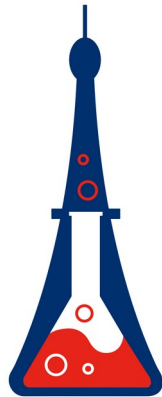




STUDENT CONFLICT & INTERVENTION HANDBOOK



Notre École
FRENCH IMMERSION STEAM SCHOOL

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BEHAVIOR LEVELS & APPROPRIATE RESPONSES OVERVIEW

This handbook supports staff to properly identify and respond to behavior incidents.

With each behavior incident, it is imperative for school staff to:

- ☐ Select and implement interventions and responses that maintain the continuity of the student's instruction or are least disruptive.
- ☐ Consider use of interventions from prior levels & multiple categories
- ☐ Review and consider a student's IEP or IAP (504 Plan) prior to implementing interventions and responses.
- ☐ Communicate with parents/guardians about the behaviors and interventions
- ☐ Document behavior requiring removal from instruction in student information system (JMC)

We know that each behavior incident and school is unique.

This road map below is only meant to provide a high level overview of the District recommended process.

Guidelines for responding to significant behavior incidents (level 3-5)





Responding to a Level 1 Behaviors

Level 1 behavior incidents are minor in effect and are to be addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize restorative strategies to process the incident with students with the intent to restore, build capacity, and sustain community.

Staff members are expected to use the strategies cited below in response to Level 1 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 1 please refer to the next section of this document.

TABLE 1. APPROPRIATE INTERVENTIONS FOR LEVEL 1 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none">-Process the incident with the student using affective questions/statements to assure there is a collective understanding of what happened.-Identify specific needs /provide support to meet community expectations, routines and rituals.- Introduce and/or provide examples of ways to ask for help or respond to conflict.-Strategies/examples on ways to manage feelings, opinions, actions-Reminders/redirections of appropriate classroom expectations	<ul style="list-style-type: none">-Maintain high expectations while providing the support needed to meet the expectations.-Revist expectation with student to promote capacity building and assure feeling of belonging	<ul style="list-style-type: none">-Fidelity check of school-wide systems structures and supports for staff and students-Repeat fidelity check for relevant classroom and non-classroom spaces-If persistent concern, develop behavior support plan including social skills strategies and reinforcement-Identify classroom/non-classroom supports needed-Provide opportunity for staff to check in and process with students-Identify need for ongoing training to build capacity to meet student needs.

Optional Administrative Actions That May Result in Removal from Instruction

Removing a student from instruction is not allowable for level one behavior incidents.





Responding to a Level 2 Behaviors

Level 2 behavior incidents are also minor in effect and are usually addressed in the classroom. The expectation is that staff will have invested time proactively to create a classroom community where they can utilize restorative strategies to process the incident with students with the intent to restore, build capacity, and sustain community.

Staff members are expected to use strategies cited below in response to Level 2 behavior incidents.

- Level 2 behavior incidents include:
- 1) repeated or significant incident(s) of Level 1 infractions,
 - 2) disorderly behavior towards another student, staff, volunteer, etc.,
 - 3) behavior that is generally managed with a brief intervention by an adult present in that setting, and may include additional brief contact with support staff such as trusted adult.

For a detailed review of which behavior categories are considered to be a Level 2 please refer to the next section of this document.

TABLE 2. APPROPRIATE INTERVENTIONS FOR LEVEL 2 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none">-Reminder/redirection-Self-evaluation of strategies-Skill practice/role play-Individual skill coaching for targeted student & aggressor in bullying/harassment incidents-Contract-Restorative circles to help build capacity	<ul style="list-style-type: none">-Guided conversations using restorative questions-Peace-keeping Circle for problem solving-Peer mediation (not to be used for bullying or harassment incidents)-Reflective essay-Restorative back-to-class plan-Impromptu conference	<ul style="list-style-type: none">- Evaluate classroom expectations and climate- Develop a student-skill plan-Initiate support plan-Formalize check-in/out plan with adult-Buddy Room-Referral for additional support before returning-Check in/process with staff

Optional Administrative Actions That May Result in Removal from Instruction

Removing students is not recommended for Level 2 behavior incidents.
At most, an In-school removal from instruction less than 15 minutes.
Consider student's age and understanding for K-5.
If the student is ultimately removed from class, an entry in JMC is required for proper tracking of missed class time.





