Conflict Resolution Program: Elementary

(May 2025)

Program Overview:

The LEAD Public Schools (LPS) Elementary Conflict Resolution Intervention Program aims to foster a positive school climate by equipping students, staff, and parents with skills to manage and resolve conflicts constructively, using proactive strategies, skill-building, and restorative practices.

Program Goals:

- Reduce conflict incidents through skill development.
- Enhance communication and problem-solving skills.
- Promote restorative practices to address conflicts.
- Foster a respectful and inclusive school environment.

Program in Action:

LEAD Public Schools has a two-pronged approach to educating all school stakeholders in conflict resolution:

1. Social Emotional Learning (SEL) Partnership

LPS partners with BeWell, a local Social-Emotional Learning (SEL) program designed to support students, staff, and families using mindfulness, yoga practices, affirmations, and shared practices among school team members. BeWell programming includes personal reflection, reflecting on individual actions and words, and maintaining harmony with others- all key components of conflict resolution.

BeWell promotes a holistic approach to social-emotional health through a variety of daily and ongoing practices. These include daily breathing routines, mindfulness exercises, and yoga poses that help students and staff develop focus, calm, and emotional regulation. Affirmations are used to build positive self-awareness, while peace corners in classrooms offer spaces for self-reflection and regulation. The program also emphasizes co-regulation practices, supporting both individual and group emotional well-being. A dedicated, trained BeWell teacher serves as the campus SEL Manager, guiding these practices and providing a dedicated classroom equipped with sensory tools and resources to support social-emotional health across the school.

2. Comprehensive School Culture Programming

LEAD Public Schools implements a comprehensive school culture framework that rewards productive behaviors and incentivizes conflict resolutoin skills, while responding to unproductive

behaviors with restorative practices including explicit teaching of essential social-emotional skills for respectful engagement.

Data Tracking

LEAD Public Schools uses DeansList, an online data tracking system, to identify and respond to student support needs as well as to communicate with families about student progress, ensuring the full community is behind each and every child.

Peer Mediation

LPS maintains that emphasis on and explicit social emotional instruction equips students with the skills necessary to resolve conflict. Elementary schools serving grades 3-5 will introduce peer mediation training to empower student leaders.

LPS Core Behavioral Framework: PACK

Schools customize PACK examples to reflect their culture, routines, or student needs. **P – Practice**

Discipline- Be on time, present, and prepared—both with materials and the mindset to learn.

A – Act Responsibly- Keep your eyes on the teacher, your ears on the speaker, and your area clean and ready for the work at hand.

C – Create Community-Include others, share respectfully, and encourage your peers to work together.

K – Kindness Counts- Use kind words, kind hands and feet, and look for ways to help others.

P – Practice Discipline

Be on time, present, and prepared with materials and mindset to learn.

Non-Examples:

- Arriving late to class or frequently leaving the learning space
- Forgetting materials like pencil, notebook, or Chromebook
- Putting head down during instruction or refusing to engage
- Saying “I don’t care” or “I’m not doing this” when given a task

A – Act Responsibly

Keep eyes on the teacher, ears on the speaker, and area clean and ready.

Non-Examples:

- Looking around the room or staring at the ceiling during instruction
- Talking over the teacher or classmates during lessons
- Playing with items inside the desk or backpack during learning time
- Leaving papers, trash, or supplies scattered in work area

C – Create Community

Include others, share respectfully, and encourage teamwork.

Non-Examples:

- Excluding a classmate from group work or games
- Saying “you can’t play” or “I don’t want you in my group”
- Refusing to share materials or take turns
- Complaining loudly about group partners or not participating

K – Kindness Counts

Use kind words, kind hands and feet, and help others when you can.

Non-Examples:

- Using mean or teasing language toward classmates
- Rolling eyes, name-calling, or mocking others
- Hitting, kicking, or pushing during transitions or group time
- Refusing to help a peer or saying “that’s not my problem”

Core Value	Example	Non-Example	Above & Beyond
Practice Discipline	● Stays in area ● Focused on task ● Listens and Follows directions	● Out of Area ● Off Task ● Not Following Directions	● 100% Attendance ● High Engagement & Effort ● Homework Hero

Act Responsibly	● Ready to learn ● Keep area clean ● Uses materials safely	● Making a Mess ● Not Ready to Learn ● Misusing school tools	● Encourages Responsible Choices ● Sets & Meets Goals ● Takes Initiative
Create Community	● Includes others ● Shares nicely ● Encourages friends to work together	● Bullying or Harassing ● Spreading Rumors ● Unkind Words About a Group of People or Person	● Builds Class Spirit ● Supports Teachers & Staff ● Positive Role Model

Kindness Counts ● Uses kind words
● Uses kind hands and feet
● Helps others

● Hurtful Words or Actions
● Teasing a Classmate
● Hitting or Unwanted Touch

● Affirming Words & Actions
● Helps During Tough Moments
● Celebrates Others' Success

Use of Accountability Systems

LPS leverages systems like DeansList to track positive behaviors and gather behavior data on trends for individual students, teachers, or teams. Staff will model disciplined behavior by responding to both positive and unwanted behaviors effectively and following through with incentives and consequences consistently.

PACK Points System

Students can earn up to **4 points per day**, totaling **20 PACK points per week**. The expected weekly range is **15-30 points**.

● **Baseline Expectations** – Meeting standard PACK behaviors earns daily points. ● **Non-Examples** – Behaviors that do not meet expectations result in class-level consequences. ● **Above & Beyond** – Exceptional behavior earns **+5 bonus points** for exceeding expectations.

Class-Level Tiered Consequences

If students do not meet PACK expectations, they receive **tiered interventions** at the class level:

1. Verbal Redirection
2. Seat Change/Calm Down Corner
3. BeWell Reset (Mobile Support)

4. Office Referral & Parent Call

School-Level Consequences (Admin Assigned, Recorded in DeansList)

For more significant behaviors, Admin will assign **school-level consequences**, documented in **Deans List (DL)** with a **parent call**:

Consequence	Follow Up/DL Action
No Behavior	No Action
Logical Restorative Consequence	Notation on daily calendar
Expectations Practice	Notation on daily calendar/Noted in DL
Class Visit (Learn from Another Teacher)	Notation on daily calendar/Noted in DL/Parent Call
Extended Reset (With admin for rest of day)	Notation on daily calendar/Noted in DL/Parent Call

Compliance Statement

This LEAD Public Schools Conflict Resolution Intervention Program complies with the Tennessee Public Charter School Commission (TPCSC) LEA Policy 3201, Tennessee Department of Education (TDOE) guidance, and all applicable state and federal laws. This includes, but is not limited to:

- Tennessee Code Annotated (T.C.A.) § 49-6-1007, which mandates character education incorporating nonviolence and conflict resolution in public schools.
- T.C.A. § 49-6-4302, which supports school safety programs, including conflict resolution and violence prevention.
- TDOE guidance on school safety, social-emotional learning (SEL), and bullying/harassment prevention, ensuring alignment with state standards for school climate and student conduct. ● Federal laws, such as the Family Educational Rights and Privacy Act (FERPA, 20 U.S.C. § 1232g) for data privacy in DeansList, and civil rights laws (e.g., Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972) to ensure non-discrimination and equitable practices. The program aligns with TPCSC LEA Policy 3201's expectations for student conduct and school climate, ensuring restorative practices and SEL initiatives meet charter school governance standards. ● LPS regularly reviews the program to maintain compliance with evolving TDOE guidance and legal requirements and to ensure the program's effectiveness.