



Student Rights & Responsibilities

Remote Learning Companion 2020-2021

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For questions and more information about this document, please contact the following:

Discipline Department
206-252-0820
discipline@seattleschools.org

SPS student rights and responsibilities handbook which covers topics such as:

- Relationships and Connections in Remote Learning
- School-Wide and Classroom-Wide Expectations in Remote Learning
- Students Behavioral Violations Adapted for Remote Learning
- Behavioral Violation Grouping
- Mitigating and Aggravating Factors in Remote Learning
- Classroom Based & School Based Responses to Behavior in Remote Learning
- Remote Learning Discipline Matrix

Seattle Public Schools

Student Rights & Responsibilities

Remote Learning Companion

2020 – 2021



Mission

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.

Vision

Every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community.

Seattle Public Schools, MS 32-149
PO Box 34165
Seattle, WA 98124-1165

For behavioral health or discipline concerns, contact:
Discipline Line at
(206) 252-0822

For sex discrimination concerns, including sexual harassment (see Appendix H), contact:

Title IX Grievance Coordinator at
(206)252-0637
title.ix@seattleschools.org

For disability discrimination concerns contact:

ADA/Section 504 Grievance Coordinator
at
(206)252-0306
accessibility@seattleschools.org

For all other types of discrimination, contact:

Student Civil Rights Compliance
Coordinator at
(206)252-0306
OSCR@seattleschools.org

For employee questions about or requests for disability related accommodations and/or complaints of alleged discrimination, including sexual harassment (see Appendix G), contact:

Chief of Human Resources
Seattle Public Schools
MS 33-157
PO Box 34165
Seattle, WA 98124-1165

(206)252-0024

hreeoc@seattleschools.org



Purpose:

As we all know, the nation is experiencing dual pandemics; a legacy of Systemic Racism and COVID-19. Patience and grace with ourselves, students, families are even more important now and is much needed.

2020-21 presents us the opportunity of knowing and valuing our students, building responsive learning environments, and engaging students in learning. Given the nature of remote learning, education is potentially taking place in students' homes and will reflect the diversity of students' lives, their cultures, their living conditions and other aspects of students' environments that were previously not a part of the classroom. As a district, we must strive to be inclusive and concentrate on doing our best to teach students no matter their conditions. **For example, not every student is comfortable turning on their camera during instruction for many reasons. To meet all students where they are, this is not something we will discipline for in the context of our classrooms and as a school district.**

The foundation of Seattle Public Schools' discipline policy is one of prevention, by establishing a safe and welcoming environment that includes shared school-wide behavioral expectations and a common language for talking about expected behavior that is inclusive of students, families, teachers, administrators, volunteers, and other staff (within a Positive Behavioral Interventions and Supports (PBIS) framework). Discipline procedures and strategies in remote learning aim to foster a growth mindset toward disciplinary supports and resources to maximize remote learning time.

The Student Rights & Responsibilities Remote Learning Companion was created to address the District's need for an adaptive response to remote learning. The Student Rights & Responsibilities Remote Learning Companion is not intended to replace the current 2020-21 Student Rights & Responsibilities. The purpose is to provide a support document that specifically identifies supports for behaviors that will most likely occur in a remote learning environment.

Given the unprecedented nature of the 2020-21 school year, the Student Rights & Responsibilities Remote Learning Companion will remain in draft form and will be updated quarterly based on what is collectively learned throughout the school year. The SPS Discipline and Behavior Department is excited to continue to partner with schools to use discipline and behavioral incidents as learning opportunities for students and staff.

As discipline incidents occur throughout the year, and you need support, please do not hesitate to leave a voicemail on the Discipline and Behavior Phone Line at (206) 252-0822. A member of the SPS Discipline and Behavior Department will be checking the line every ½ hour from 8am - 4pm M-F and will respond as promptly as possible. Again, the 2020-21 school year has provided us a unique opportunity to focus on positive relationships with students and families as well as a different approach to delivering instruction. We are excited to partner with you in support of all students.

