



COLORADO SPRINGS SCHOOL DISTRICT 11 BEHAVIOR AND DISCIPLINE INCIDENT MATRIX

To deliver our mission, Colorado Springs District 11 believes that each school will create an ecosystem of equity. Creating an ecosystem of equity requires school staff to work with students to identify, manage, and learn from their actions and behaviors. Similar to academic endeavors, student behavior is a learning experience, where students address their choices and the consequences of their actions. We believe students have the power, when negative behaviors and incidents occur, to repair harm and to restore relationships, especially when guided by an adult mentor. The belief in the power of restorative processes is the foundation of how District 11 manages student behavior.

RESTORATIVE PRACTICES

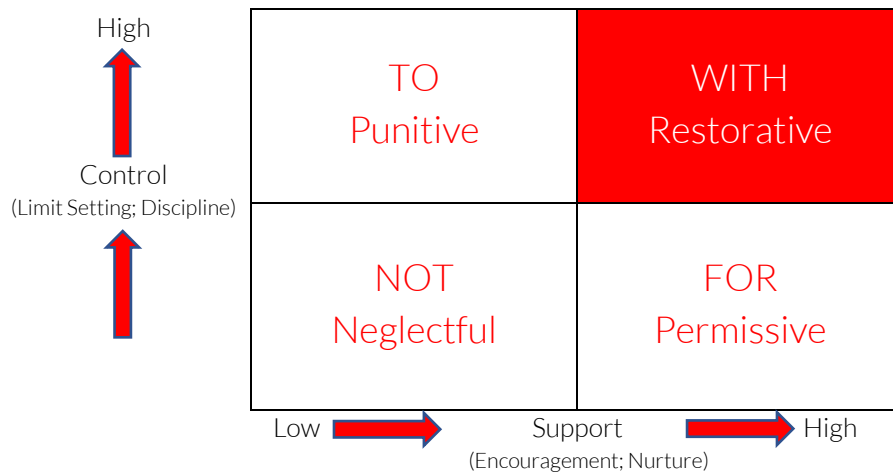
Restorative practices focus on building and repairing relationships in order to develop community and manage conflict.. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches to student behavior.

Restorative practices can help:

- Reduce crime, violence, and bullying
- Improve student and staff behavior
- Strengthen school communities
- Provide effective leadership
- Improve relationships
- Repair harm

We aim to help our district and schools value curiosity before judgement, place value on consequences not punishment, and allow our district and schools to build a community through relationships and repairing harm when necessary.

The social discipline window (below) is a concept with broad application in many settings. It describes four basic approaches to maintaining social norms and behavioral boundaries. The four are represented as different combinations of high or low control and high or low support. The restorative domain combines both high control and high support and is characterized by doing things with people, rather than to them or for them.



-Adapted by Paul McCold and Ted Watchel

As educators, we aim to stay in the blue “WITH” box as much as possible when working with students and staff. However, we flow in an infinite cycle between all 4 boxes. The goal in restorative work is to manage the polarity of all 4 boxes and work ourselves, our students, and our staff back toward the restorative box. We must be cognizant of our assumptions, judgements, and bias – maintaining a high level of curiosity – in order to support and provide structure for your communities.

FAIR PROCESS

When managing student behavior, Colorado Springs School District 11 models a transparent, consistent, and fair process across all schools. Fair process is a decision-making process that addresses our basic human need to be valued and respected. When people who are being affected by a decision, feel the decision is fair, they are more likely to trust and cooperate with their supervisors. District 11's lifeblood is the trust, commitment, and ideas of its employees, students, and the citizens of D11's greater community. Fair process allows each member of the D11 community to channel their energy into attaining our organizational goals.

The three principles of fair process are:

- Engagement — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account, encouraging the challenging of each other's ideas.
 - Explanation — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it — clarifying thinking behind a decision.
 - Expectation clarity — making sure that everyone clearly understands a decision and what is expected of them in the future, including performance standards, penalties for failures, and new responsibilities.
- (Kim & Mauborgne, 1997) (Harvard Business Review, 2003)

Fair process demonstrates the restorative WITH domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things with them, rather than to them or for them."