Responding to Level 3 Behaviors

Level 3 behavior incidents are more serious in effect and are usually addressed outside the classroom. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships.

Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 3 please refer to the next section of this document.

TABLE 3. APPROPRIATE INTERVENTIONS FOR LEVEL 3 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none">-Small group skill instruction-Lessons in anger management, conflict resolution, bus safety, etc.-Restorative circles to help build capacity	<ul style="list-style-type: none">-Restorative back-to-class plan-Staff-led mediation for incidents involving equal power between persons-Restorative Circle-Opportunity for everyone to be heard and hear each other.-Restitution for property incidents	<ul style="list-style-type: none">- Develop a student skill development plan-Loss of classroom/setting privileges- Student-staff conference-Change in classroom assignment-Loss of transportation (bus) privileges no more than 1 day for bus behaviors (unless conflicting with individual I.E.P)-Loss of extended care privileges no more than 1 day for extended care behaviors

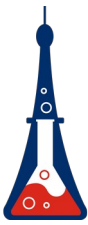
Optional Administrative Actions That May Result in Removal from Instruction

For Level 3 behavior incidents, it is an option to utilize an in-school removal from instruction for 1 day or less or an out-of-school removal from instruction for 1 day or less, provided other, non-punitive interventions/supports have been attempted/offered.

Any removal from instruction requires a positive restorative reentry be offered to the student.

Consider student's age and understanding for K-5.





Responding to a Level 4 Behaviors

Level 4 behavior incidents have a more serious impact and are addressed outside the classroom with additional support. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships.

Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 4 please refer to the next section of this document.

TABLE 4. APPROPRIATE INTERVENTIONS FOR LEVEL 4 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none">- Individual coaching by staff.-Self-care strategies as applicable	<ul style="list-style-type: none">-Restorative transition back to class plan-Family Group Conference-Restitution for property incidents-Formal Restorative Conference	<ul style="list-style-type: none">-Any staff action should promote reintegration/ support for all stakeholders-Pre-assessment team referral for alcohol or drug incidents-Loss of transportation (bus) privileges, 1-4 days for behavior on the bus (unless conflicting with individual I.E.P)-Loss of extended care privileges, 1-4 days for extended care (unless conflicting with individual I.E.P)-Check in/process with staff

Optional Administrative Actions That May Result in Removal from Instruction

For Level 4 behavior incidents, it is an option to utilize a removal from school that does not exceed four days, provided other, non-punitive measures have been attempted/offered. Any removal from instruction requires a positive restorative reentry be offered to the student. Staff members are expected to use strategies cited in table 4 above in response to Level 4 behavior incidents before removing a student from school (if necessary). Consider student's age and understanding for K-5.





Responding to Level 5 Behaviors

Level 5 behavior incidents are the most serious in effect and are addressed outside the classroom with additional support. Further, these behaviors are identified as expellable offences. The expectation is that staff will have invested time proactively to create a classroom/building community that can support both the doer and the receiver of harm, repair harm, and restore relationships.

Staff members are expected to follow the flow chart above in response to Level 3-5 behavior incidents.

For a detailed review of which behavior categories are considered to be a Level 5 please refer to the next section of this document.

TABLE 5. APPROPRIATE INTERVENTIONS FOR LEVEL 5 BEHAVIORS

Skill-Based Supports	Restorative Practices	Staff/Administrative Actions
<ul style="list-style-type: none">- Individual coaching by staff.-Self-care strategies as applicable	<ul style="list-style-type: none">-Restorative transition back to class plan-Family Group Conference-Restitution for property incidents-Formal Restorative Conference	<ul style="list-style-type: none">-Any staff action should promote reintegration/ support for all stakeholders-Referral for support in alcohol or drug incidents-Loss of transportation (bus) privileges, 1-4 days for behavior on the bus (unless conflicting with individual I.E.P)-Loss of extended care privileges, 1-4 days for extended care (unless conflicting with individual I.E.P)

Optional Administrative Actions That May Result in Removal from Instruction

For Level 5 behavior incidents, it is an option to utilize a removal from school for five or more days and recommend a student for expulsion. If there is a recommendation for expulsion, the student may be removed for up to 10 days.

Any removal from instruction requires a positive restorative reentry be offered to the student. Staff members are expected to use strategies cited in table 5 above in response to Level 5 behavior incidents before removing a student from school (if necessary).

Consider student's age and understanding for K-5.