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Relationships and Connections in Remote Learning

2019-24 SPS Strategic Plan- Priority: Inclusive and Authentic Engagement

Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement. We will proactively and consistently work in partnership with students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

Framework for Teaching- Charlotte Danielson

1b – Demonstrating Knowledge of Students: The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

2a – Creating an Environment of Respect and Rapport: Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

4c – Communicating with Families: The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

Tier 1 Universal- Relationships

Self-Assessment- Classroom Management (SACM) TOOL Making improvements in one's skill level typically involves some assessment of starting skill level, establishing goals, and then determining specific steps, use of certain strategies, or other actions that one will take to achieve the goals. Once goals and specific actions steps are identified, teacher reflection and performance feedback are utilized to monitor progress. This tool was designed to help teachers who wish to make improvements in their management skills begin the process of self-assessment, action planning, reflection, and arranging for performance feedback.

Develop caring and supportive relationships- Learn, use and correctly pronounce student names by the end of week 2, use explicit activities to learn about students and their cultural backgrounds, communicate with students/families before school starts and continue frequent contact, & speak to students with dignity and respect—even when providing correction.

Teach about responsibility and provide opportunities for students to contribute to the functioning of the classroom. Use general classroom procedures and student jobs (Exp. monitoring chat, time keeper, etc.) to enhance student responsibility, provide students with self-control and self-monitoring strategies, provide social skills instruction and problem-solving strategies, & provide specific activities for students to get to know one another and solve problems collaboratively.

Establish, teach, and positively state classroom expectations. Rules are stated as “do's” instead of “no's” or “don'ts.”, classroom rules are aligned with the school-wide expectations, actively involve students in establishing classroom rules, & explicitly teach & review the school-wide expectations in the context of routines and as broad concepts.

Maximize positive interactions Maintain a ratio of 5:1 or greater positive to negative interactions, positively interact with every student at least 2-3 times per hour on average, after correcting rule violations, & use acknowledgement and positive reinforcement for rule following.

Use a continuum of strategies to acknowledge expected behavior Provide specific and immediate acknowledgement for following classroom expectations, use multiple systems to acknowledge expected behavior (teacher reaction, behavior contracts, or token systems), & use differential reinforcement strategies to address behavior that violates classroom rules.

For additional support and tools please see:

- [SPS Remote Learning Playbook](#)
- The Distance Learning Playbook, Grades K—12; Fisher, Douglas; Frey, Nancy; Hattie, John. **Module 3: Teacher Student Relationships.**

Tier 1 Universal- Family Connections

Family Engagement There has been a bevy of research that shows regardless of a family's income or educational level, kids perform better when their parent/family is involved.

A School community is comprised of a set of relationships. Relationships include everyone and equalizes shared power and responsibility.

Family Engagement in Remote Learning Class newsletter, Teacher Introduction Letter - teachers share their academic/social learning goals with students and families, Parent/Family Questionnaire (Tell me about your student), Home Notes (prevention), Clear procedures for connecting with teachers in effort to get academic and family support, and Digital Parent-Teacher Conferences, SIT, Phone calls by teachers/bilingual staff, counselors, etc.

Family Engagement in School Decision Making Committees (Family representation in school wide decision-making committees - Building Leadership Teams, [PBIS Tiered Fidelity Inventory](#), PBIS Tier 1 Committee, etc.).

Tier 2 Supports

The following supports were originally designed for a brick and mortar classroom setting and have been modified for remote learning.

2x10 - Useful for students whose behaviors demonstrate a desire for positive adult connection. The 2x10 is a relationship builder that front loads positive adult interaction for students seeking adult connection. The classroom teacher will spend two minutes a day for 10 consecutive school days getting to know an identified student by having a non-school related conversation. Topics should be student driven; talk about whatever topic interests the student but keep discipline and academics off the table.