(Watchel, Ted. (2016). Defining Restorative [PDF file]. Retrieved from https://www.iirp.edu/images/pdf/Defining-Restorative_Nov-2016.pdf)

In accordance with Colorado Revised Statute § 22-33-106 (1.2), our school staff will consider the following when managing student behavior and discipline incidents:

- the age of the student; does the student have a disability;
- the seriousness of the behavior or incident;
- the behavior and/or incident history of the student;
- did the violation threaten the safety of students and/or staff; and
- would a lesser intervention reasonably and properly address the violation?

BEHAVIOR

The way in which one acts or conducts oneself, especially toward others.

REASONABLENESS

The standard used when addressing student behavior. The reasonableness standard includes two important principles: Does the school have reasonable authority to address the behavior and is the response to the behavior by the school reasonable.

REFERRALS

The act of referring someone or something for consultation, review, or further action.

INCIDENT

An instance of significant happening. A student behavior becomes an incident when it is entered into the student information system by a school administrator, or when a behavior referral is processed in the student information system by appropriate school or district staff. Applicable incidents are reported annually to the Colorado Department of Education by each school of the district.

CLASSROOM BEHAVIOR

Behavior in the classroom that is addressed by the classroom teacher or staff member present during the designated class or period.

MINOR

Behaviors which fall outside the classroom environment which do not pose a threat to other students or staff. These behaviors may become incidents upon review by school staff.

MAJOR

Incidents that impact, or may reasonably be found to impact, the welfare and safety of other students or school staff. These incidents may also disrupt the school's ability to provide education to other students.

MATERIAL AND SUBSTANTIAL

Incidents that are willful and significantly impact the welfare and safety of other students or school staff and/or incidents that significantly disrupt a school's ability to provide education to other students. These incidents will result in recommendation for expulsion to the Board of Education.

SUSPENSION

The prohibition of a student from attending school, school activities, or school sanctioned events for a designated length of time as the result of a major behavior infraction.

RESTORATIVE RE-ENTRY CONFERENCE

A restorative re-entry conference is a structured meeting with the student, parent/guardian, and school official(s) in which they deal with the consequences of the wrongdoing and decide how to best repair the harm. The meeting is an opportunity to move from the past mistakes to the present, and to agree upon the future behaviors needed to re-enter the school community.



COLORADO SPRINGS DISTRICT 11 BEHAVIOR AND DISCIPLINE INCIDENT MATRIX

Educational Environment	1-3	4	5	6	7	LE
Attendance Issues	*	*				
Insubordination (refusing a reasonable request)	*	*				
Dress Code	*	*				
Lying/Giving False Information	*	*				
Academic Dishonesty	*	*	*			
Unsafe Behavior	*	*	*			
Cell Phone	*	*	*			
Misuse of District Property	*	*	*	*		
Open and Persistent (Repeated) Defiance			*	*	*	*
Threat/Disruption of School or District Operations			*	*	*	*
Repeated Interference/Impeding Educational Opportunities for Other Students			*	*	*	*
1 - 3: Classroom Behavior/4 - 5: Minor Incident (office referral)/5 - 6: Major Incident (ISS or OSS)/ 7: Material and Substantial Incident (OSS, and/or expulsion) LE: Referral to Law						