DETAILED DEFINITIONS OF BEHAVIOR CATEGORIES

Bullying and Harassment

Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Bullying Pattern of intentional harm-doing or other negative actions between individuals with real or perceived power differential	For these categories, specify if the victim was targeted based on any of the following personal characteristics <input type="checkbox"/> Gender <input type="checkbox"/> Race, ethnicity, or color <input type="checkbox"/> Socioeconomic status <input type="checkbox"/> Sexual orientation, gender identity, or expression <input type="checkbox"/> National Origin <input type="checkbox"/> Physical appearance <input type="checkbox"/> Religion <input type="checkbox"/> Academic status related to student performance <input type="checkbox"/> Disability <input type="checkbox"/> Immigration status <input type="checkbox"/> Marital or family status		X	X	X	X	Violent
Cyber Bullying The use of technology, email, instant messaging, text messaging or social networking sites to bully, intimidate and harass a person or group of people			X	X	X	X	Violent
Harassment Language, gestures or other actions that the student can be reasonably expected to know is hurtful or discriminatory. Behavior that fits the legal definition of harassment will be referred to the judicial process.				X	X	X	Violent
Sexual Harassment Language, gestures or other actions that the student can be reasonably expected to know is hurtful or discriminatory. Behavior that fits the legal definition of harassment will be referred to the judicial process				X	X	X	Violent
Hazing Committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to a person, in order for the student to be initiated into or affiliated with a student organization, or for any other purpose even if targeted student agrees to participate				X	X	X	Violent





Disruptive Behavior							
Definition	Additionnal Information	L.1	L.2	L.3	L.4	L.5	Classific ation
Disruptive noises Verbal behavior that interrupts class or other activity.		X		X	X	X	Subjective
Eating, drinking, or littering (Bus Specific) Consuming any food or drink on the bus, and/or disposing of trash in any place other than a trash receptacle		X		X	X	X	Non-Violent
Excessive talking Verbal behavior that continuously interrupts class or other activity, and does not cease with redirection		X	X				Subjective
Head/ body out of the window (bus specific) Before, during, or after the bus is in motion, positioning any part of the body through and out a passenger window			X	X			Non-Violent
Inappropriate Language/ gesture Displaying language or behavior which is demeaning, derogatory or confrontational		X	X				Subjective
Leaving seat or standing without permission (bus specific) While the bus is in motion, leaving seat or standing without permission from the driver.		X	X				Non-Violent
Lying Deliberately deceiving, misleading, or misrepresenting facts.		X	X				Non-Violent
Danger Zone infringement (Bus Specific) Sitting, standing, or entering the “Danger Zone” without permission from the driver.			X				Non-Violent
Disrespect to Adult Regarding or treating an adult with contempt or rudeness.		X	X	X			Subjective
Disrespect to peer Regarding or treating a peer with contempt or rudeness		X	X	X			Subjective



Disruptive Behavior Continued

Definition	Additionnal Information	L.1	L.2	L.3	L.4	L.5	Classific ation
Out of assigned area A student is out of assigned area within or outside of the classroom.		X	X				Non-Violent
Refusing to do work Refusing to comply with reasonable requests to participate in a group or individual assignment		X	X				Non-Violent
Refusing to follow directions Refusing to comply with reasonable requests, rules or directions from an adult.		X	X	X			Non-Violent
Riding unassigned bus or using unassigned bus stop (bus Specific) Knowingly and intentionally riding unassigned bus or using unassigned bus stop without permission		X	X	X			Non-Violent
Riding /attempt to ride bus during suspensions (bus specific) During the period of time in which a student is serving a bus suspension, knowingly and intentionally riding or attempting to ride a bus.				X			Non-Violent
Throwing objects Throwing paper, food, writing utensils, or other items, interrupting class or other activity (different from intentionally using an object to injure another).		X	X				Non-Violent
Unauthorized entering or leaving through the emergency door (bus specific)				X			Non-Violent
Verbal abuse Intentional use of language directed at another person that the student can reasonably be expected to know is hurtful.		X	X	X			Non-Violent