The Pact - Useful for students who are struggling both behaviorally and academically who would thrive from positive adult connection. "The pact is a formal agreement between teacher and student to work on a learning goal and a relational covenant between them. They each pledge to bring their attention and effort to the pursuit of the goal." – Zaretta Hammond

Home Note - Useful for students who seek adult attention but struggle to manage their behavior in the classroom. Requires partnership with parents. This support helps track and shape behavior, works well for primary students who are motivated by adult attention and access to a reinforcer that can be provided by the parent/guardian. The student and teacher track daily points earned focused on the display of a desired skill being demonstrated. When a student meets the goal, a reinforcer is provided at home. This support also helps strengthen the daily communication with the parent/guardian.

Tier 2 Circles - Useful for building relationships between students and teachers, celebrating a success, responding to a conflict or a fight, introducing a new topic in class, talking about something that is bothering students, bringing parents and community members into the school, welcoming back a student who is gone, and coming to a collective analysis for decision making. Talking Circles can interrupt implicit bias and patterns of institutionalized racism. Circles help educators create a welcoming school environment the development of deep relationships that honor the uniqueness of each person, staff student and their families.

Check in/Check Out (CICO) - Useful for students seeking adult connection and access to desired items/activities, which are earned for meeting daily & weekly goals. CICO is a short-term support, 6+ weeks, that provides students with frequent/immediate feedback on behavior via teaching on a Daily Progress Report and increases access to positive adult contact inside and outside the classroom. Additionally, increased feedback is linked to schoolwide expectations. This coordinated in partnership between family, teacher, and Tier 2 Coordinator. Can be modified to focus on non-classroom behaviors on Daily Progress Report. Digitally, this is possible with a daily 5 min Microsoft Teams meetings with a trusted school staff member IA, School Counselor, teacher, etc.

Check & Connect (Secondary) - Useful for students who show warnings signs of disengagement with school and who are at risk of dropping out. Check & Connect is a long-term support for students (1-2 years). At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education as a priority. In Check & Connect, the "Check" component refers to the process where mentors systematically monitor student performance variables (e.g., academic performance, absences, late arrivals, behavioral referrals), while the "Connect" component refers to mentors providing personalized, timely supports to help students solve problems, build skills, and enhance competency.

Reflections for Teachers

Should teaching be a popularity contest? Probably not. But skilled educators know the value of having good relationships with students. Establishing goodwill can help minimize classroom disruptions, improve student engagement, increase teacher credibility, and reduce stress for everyone. Here are a few good tips to try that are easy to model when establishing positive and sustaining relationships with your students.

Core Components of Success

- As we all know our nation is experiencing dual pandemics (A legacy of Systemic Racism and COVID 19), patience with ourselves, students, and families is even more important now and is much needed.
- You don't have to look like or live in the same community of the students you serve to be an effective teacher.
- If you enter the teaching profession with an equal openness to learn, you will become a more skilled teacher and students will have a better sense of your sincerity and compassion.
- It is all about building a relationship with your students:
 - Connect before you correct.
 - Remember that your students are continuously evolving, and part of that process is to test boundaries.
 - Every student is an individual with individual needs and strengths. They come with a history that must be recognized.
 - Greet ALL students daily so that they feel welcome.
 - Understand each student's CURRENCY (**Their Strengths**)
 - Learn your student's triggers "**You Are the Adult**"
 - Pick your battles with an end goal in mind.
 - Students do not need their teachers to be their friends; they need consistency, love, support, boundaries and encouragement.
 - Be aware of your own biases, triggers, and expectations.

The Importance of Messaging

Intent vs Impact

- I will not give up on you (*based on respect*) vs. I am in control and I have all the power.
- Learn how to balance power and control

Tone

- Students are like conductors; they pick up on tones and body language

Language - Can either be a useful tool to connect with students or a damaging tool to disconnect with students.

