imply endorsement or promotion by the Florida Department of Education. Specific programs authorized for use in your schools will need to be determined by the Superintendent and/or appropriate school district staff.)*

- Olweus Bullying Prevention Program (OBPP)
- PBS/PBIS (Positive Behavior Support)/Positive Behavioral Interventions & Supports
- Monique Burr Foundations for Children, Inc.'s Child Safety Matters
- Second Step
- Aggressors, Victims, and Bystanders (AVB)
- Project Wisdom
- i-Safe
- Common Sense K-12 Digital Citizenship
- Creating a Safe and Respectful Environment in Our Nation's Classrooms (for teachers)
- Creating a Safe and Respectful Environment on Our Nation's School Busses (for bus drivers)
- Character Counts
- Values Matter

Decisions to include additional instructional programs or activities, not previously listed within this policy, will be made on a case-by-case basis and authorized by individual school principals.

m. A procedure for regularly reporting to a victim's parents/legal guardians the legal actions taken to protect the victim:

The Principal or designee shall by telephone and/or in writing report the occurrence of any incident of bullying or harassment as defined by this policy to the parent or legal guardian of all students involved on the same day an investigation of the incident has been initiated. According to the level of infraction, parents/legal guardians will be notified by telephone and/or writing of actions being taken to protect the child; the frequency of notification will depend on the seriousness of the bullying or harassment incident. Notification must be consistent with the student privacy rights under the applicable provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA).

n. A procedure for publicizing the policy which must include its publication in the code of student conduct required under s. 1006.07(2), F.S., and in all employee handbooks:



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At the beginning of each school year, the Principal shall, in writing, inform school staff, parents/legal guardians, or other persons responsible for the welfare of a student of the student safety and violence prevention policy.

Navigator Academy of Leadership shall provide notice to students and staff of this policy through appropriate references in the District's *Code of Student Conduct* and *Employee Handbooks*, and/or through other reasonable means. The Principal shall also make all contractors contracting with the school aware of this policy.

The Principal shall develop an annual process for discussing the school and district policy on bullying and harassment with students in a student assembly or other reasonable format. Reminders of the policy and bullying or harassment prevention messages such as posters and signs will be displayed around each school and on school buses (if applicable).

Employment Non-Discrimination and Non-Harassment

Navigator Academy of Leadership does not discriminate against anyone, to general operations of the organization, and to any basis prohibited by applicable law or regulation. Navigator Academy of Leadership is committed to an environment in which all individuals are treated with respect and dignity. We believe that each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, the organization expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment. Thus, Navigator Academy of Leadership does not and will not tolerate discrimination against or harassment of or by our employees, students, vendors, or other person. The term "harassment" includes, but is not limited to, slurs, jokes, and other verbal, graphic, or physical conduct relating to an individual's race, color, sex (including discrimination against or harassment of individuals of the same sex), pregnancy, religion, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or any other protected status. "Harassment" may include a range of subtle and not so subtle behaviors and also includes unwelcome or unwanted sexual advances, requests or demands for favors, offensive touching, and other types of conduct whether it be physical, verbal, graphic, or electronic communication (including e-mail and facsimiles) of a harassing or sexual nature involving individuals of the same or different gender. This includes, but is not limited to:

- Unwelcome or unwanted physical contact or sexual advances including, but not limited to, patting, grabbing, pinching, brushing-up against, hugging, cornering, kissing, fondling, or any other similar physical contact.
- Unwelcome requests or demands for favors including, but not limited to, subtle or blatant expectations, pressures, requests or demands for sexual, unethical or illegal favors; or unwelcome requests for dates or contacts. Such unwelcome requests or demands may or may not relate to an implied or stated promise of preferential treatment, or a threat of negative consequences concerning employment, including, but not limited to, promotion, demotion, transfer, layoff, termination, pay or other form of compensation, and selection for training.
- Verbal and written abuse or unwelcome kidding including, but not limited to, that which is sexually-oriented, including same-sex harassment; commentary about an individual's body, sexual prowess or sexual deficiencies; inappropriate comments about race, color, religion, sex, pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status; dirty jokes or other jokes which are unwanted and considered offensive or tasteless; or comments, innuendoes, epithets, slurs, negative stereotyping, leering, catcalls or other actions that offend, whether sexually oriented or otherwise related to a prohibited form of discrimination or harassment.
- Any form of behavior that unreasonably interferes with work performance, including, but not limited to, unwanted sexual attentions, comments, interruptions, or other communications, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment, that reduces productivity or time available to perform work-related tasks or otherwise interferes with work performance.
- Actions that create a work environment that is intimidating, hostile, abusive, or offensive because of unwelcome or unwanted conversations, suggestions, requests, demands, physical contacts or



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attentions, whether sexually-oriented or otherwise related to a prohibited form of discrimination or harassment.