Drugs and Alcohol

Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Alcohol Use or possession of alcohol before or during school or school activity, possession of alcohol on campus, providing or selling alcohol to others	Possession/ Use			X	X	X	Non-Violent
	Solicitation/ Sale				X	X	Non-Violent
Controlled substance (prescription medications) Prescription medication only-not illegal drugs such as marijuana. Includes possession or use of own or someone else's prescription medication.	Possession/ Use			X	X	X	Non-Violent
	Solicitation/ Sale				X	X	Non-Violent
Illegal drugs Possession, use or sale of illegal drugs. Make sure to specify type from list: Amphetamines, Crack/Cocaine, Ecstasy/MDMA, Inhalants, LSD/ Psychedelics, Marijuana, Methamphetamines, Other	Possession/ Use			X	X		Non-Violent
	Solicitation/ Sale				X	X	Non-Violent
Over-the-counter- meds against policy Over the counter (OTC) medications against school policy –consult with site LSN to confirm self-carry rules/procedures for OTC pain medications; this may be used in situations where OTC abuse is of concern such as ingesting large quantities of cough/cold preparations to produce hallucinations (e.g. Robitussin cough syrup)	Possession/ Use		X	X			
	Solicitation/ Sale			X	X		Non-Violent
Tobacco Possession or use of any tobacco or nicotine based product including cigarettes, cigars, shisha (hookah tobacco) etc. Specify type from list: Chewing tobacco, Cigarettes, Electronic cigarettes/vaping			X	X			Non-Violent





Other							
Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Other If a behavior incident does not fit with a defined category, please contact the PSWE team for guidance before entering the incident as “other”				X	X	X	Subjective
Cheating Improperly accessing answers to a test, quiz, or other assignment from another student or answer key			X	X	X	X	Non-Violent
Dress code violation Wearing prohibited clothing during the school day, or wearing appropriate clothing in a prohibited way. Each school has its own dress code and should be publicly available		X	X				Non-Violent
Eating in class Consuming food in a prohibited space during a prohibited time.		X					Non-Violent
Forgery Falsely making or altering a writing by which the legal rights or obligations of another person are apparently affected; simulated signing of another person's name to any such writing				X	X		Non-Violent
Inappropriate consensual sexual behavior Public display of affection not appropriate for an educational setting.			X	X			Non-Violent
Left class without permission Leaving the classroom without a pass or without explicit direction to do so		X	X				Non-Violent
Misuse of personal Electronic Device Using a cell phone or other personal device at an inappropriate time or place; using the device in an inappropriate manner.		X	X	X	X		Non-Violent
Skippping Class Failure to attend class during an assigned time		X	X				Non-Violent



Other continued							
Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Sleeping in Class Sleeping during instructional time.		X	X				Non-Violent
Technology violation Unauthorized access or interception, data or system interference, misuse of devices or electronic fraud.		X	X	X			Non-Violent
Underprepared for class Attending class without required materials or assignment preparation		X	X				Subjective



Physical Aggression

Definition	Additionnal Information	L.1	L.2	L.3	L.4	L.5	Classific ation
Assault An intentional action that causes harm. Please use the physical or sexual assault categories to improve data quality.							Violent
Physical Assault Intentional infliction of or attempt to inflict bodily harm upon another where the victim does not engage.			X	X	X	X	Violent
Sexual Assault Intentional infliction of or attempt to inflict sexual contact or harm upon another without their consent.		X	X		X	X	Violent
Fighting Two or more persons mutually participate in use of force or physical violence that requires either a) physical restraint or b) results in injury requiring first aid or medical attention.		X		X	X		Violent
Facilitating or instigating violence Encouraging a fight to start (or continue by preventing access). This is not the same as cheering on a fight.			X	X	X		Non-Violent
Physical contact An instance in which an individual has unwanted physical contact with another individual that is not violent, or sexually demonstrative.		X	X	X			Non-Violent
Play fighting Engagement in horseplay/physical gestures that resemble fighting with another.		X	X				Subjective
Pushing/ Shoving An incident in which an individual intentionally pushes or shoves another individual not resulting in injury.		X	X	X	X		Non-Violent
Threat Real or perceived action or construed circumstance that intends to evoke fear, intimidation or distress.		X	X	X	X		Violent



Property							
Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Theft Intentional use or possession, without permission or rightful claim, of another's property.	Cost \$0	X	X				Non-Violent
	Cost \$1-500	X	X	X			Non-Violent
	Cost >\$500	X	X	X	X		Non-Violent
Vandalism / property related Willful or malicious destruction or damage of school or personal property on school grounds without consent of the owner	Cost \$0	X	X				Non-Violent
	Cost \$1-500	X	X	X			Non-Violent
	Cost >\$500	X	X	X	X		Non-Violent
Robbery The act of theft using force or the threat of force				X	X	X	Violent