Examples:

- **Descriptive** *I notice ...*
- **Appreciative** *I appreciate ... Thank you for ...*
- **Empowering** *I have faith ... I know ... I trust ...*

Important Reminders

<p>Punitive Responses <i>(often based in privilege, isolation, bias)</i></p> <ul style="list-style-type: none"> • Zero Tolerance • Tracking • School -to- Prison Pipeline • Culturally irrelevant and/or racist curriculum • Culturally irrelevant instructional practices 	<p>Effective Communication/Cultural Competence</p> <ul style="list-style-type: none"> • Understanding Cultural Differences • Language Barriers • Perceptions of Education • Suspend Judgments • Spirit of a Student • Meet and exceed expectations
<p>Sound Discipline Procedures</p> <ul style="list-style-type: none"> • Family Involvement • Community Involvement • Restorative Practices 	<p>Applaud Efforts of Teachers</p> <ul style="list-style-type: none"> • Power of Change • Personal Power • Vision
<p>Multi System Involvement</p> <ul style="list-style-type: none"> • Collaboration with team members, stakeholders and community partners 	

School-Wide and Classroom-Wide Expectations in Positive Behavioral Intervention and Support (PBIS) for Remote Learning

2019-24 SPS Strategic Plan - Priority: Welcoming Schools

When a student feels valued, welcomed and safe in school, they are more likely to participate, stay in school and learn. Significant increases in academic outcomes for students furthest from educational justice are possible when trusting educator student relationships exist and social, cultural, emotional, and behavioral needs are met by educators that share an unconditional belief in the potential of every student they serve.

Framework for Teaching- Charlotte Danielson

2a – Creating an Environment of Respect and Rapport: Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

2c – Managing Classroom Procedures: Instructional time is maximized because of efficient classroom routines and procedures.

2d – Managing Student Behaviors: Teacher's response to student misbehaviors is sensitive to individual student needs and respects individual student needs and respects students' dignity.

3a – Communicating with Students: The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding. Students contribute to extending the content and help explain concepts to their classmates.

3c – Engaging Students in Learning: Virtually all students are highly engaged in the lesson. Students take initiative to modify a learning task to make it more meaningful or relevant to their needs.

School-Wide Expectations:

School-Wide Expectations are a set of positively stated behaviors that create a safe and welcoming environment in schools for students, staff and families. They help to:

- Create a vision of a successful student.
- Allow us to proactively teach behaviors for school success and communicate a positive message to student and staff about school success.
- Provide a framework to guide staff decisions about discipline.
- Align staff through use of consistent language.
- Validate and support individual teachers' procedures and requests.

School-wide common expectations represent one of the foundational pillars of Positive Behavioral Interventions and Support (PBIS) tiered system, which is part of the overall whole child Multi-Tiered Systems of Support (MTSS) framework.

Each school and some classrooms within a school may look different in their structure, communication and practices within Tier 1. Equity of access to universal instruction as well as supports and interventions is best assured when teams reflect and adjust on a regular basis.

School-wide and Classroom-wide expectations are part of the universal Tier 1 and are assessed in an annual PBIS Tiered Fidelity Inventory (TFI) administered at each site.

NOTE: Please be aware that in a remote learning environment, all students and families must be notified that the chat and instant messaging function on Microsoft Teams will be monitored by the school (for the chat function) and SPS Cyber Security Team (for the instant messaging function).

Differences between “Classroom Rules” or “Group Agreements” and School-Wide Common Expectations

Classroom Rules/Group Agreements	School Wide Common Expectations
Transactional	Relational
Deficit based	Strength based
What adults do to students	Adult and students collaborate
Power consolidated to adult	Equitable power between adult and students

These differences impact how students perceive welcoming and safe learning experiences during remote learning, whether in online classes, or learning independently at home – schools should strive to have school-wide expectations.

***Note – Students choosing not to turn on cameras is not considered a disciplinary action.**

For a lesson on how to teach how school-wide common expectations, explore the SEL lesson plan #4 for K-5 [Being an Online Learner](#)

Additional Resources and a sample online learning matrix can be found at: [Creating a Remote learning Matrix Article \(PBIS\)](#). When creating an online learning matrix and leading this lesson keep inclusivity in mind. Remember students who:

- Have lost a loved one to Covid-19
- Experience trauma as a result of ongoing racism
- Do not have adult support during online learning
- Live in foster care, or with extended family and friends, or in temporary housing
- Experience abuse or neglect
- Experience or live with those who struggle with mental health, depression, anxiety, etc.