Physical Safety and Mental Well-Being	1-3	4	5	6	7	LE
Employee Safety and Well-Being						
Employee Harassment/Disorderly Conduct		*	*	*		
Employee Property Damage		*	*	*	*	*
Employee False Allegation - minimum 3-day OSS			*	*	*	*
Employee Assault - minimum 3-day OSS				*	*	*
Employee Threat of serious bodily injury or death - minimum 3-day OSS				*	*	*
Student Well-Being						
Bullying	*	*	*			
Intimidation	*	*	*			
Discrimination	*	*	*	*		
Hazing		*	*	*	*	*
Extortion/Coercion/Blackmail		*	*	*	*	*
Harassment			*	*	*	*
Student Physical Safety						
Assault-3 rd degree/Disorderly Conduct/Fighting: Minor: encouraging fighting/videotaping a fight/pushing/shoving Major: fist fight/knowing and recklessly causing bodily injury to another			*	*	*	*
Behavior on school property detrimental to safety of others (ex: smoke bombs, changing labels on chemistry equipment, reckless unsafe behavior)			*	*	*	*
Behavior off school property detrimental to safety of others School MUST HAVE dominion and/or reasonable nexus can be established			*	*	*	*
Gang Activity			*	*	*	*
Threats of serious bodily injury or death toward another student(s)			*	*	*	*
Assault: 1 st degree/2 nd degree/Vehicular assault Do not use code unless accompanied by criminal charges (Includes COV)				*	*	*
Robbery on school property Do not use code unless accompanied by criminal charges (Includes COV)				*	*	*
Felony on school property (Not otherwise identified in these codes) Do not use code unless accompanied by criminal charges (Includes COV)					*	*
Sexual Violation						
Sexual Misconduct/Sexting		*	*	*	*	*
Sexual Violence Do not use code unless accompanied by criminal charges (Includes USB)				*	*	*
Rape or Attempted Rape Do not use code unless accompanied by criminal charges (Includes USB)				*	*	*
Other Violation						
Other violations as determined by the principal (Site Based)	*	*	*	*		
Habitual Disruption "Habitual Disruption" is not an independent offense, but rather refers to a classification under state law in which persistent misconduct at any level can result in a student being declared "habitually disruptive." If declared habitually disruptive, the student may be recommended for expulsion if the discipline incidents of a material and substantial nature.				*	*	*
1 - 3: Classroom Behavior/4 - 5: Minor Incident (office referral)/5 - 6: Major Incident (ISS or OSS)/ 7: Material and Substantial Incident (OSS, and/or expulsion) LE: Referral to Law						

Weapons, Property, Alcohol, Vaping, Tobacco, and Drugs	1-3	4	5	6	7	LE
Weapons						
Possessing any weapon, including any knife (regardless of length) without permission (no intent to harm)		*	*			
Firearm Facsimile: Carrying, using, displaying, threatening with the use of			*	*	*	*
Dangerous Weapon (Pellet/BB gun, Fixed blade knife 3+ inches, Spring-loaded knife 3.5+in, object used or intended to be used to inflict death or serious bodily injury – intent must be specific and direct)				*	*	*
Dangerous weapon with intent to threaten or cause direct harm					*	*
Firearm Possession (loaded or unloaded) MANDATORY EXPULSION					*	*
Damage to Property						
Damage to student property	*	*				
Destruction/Defacement of School Property, including graffiti (under \$2000)	*	*	*			
False activation of a fire alarm (contact fire)		*	*			
Stealing/Theft or attempt		*	*			
Threat to damage or destroy district property or property of students/employees		*	*			
Destruction/Defacement of School Property, including graffiti (\$2000 and over)			*	*		
Arson/Possessing any explosive device (attempt or setting fire to)			*	*	*	*
Alcohol, Vaping, and Tobacco						
Tobacco		*	*			
Vaping: Possession, gift, purchase, exchange, distribution and /or use (including e-cigs, vaping tools - NO THC)		*	*			
Alcohol: Possession, gift, purchase, exchange, distribution and /or use Incidents resulting in felony charges or endangering the immediate safety of others, including driving other students while under the influence = mandatory 5-day suspension		*	*	*	*	*
Repeated Alcohol Violations: The second offense and all subsequent offenses within a three-year period			*	*	*	*
Repeated Tobacco/Vaping Violations: The second offense and all subsequent offenses within a three-year period			*	*	*	*
Drugs and Marijuana						
Over the Counter (Schedule IV/V): possession, gift, purchase, exchange, distribution or use		*	*	*		
Drug or Marijuana Paraphernalia			*	*	*	*
Marijuana possession, gift, purchase, exchange, distribution or intoxication of Incidents resulting in felony charges or endangering the immediate safety of others, including driving other students while under the influence = mandatory 5-day OSS			*	*	*	*
Drugs: possession, gift, purchase, exchange, distribution and/or use (Schedule I, II, or III/non-marijuana) Incidents resulting in felony charges or endangering the immediate safety of others, including driving other students while under the influence = mandatory 5-day OSS			*	*	*	*
Drug or Marijuana Sale (with remuneration)					*	*
1 - 3: Classroom Behavior/4 - 5: Minor Incident (office referral)/5 - 6: Major Incident (ISS or OSS)/ 7: Material and Substantial Incident (OSS, and/or expulsion) LE: Referral to Law						

BEHAVIOR AND INCIDENT MANAGEMENT PROTOCOL

CLASSROOM AND MINOR BEHAVIOR

Level 1: Teacher/Student

1. Student tells his/her side of the story. Staff authentically listen in a non-evaluative way. Staff member asks clarifying questions.
2. Staff counsels with student.
3. Staff engages student in restorative approach (as appropriate).
4. Staff implements one or more interventions initiated as appropriate, altering interventions if ineffective
5. Staff documents behavior and interventions in student information system.