Weapons and other safety concerns

Definition	Additional Information	L.1	L.2	L.3	L.4	L.5	Classification
Arson Illegal fire setting or attempts to start fire.	<input type="checkbox"/> Cost \$0 <input type="checkbox"/> Cost \$1-500 <input type="checkbox"/> Cost over \$500 <input type="checkbox"/> Use of accelerant				X	X	Violent
Bomb Use of an incendiary or explosive device that intends to or leads to malicious destruction of property or personal harm	<input type="checkbox"/> Cost \$0 <input type="checkbox"/> Cost \$1-500 <input type="checkbox"/> Cost over \$500				X	X	Violent
Bomb Threat Verbal, electronic or written threat to detonate an incendiary or explosive device to cause property damage or injuries, whether or not such a device actually exists					X	X	Violent
Extortion Obtaining money, property or services from another person through coercion, intimidation or through oral, electronic or written threats of physical or reputational harm					X	X	Violent
Gun/ Firearm <input type="checkbox"/> Hand gun <input type="checkbox"/> Long gun <input type="checkbox"/> Paintball gun <input type="checkbox"/> Replica/ toy gun <input type="checkbox"/> Stun gun/ Taser gun					X	X	Violent
Knife <input type="checkbox"/> Knife <input type="checkbox"/> Pocket Knife <2.5 Inches <input type="checkbox"/> Pocket Knife >2.5 Inches				X	X	X	Violent
Other item used as a weapon <input type="checkbox"/> Mace/ noxious substance <input type="checkbox"/> Blunt object <input type="checkbox"/> Sharp object				X	X	X	Violent
Pyrotechnics Possession or use of pyrotechnic devices on school property. Include devices such as all fireworks and smoke or stink bombs.	<input type="checkbox"/> Cost \$0 <input type="checkbox"/> Cost \$1-500 <input type="checkbox"/> Cost over \$500 <input type="checkbox"/> Use of match or lighter			X	X	X	Violent
Terroristic threats Direct or indirect threat to commit any act of violence with intent to terrorize another, cause evacuation of school property including buses or cause terror with reckless disregard of the risk of causing such terror or inconvenience.					X	X	Violent



Discipline Guidelines For Special Education Students Under State And Federal Law

	IEP TEAM MEETING REQUIRED	MANIFESTATION DETERMINATION REQUIRED ¹	FUNCTIONAL BEHAVIOR ASSESSMENT REQUIRED ²	ALTERNATIVE EDUCATION SERVICES REQUIRED
Student is removed from instruction for one school day or less	No*	No*	No*	No*
Student is removed for more than one day but less than six consecutive days	No*	No*	No*	No*
Student is removed for six to ten consecutive days	Yes**	Depends*	Depends*	Yes
Student is removed for more than ten cumulative days in a school year	Yes (for each period of removal after ten days)	Yes	Yes	Yes***
Student is removed from instruction and given in-school suspension/removal	Depends****	Depends	Depends	Depends
Student is removed from the bus	Depends ³	Depends	Depends	Depends
Parent requests a manifestation determination meeting following any removal for disciplinary reasons	Yes	Yes	No ⁴	No

¹ "Manifestation Determination" is a process to determine if the student's behavior in the incident that led to discipline was related to the student's disability.

² A "Functional Behavior Assessment (FBA)" is a process for gathering information to understand the structure and function of a student's behaviors(s) in order to develop a Behavior Intervention Plan (BIP) for the student.

*Unless recommending expulsion or exclusion.

**The purpose of the IEP team meeting would be to discuss the alternative education services to be provided to the student starting on Day 6. Note: a special education student cannot be removed for more than ten consecutive days for any one incident.

***The IEP team needs to decide the type of alternative education services and when these services are to start to assure the student receives a free appropriate public education (FAPE) during the period of removal.

****In-school suspensions/removals from instruction count toward the "more than ten cumulative days" total. If the student continues to receive instruction but in a different location in the school (e.g. an alternative instruction room) this would not count as a removal.

³ If bus transportation is a part of the student's IEP, a bus removal would be treated as a removal from instruction unless the school provides transportation in some other way. The school cannot require the parent to provide the transportation as alternative transportation. If transportation is not included on the student's IEP, a bus removal would not count as a removal from instruction.

⁴ Unless the days of removal put the student above the "more than ten cumulative days of removal" mark.