Equity-Focused Resource: [12 Things Equity-Focused Teachers Can Say to Students as You Return to School](#)

Establishing school-wide and classroom-wide expectations:

- Developed by PBIS/MTSS school teams, with feedback from students, staff and families.
- Behavioral data trends are analyzed to identify positive behavioral expectations.
- Five or fewer positively stated behavioral expectations defined by setting and location throughout the school and in classrooms.
- Behavioral expectations are positively stated (focus on behavior you want to see).
- Strategies to share key features of school-wide expectations within a PBIS program with families/community are developed and implemented.
- SPS [examples](#) of school-wide/classroom expectations and matrices.

Teaching school-wide and classroom-wide expectations:

- Teachers use lessons to teach positive behaviors, procedures and rules in classrooms. Lessons include examples (use the *raise your hand function* when you would like to speak) and non-examples (don't blurt in class), and teachers use a variety of teaching strategies to teach explicitly.
- A classroom-wide behavioral matrix helps to specify positive behaviors (what they look like and sound like) for alignment of the school-wide expectations.
- Teachers provide opportunities for students to practice expected positive behaviors and teachers acknowledge their efforts with behavior specific praise.
- Utilize a variety of instructional approaches for students who may have lagging behavioral skills.
- In the universal Tier 1, 80-85% of students follow classroom wide and school wide expectations when they are taught, acknowledged, and reinforced consistently.
- Video examples of classroom and school-wide lessons:
 - [Primary](#)

Reinforcing school-wide and classroom-wide expectations:

- School staff may create reward system to reward students who are following school and/or classroom behaviors.
- Teachers and staff use pre-corrections during transitions.
- Provide specific positive feedback to (students and remember the ideal rate of positive to corrective feedback [\(5:1\)](#).
- Collect data on the 15-20% of students who do not appear to respond to Tier 1 supports to help determine:
 - Was the support implemented with fidelity?
 - Was the support delivered with appropriate intensity to meet the student's needs?
 - Was the student's lagging skill identified?
 - Was a different support needed?

Student Behavioral Violations 2020-21 ADAPTED for Remote Learning

In order to adapt the Student Rights & Responsibilities for Remote Learning, behavioral violations that were not applicable to remote learning were omitted. For example, while it is possible for a student to commit arson (a behavior violation in the original Student Rights & Responsibilities), arson is impossible to achieve within Microsoft Teams.

Bullying, Intimidation, or Harassment (See also Hazing)

(Please see Inappropriate Language for elementary school students or incidents that have occurred only once) Engaging in intentional, persistent or pervasive written, verbal, or electronic bullying, intimidating, or harassing conduct that includes, but is not limited to, any of the following:

- for the purpose of embarrassing or denigrating another person;
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment;
- has the effect of substantially interfering with the student's education or adult's right to teach or manage student behavior; or
- has the effect of substantially disrupting the orderly operation of the school.

If any of the conduct detailed above is based on a person's membership in a protected class (sex; race; creed; color; religion; ancestry; national origin; age; economic status; sexual orientation, including gender expression or identity; pregnancy; marital status; physical appearance; the presence of any sensory, mental, or physical disability; honorably discharged veteran or military status; or the use of a trained dog guide or service animal) it would constitute discriminatory harassment.

The District will respond to off-campus student speech that causes or threatens to cause a substantial disruption on campus or interferes with the right of students to be secure and obtain their education. Substantial disruption includes but is not limited to: significant interference with instruction, school operations or school activities, violent physical or verbal altercations between students, or a hostile environment that significantly interferes with a student's education. Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to:

Conducting electronic bullying, intimidation, and harassment, including, but not limited to: cyberbullying, during school activities, on school buses, or during the school day; Initiating students into a school, group, grade level, or office through persecuting, harassing, or coercive behaviors that cause or are likely to cause social or emotional harm.