Level 2: Teacher/Student/Parent

1. Student tells his/her side of the story. Staff authentically listen in a non-evaluative way. Staff member asks clarifying questions.
2. Staff notifies the student's parent/guardian.
3. Staff engages student in restorative approach (as appropriate).
4. Staff implement one or more interventions as appropriate, altering interventions if ineffective,
5. Staff document behavior and interventions in student information system.

Level 3: Teacher/Student/Parent/Support Staff

1. Student tells his/her side of the story. Staff authentically listen in a non-evaluative way. Staff member asks clarifying questions.
2. Staff notifies the student's parent/guardian.
3. Staff member and support staff (if accessed) conference with parent/guardian, student, and others (if applicable).
4. Staff engage student in restorative approach (as appropriate).
5. Staff implements one or more interventions initiated as appropriate, altering intervention if ineffective.
6. Staff document all interactions and interventions in student information system.

Level 4: Referral to School Administration

Level 4 violations will result in referral to school administration. These actions aim to address the behavior while keeping the student in school. Recurring type 1-3 offenses can only be referred after going through Levels 1-3 processes.

1. Administrator/designee reviews referral and determines whether to involve a social worker, nurse, guidance counselor, psychologist, or any support staff.
2. Administrative staff, if appropriate, may dismiss referral, noting dismissal in student information system.
3. Teacher/staff evidence is provided to appropriate personnel.
4. Student tells his/her side of the story. Staff authentically listen in a non-evaluative way. If necessary and reasonable, escalation to level 5.
5. Designated staff engage student in restorative approach (as appropriate).
6. Designated staff implements one or more interventions initiated as appropriate, altering intervention if ineffective.
7. Designated staff documents interactions and interventions/response in student information system.

BEHAVIOR AND INCIDENT MANAGEMENT PROTOCOL

MAJOR AND MATERIAL AND SUBSTANTIAL BEHAVIORS

Level 5: Suspension

Level 5 violations will result in administrative involvement. These actions aim to address the serious nature of the behavior and may result in the removal (1/2 day to 5 days) from the school in accordance with applicable school law.

1. Complete Steps 1-4 of Level 4.
2. Administrator may assign suspension from school up to 5 days in accordance with applicable law.
3. Administration must document behavior and suspension (if applicable) in student information system.
4. Administrator must contact designated building SPED/504 facilitator (if applicable).
5. Administrator must contact designated Executive Director of School K-12 schools if student is K-2 and out of school suspension is longer than 3 days.
6. Administration must provide written notification to parent/guardian in accordance with applicable law.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.
8. Implementation of a Remedial Discipline Plan (general education students) or Functional Behavior Assessment/Behavior Intervention Plan (students with a disability, 504).

Level 6: 5/10 day Suspension/Extended Suspension up to 10 Days/Alternative to Expulsion/Expulsion

Level 6 discipline incidents require building administration, district level SPED/504 facilitator, and designated Executive Director involvement. The incidents may result in the expulsion from the school environment. In accordance with law, only the Colorado Springs Board of Education may expel a student from the school district.

1. Steps 1-3 of Level 5 are repeated. Administration may suspend student for up to 10 days in accordance with applicable law.
2. If referring for expulsion, administration must contact designated district SPED/504 facilitator (if applicable) for approval.
3. If referring for expulsion, administration must contact designated Executive Director of Schools for approval.
4. Administration must provide written notification to parent/guardian in accordance with applicable law and notify parent/guardian of intent to recommend the student for expulsion.
5. Document behavior and suspension in student information system.
6. Complete required expulsion documentation with the Office of Student Support and Engagement.
7. Mandatory restorative re-entry conference with student and parent/guardian prior to re-entry to school in accordance with school law.

Level 7: 5/10 day Suspension/Extended Suspension up to 10 Additional Days/Mandatory Expulsion

Level 7 discipline incidents require a mandatory referral for expulsion.

1. Complete all steps outlined in Level 6.