

**HANDBOOK**  
**C O BASTIAN HIGH SCHOOL**  
**BEHAVIOR INTERVENTION PROCESS 2014-2015**

When a student shows inappropriate behaviors worthy of redirection, the following process will be followed (progressive). As soon as the student recognizes their error, regular programming will continue.

**1. Student Intervention**

- a. Students within his/her group point out the behavior in a non-offensive manner.
- b. Non-offensive questions include: What are you doing? What will be the consequences of your actions? How is this helping? Etc.
- c. Students will encourage the student to correct their inappropriate behaviors.

**2. Staff Intervention**

- a. Staff will point out the inappropriate behaviors.
- b. Staff will question this behavior in a non-offensive manner.
- c. Staff will encourage the student to correct their behaviors.

**3. Group Intervention**

- a. Staff will direct the student to have a short discussion with their group (5 minutes or less), using the acronym **S.O.D.A.S.** (**S**ituation, **O**ptions, **D**isadvantages, **A**dvantages, and **S**olutions).
- b. Student will repeat the **Situation** (event) telling what, when, where, how, who, and their intentions.
- c. Student and their group will explore all **Options** available regarding how this could have been handled differently.
- d. The student & group will then detail the negative results of each option (**Disadvantages**).
- e. Then the student & group will detail the positive results of each option (**Advantages**).
- f. Finally the student will arrive at a **Solution** regarding how better to handle this in the future.

NOTE: It is important that the group and staff do not criticize options. Rather, redirect the thought process by evaluating what they obtain from their actions. Remember to ask questions instead of simply stating your opinion. Discussions are an opportunity to understand one's behaviors and to become more considerate of one's self and others. The group intervention process should take no more than five (5) minutes if during school or a scheduled activity. If the group intervention process is not effective within that time frame, the youth should be removed from the situation and the disciplinary process followed.

**4. Disciplinary Intervention (progressive)**

- a. Student will be removed from the situation and placed in recovery.
- b. Student will be given a Thinking Report or Thinking Error Report depending on their current phase or level.
- c. Student will be removed from situation and returned to cottage and be placed in their personal room.
- d. Student will be removed from their personal room and be placed in a stripped out room.
- e. Student will be written up for a Major Rule Violation and will need to go before the Disciplinary Review Board.
- f. The Disciplinary Review Board will determine what other disciplinary actions this situation merits and results will be implemented.

## 5. **Bullying/ Cyberbullying**

- a. C.O. Bastian High School recognizes that a school that is physically and emotionally safe and secure for all students promotes good citizenship, increases student attendance and engagement, and supports academic achievement. To protect the rights of all students and groups for a safe and secure learning environment, the board of education prohibits acts of bullying, harassment, and other forms of aggression and violence. Bullying or harassment, like other forms of aggressive and violent behaviors, interferes with both a school's ability to educate its students and a student's ability to learn. All administrators, faculty, staff, parents, volunteers, and students are expected to refuse to tolerate bullying and harassment and to demonstrate behavior that is respectful and civil. It is especially important for adults to model these behaviors (even when disciplining) in order to provide positive examples for student behavior.
- b. "Bullying" or "harassment" is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e., cyberbullying, through the use of internet, cell phone, personal digital assistant (pda), computer, or wireless handheld device, currently in use or later developed and used by students) that is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic, or is based upon association with another person who has or is perceived to have any distinguishing characteristic. Bullying and harassment also include forms of retaliation against individuals who report or cooperate in an investigation under this policy. Such behaviors are considered to be bullying or harassment whether they take place on or off school property, at any school-sponsored function, or in a school vehicle or at any time or place where a child's imminent safety or over-all well-being may be at issue.
- c. "Bullying" is conduct that meets all of the following criteria:
  - is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
  - is directed at one or more pupils;
  - is conveyed through physical, verbal, technological or emotional means;
  - Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
  - adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
  - is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.
- d. "Harassment" is conduct that meets all of the following criteria:

- is reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress;
  - is directed at one or more pupils;
  - is conveyed through physical, verbal, technological or emotional means;
  - Substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
  - adversely affects the ability of a pupil to participate in or benefit from the school district's or public school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,
  - is based on a pupil's actual or perceived distinguishing characteristic (see above), or is based on an association with another person who has or is perceived to have any of these characteristics.
- e. The scope of this policy includes the prohibition of every form of bullying, harassment, and cyberbullying/harassment, whether in the classroom, on school premises, immediately adjacent to school premises, when a student is traveling to or from school (portal to portal), or at a school-sponsored event, whether or not held on school premises. Bullying or harassment, including cyberbullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.
- f. C.O. Bastian High School expects students to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students, school staff, volunteers, and contractors.
- g. C.O. Bastian High School recognizes that in order to have the maximum impact, it is critical to provide a minimum of annual training for school employees and volunteers who have significant contact with pupils on school policies and procedures regarding bullying and harassment. Training will provide school employees with a clear understanding of their roles and responsibilities and the necessary skills to fulfill them.
- h. C.O. Bastian High School believes that the best discipline for aggressive behavior is designed to (1) support students in taking responsibility for their actions, (2) develop empathy, and (3) teach alternative ways to achieve the goals and solve problems that motivated the aggressive behavior. Staff members who interact with students shall apply best practices designed to *prevent* discipline problems and encourage students' abilities to develop self-discipline and make better choices in the future.
- i. Since bystander support of bullying and harassment can encourage these behaviors, the district prohibits both active and passive support for acts of harassment or bullying. The staff should encourage students *not* to be part of the problem; *not* to pass on the rumor or derogatory message; to walk away from these acts when they see them; to constructively attempt to stop them; to report them to the designated authority; and to reach out in friendship to the target. Periodic classroom meetings should be conducted to teach bystanders how and when to respond to bullying and harassment incidents. Informal classroom discussions and activities

designed to provide awareness and increase student connectedness promote a positive shift in peer norms that will support empowered bystanders. When bystanders do report or cooperate in an investigation, they must be protected from retaliation with the same type of procedures used to respond to bullying and harassment.

j. Factors for Determining Consequences

- Age, development, and maturity levels of the parties involved
- Degree of harm (physical and/or emotional distress)
- Surrounding circumstances
- Nature and severity of the behavior(s)
- Incidences of past or continuing pattern(s) of behavior
- Relationship between the parties involved
- Context in which the alleged incident(s) occurred

k. Consequences and appropriate remedial actions for a student or staff member who engages in one or more acts of bullying or harassment may range from positive behavioral interventions up to and including suspension or expulsion, in the case of a student, or suspension or termination in the case of an employee, as set forth in the board of education's approved code of student conduct or employee handbook. School employees will also be held accountable for bullying or harassing behavior directed toward school employees, volunteers, parents, or students.

l. Consequences for a student who commits an act of bullying and harassment shall vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance, and must be consistent with the Lincoln County School District School Board approved code of student conduct.

m. Examples of Consequences but not limited to:

- Admonishment
- Participation in a guided reflection process designed to teach alternative behavior
- Temporary removal from the classroom
- Loss of privileges
- Classroom or administrative detention
- Referral to disciplinarian
- In-school suspension during the school week or the weekend, for students
- Out-of-school suspension

- Legal action
- Expulsion or termination