There is no requirement that the person actually possesses the characteristics that are the basis for the bullying, intimidation, or harassment.

Computer Trespass and Tampering

Intentionally violating a school or Seattle Public School's computer system or database.

Disobedience (Note: Highly Subjective based on Adult Bias)

Flagrantly, purposefully, or repeatedly failing to comply with or follow the instructions of teachers and other school staff.

Disruptive Conduct (Note: Highly Subjective based on Adult Bias)

Flagrantly and substantially interfering with teaching or learning in the classroom or school activities.

False Reporting

Knowingly reporting and (maliciously) falsely reporting or falsely corroborating misbehavior of others that did not occur, including spreading a false rumor maliciously.

Gambling

Playing cards, dice, or games of chance for money or other things of value.

Gang/Hate Group Activity

Belonging to an organized gang, hate group, or similar organization or group and knowingly engaging in gang/hate group activity on school grounds or during school activities or functions.

Hazing (See also Bullying, Intimidation, or Harassment)

Initiating or harassing another student through humiliating tasks unsafe or illegal behaviors that cause or harassing another student through humiliating tasks or unsafe or illegal behaviors that cause, or are likely to cause, physical injury or endangerment.

Inappropriate Language (Please see Bullying, Intimidation or Harassment when determining the severity of the behavior.) Using words that are hurtful, harmful, demeaning, offensive, or embarrassing, including words that are crude or vulgar, and name-calling.

Interference with School Authorities (Note: Highly Subjective based on Adult Bias)

Interfering with the discharge of the official duties of district staff by:

Using force or violence that is non-deliberate and not focused on the staff person, such as attempting to continue a fight when a staff person is trying to stop the fight and inadvertently striking that person;

Heckling or harassing school authorities engaged in any lawful task, function, process, or procedure of the school District such that it interferes with their ability to maintain order or complete their lawful duties. This includes, but is not limited to:

Persistent use of abusive or foul language directed at a school District employee;

Use of any electronic means (e.g., cameras, cell phone cameras, videos, or other recording devices) that foreseeably causes school staff to be embarrassed, denigrated, or demeaned; or

Hindering the investigation of an incident by school staff, including but not limited to any of the following: refusing to submit to a reasonable search or respond to reasonable questions, or deliberately lying about, or encouraging others to lie deliberately about, the facts of the incident.

Intimidation of School Authorities (Note: Highly Subjective based on Adult Bias)

Interfering, or attempting to interfere, with the discharge of the official duties of district personnel by using direct, deliberate, or focused threats, force, or violence, such that the staff person believes his or her safety or the well-being of his or her property is in danger.

Lewd Conduct

Engaging in inappropriate sexual or social behavior, such as sexual acts, either singly or consensually with another person, including, but not limited to: sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism. (See also Inappropriate Sexual Conduct; Inappropriate Touching; Sexual Touching; Sexual Assault; Sexual Harassment.)

Malicious Harassment (Please see Bullying, Intimidation or Harassment or Inappropriate Language when determining the severity of the behavior)

Maliciously and intentionally committing one of the following acts because of a perception of that person's race, color, religion, ancestry, national origin, gender, sexual orientation, gender identification, gender expression, or mental, physical, or sensory handicap:

- Causing physical injury to the victim or another person.
- Causing physical damage to or destruction of the property of the victim or another person.
- Threatening a specific person or group of persons such that the persons, or members of the specific group of persons, are in reasonable fear of harm to themselves or their property, including their right to an education or their safety at school.
- Violations of this offense must rise to the level of the state definition of Malicious Harassment.

Malicious Harassment may or may not be personal but occurs primarily because the victim is a member of one of the groups identified above See, RCW 9A.36.080. (See also Bullying, Intimidation, or Harassment.)

Misrepresentation

Forging a parent's, guardian's, or any other person's signatures on any letter to the school, on any school document or form, or on any other document or form used by the school.