- The distribution, display, or discussion of any written or graphic material, including calendars, posters, cartoons, or names, that belittles or shows hostility or aversion toward an individual, his/her relatives, friends or associates or a group because of race, color, religion, sex (including same sex discrimination or harassment), pregnancy, national origin, ancestry, citizenship, age, disability, workers compensation claims, marital, veteran or other protected status.

All employees and applicants are covered by this policy and are strictly prohibited from engaging in any form of discriminatory or harassing conduct. Further, no employee has the authority to suggest to another employee or applicant that the individual's employment, continued employment, or future advancement will be affected in any way by entering into, or refusing to enter into, a personal relationship. Such conduct is a direct violation of this policy.

Conduct prohibited by this policy is unacceptable in the workplace and in any work-related setting outside the workplace, such as business trips, business meetings and business-related social events.

Violation of this policy will subject an employee to disciplinary action, up to and including immediate discharge.

Retaliation is Prohibited

Navigator Academy of Leadership prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, will be subject to disciplinary action, up to and including termination.

Reporting Procedures and Investigation

Navigator Academy of Leadership strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. Individuals who believe they have experienced conduct they believe is contrary to the organization's policy or who have concerns about such matters should file their complaints with the Principal or any Member of the Governing Board or the Board's designee, whereupon the matter will be discreetly and thoroughly investigated. Navigator Academy of Leadership will then take immediate steps to stop any behavior which violates this policy and see that it does not repeat itself. Disciplinary action, up to and including termination, calculated to end the discrimination or harassment, will be taken, when appropriate, against the offender(s).

Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing any claim.

Early reporting and intervention have proven to be the most effective method of resolving actual or perceived incidents of discrimination or harassment. Therefore, while no fixed reporting period has been established,



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the prompt reporting of complaints or concerns is strongly urged so that rapid and constructive action can be taken.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Responsive Action

Conduct constituting harassment, discrimination or retaliation will be dealt with appropriately. Responsive action may include training, referral to counseling and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reassignment, temporary suspension without pay or termination, as the organization believes appropriate under all of the circumstances.

Any person utilizing this complaint resolution procedure will be treated courteously, and the problem will be handled swiftly and as confidentially as possible in light of all the circumstances, with appropriate corrective action being taken. The registering of a complaint will in no way be used against that individual, nor will it have an adverse impact on their employment status. A record of the complaint and findings will become a part of the complaint investigation record and that file will be maintained separately from the personnel files.

Conclusion

Individuals who have questions or concerns about this policy may talk with the Principal or any member of the Governing Board.

Please keep in mind that the very nature of discrimination, harassment and retaliation makes it virtually impossible to detect unless a complaint is appropriately reported. Do not assume that the organization is aware of your problem! It is your responsibility to bring this information to the attention of the organization so the issue can be resolved.

Training

New employee orientation training as well as annual employee handbook training shall include a component on the harassment policy. All administrators are responsible for assuring that their staff members are familiar with the policy on harassment and that new employees are oriented as necessary throughout each school year. As part of the review of the Code of Student conduct at the beginning of the school year, this policy will be discussed in student classes, school advisory councils, and parent and teacher associations. Students enrolled after the beginning of the school year will be provided a copy of the Code of Student conduct and advised of this policy.



What Should I Do If I'm Bullied?

What is bullying?

Bullying happens when someone hurts or scares another person on purpose. The person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over.

Sometimes bullying is easy to notice, such as with hitting or name calling, and other times it's hard to see, like with leaving a person out or saying mean things behind someone's back. Both boys and girls bully, and both boys and girls get bullied. Bullying is not fair, and it hurts.

How to deal with bullying:

- Tell your parents or other trusted adults. They can help stop the bullying.
- If you are bullied at school, tell your teacher, school counselor, or principal. Telling is not tattling.
- Don't fight back. Don't try to bully those who bully you.
- Try not to show anger or fear. Students who bully like to see that they can upset you.

- Calmly tell the student to stop...or say nothing and then walk away.
- Use humor, if this is easy for you to do. (For example, if a student makes fun of your clothing, laugh and say, "Yeah, I think this shirt is kind of funny-looking, too.")
- Try to avoid situations in which bullying is likely to happen. You might want to
 - Avoid areas of the school where there are not many students or teachers around.
 - Make sure you aren't alone in the bathroom or locker room.
 - Sit near the front of the bus.
 - Don't bring expensive things or lots of money to school.
 - Sit with a group of friends at lunch.
 - Take a different route through hallways or walk with friends or a teacher to your classes.