- Changing grades or attendance records on official District forms, including attendance reporting sheets and grade books, for any student without authorization of a school official.
- Providing a false name when asked to identify oneself to a school authority; or
- Providing false information to school personnel or impersonating another person verbally or in writing to provide false or misleading information, regarding a student's attendance or absence from school, including, but not limited to, falsely excusing absences or authorizing a student to be excused early from class or school.

Misuse of Computers (Note: Highly Subjective based on Adult Bias)

Inappropriately using or tampering with school computers.

***Note – Students choosing not to turn on cameras is not considered a disciplinary action.**

Plagiarism

Cheating, or copying the work of other persons, or turning in another person's papers, projects, computer programs, etc., as your own.

Rule-breaking (Note: Highly Subjective based on Adult Bias)

Breaking a specific, published school rule. This includes breaking school bus rules and violating a specific safety or behavior contract.

***Note – Students choosing not to turn on cameras is not considered a disciplinary action.**

Sexual Harassment

Subjecting another individual to unwelcome conduct of a sexual nature. The conduct may include but is not limited to deliberately harassing another person for sexual reasons or in a sexualized manner with unwanted attention, touching, or verbal comments such that the targeted person is uncomfortable, intimidated, or threatened by the behavior. (See also Inappropriate Sexual Conduct; Inappropriate Touching; Lewd Conduct; Sexual Assault.)

Threats of Violence

An expression of an intent to cause physical harm to others. The threat may be expressed/ communicated behaviorally, orally, visually, in writing, electronically, or through any other means; and is considered a threat regardless of whether it is observed by or communicated directly to the target of the threat observed by or communicated to a third party; and regardless of whether the target of the threat is aware of the threat.

Behavior Violations Groupings:

Cyber Bullying/ Harassment	Classroom Management	Use of Technology
Bullying, Intimidation, or Harassment	Disobedience	Computer Trespass and Tampering
Sexual Harassment	Disruptive Conduct	False Reporting
Threats of Violence	Gambling	Misrepresentation
Lewd Conduct	Inappropriate Language	Misuse of Computers
Malicious Harassment	Interference with School Authorities	Plagiarism
Gang/Hate Group Activity	Rule Breaking	
Hazing		

***Note – Students choosing not to turn on cameras is not considered a disciplinary action.**

MITIGATING AND AGGRAVATING FACTORS IN REMOTE LEARNING

<u>Possible Remote Mitigating Factors</u>	<u>Possible Remote Aggravating Factors</u>
<ul style="list-style-type: none"> • Little or no prior documented misconduct • No damage caused • Little potential of harm • No evidence that student intended to display weapon • Student was primarily acting defensively • Student's intent or purpose • Student's age and/or inability to understand potential consequences of the conduct • Admitted or self-reported conduct • Student attempted, but failed to or was prevented from, carrying out the conduct • Subsequent remedial steps, including restitution to district or victim of misconduct (if applicable or appropriate) • Subsequent action taken by student to make amends for misconduct with school staff or other students • Cultural or linguistic factors that may have played a role in the misconduct • Appropriateness of student's academic placement • Student's willingness to repair the harm 	<ul style="list-style-type: none"> • Pattern of similar misconduct • Significant impact of incident on overall school community • Substantial disruption to learning of others caused by student's behavior • Student attempts to solicit or incite others to engage in behavior • Significant damage (in extent or cost) • Potential of serious harm • Serious potential injury • Premeditated conduct • Prior assault(s), threat(s), harassment, or bullying by the student against the same victim • Exceptional severity or cruelty • Previous discipline record of student warranting progressive discipline • Conduct is motivated by perceived race, color, national origin, gender, sexual orientation, gender expression, disability, or any similar actual or perceived characteristic of the victim • Student used the weapon to intimidate another and/or to cause physical damage to property • Student displayed, activated or discharged the weapon in a reckless manner • Evidence of premeditation • Threats of serious injury • Pattern of similar misconduct against the same victim • The weapon is a firearm • The object appears to be a firearm and the student displaying or using the object does so with malice

Classroom Based & School Based Responses to Behavior in Remote Learning

Some responses may need adapting or implementing

<u>Possible Classroom-Based Remote Responses</u>	<u>Possible School-Based Remote Responses</u>
<ul style="list-style-type: none"> • Student tells their side of the story • Student determines how to repair the harm • Self-reflection activity • Reteach behavioral expectations • Behavior agreement/pact with recognition system • Change in environment (change grouping, providing a distraction, removal of triggers, use of a break system) • Loss of remote classroom privileges • Offer leadership opportunities in classroom to highlight strengths • Teach replacement skills directly related to behavior of concern • Model replacement skills directly related to behavior of concern • Educator or designated staff notifies parent/guardian • Educator or designated staff counsels with student and if possible and necessary, the parent/guardian for collaborative problem-solving <ul style="list-style-type: none"> ○ Consider age of student and/or appropriateness of meeting with student without the presence of a parent/guardian 	<ul style="list-style-type: none"> • Family conference with teacher, school staff and administrator • Creation of Positive Behavior Intervention Plan (PBIP) • Reevaluate support/safety plans that are currently in place • Peer mediation • Restorative practices • Referral to school level support staff (counselor, social worker, nurse, Health Center) • Ensure student is connected to referral and/or school resources • Mediation • Restitution of damages or stolen property (if applicable) • Class schedule change (as appropriate) • Informal/formal check-ins with designated staff • Development of support/safety/crisis plan • Referral to Student Intervention Team (SIT) • If the student has a disability, reviewing and revising IEP (Individualized Education Plan) or 504 plans • Pair student with a mentor • Referral to community agency for support with identified needs (housing, food stability, leadership development, mental health counseling, social skill development, drug and alcohol assessment/treatment, etc.)

Remote Learning Discipline Matrix

Cyber Bullying/ Harassment		Classroom-Based Response for Remote Learning	School-Based Response for Remote Learning
Bullying, Intimidation, or Harassment	Elementary	X	X
	Middle School	X	X
	High School	X	X
Sexual Harassment *Consult with OSCR/ Title IX (206) 252-0367	Elementary	X	X
	Middle School	X	X
	High School	X	X
Threats of Violence *Consult with Discipline and Behavior Office (206) 252-0822	Elementary		X
	Middle School		X
	High School		X
Lewd Conduct *Consult with OSCR/ Title IX (206) 252-0367	Elementary		X
	Middle School		X
	High School		X
Malicious Harassment *Contact OSCR/HIB (206) 252-0306 *Consult with OSCR / HIB (206) 252-0306	Elementary		X
	Middle School		X
	High School		X
Gang/Hate Group Activity	Elementary		X
	Middle School		X
	High School		X
Hazing *Consult with Discipline and Behavior Office (206) 252-0822	Elementary		X
	Middle School		X
	High School		x
Classroom Management			
Disobedience Note: Highly Subjective based on Adult Bias	Elementary	X	X
	Middle School	X	X
	High School	X	X
Disruptive Conduct Note: Highly Subjective based on Adult Bias	Elementary	X	X
	Middle School	X	X
	High School	X	X
Gambling	Elementary	X	X
	Middle School	X	X
	High School	X	X

Inappropriate Language	Elementary	X	X
	Middle School	X	X
	High School	X	X
Interference with School Authorities Note: Highly Subjective based on Adult Bias	Elementary		X
	Middle School		X
	High School		X
Rule-breaking Note: Highly Subjective based on Adult Bias	Elementary	X	X
	Middle School	X	X
	High School	X	X
Use of Technology			
Computer Trespass and Tampering	Elementary	X	X
	Middle School	X	X
	High School	X	X
False Reporting	Elementary		X
	Middle School		X
	High School		X
Misrepresentation	Elementary		X
	Middle School		X
	High School		X
Misuse of Computers Note: Highly Subjective based on Adult Bias	Elementary	X	X
	Middle School	X	X
	High School	X	X
Plagiarism	Elementary	X	X
	Middle School	X	X
	High School	X	X

***Note – Students choosing not to turn on cameras is not considered a disciplinary action.**