



Virtual Behavior Support Guidance

The MNPS handbook serves as an online resource for staff, students and families and includes information to help navigate the school year. The online handbook includes links to policies and procedures, resources for families and important information on the rights of MNPS students, families and staff to learn and work in safe and supportive environments. MNPS will extend this same expectation to our virtual learning community. The Virtual Behavior Support Guidance provides information intended to be a support in the virtual learning environment to include positive, proactive and restorative behavior strategies.

MNPS Handbook Link: <https://www.mnps.org/handbook>

Strategies to Support Social Emotional Learning and Behavior

Teachers should be intentional about building a sense of community, culture and climate using the following social emotional learning (SEL) strategies in instructional delivery:

Welcoming Rituals/Inclusion Activities: Creating a climate of inclusion, belonging, and connection.

- Everyone's voice is heard by at least one other person
- There is an element of personal choice
- The activity matches the purpose and needs of participants
- When possible, each person is welcomed by name

Engaging Practices: Building a relationship to academic learning.

- Create opportunity for sense making with self or others
- Support everyone's learning
- Help the group stay focused and in a state of optimal learning

Optimistic Closures: Leaving the group on an optimistic note.

- Gives participants time to reflect
- Is forward/future focused
- Respects the diversity and varied experiences of the group
- Everyone's voice is heard by at least one other person

Additional Proactive Behavior Strategies

Below are proactive strategies for teachers to utilize during instructional delivery that will support building strong student-to-teacher connections and relationships to enhance the learning environment.

1. Spend time orienting students to the use of the online platforms.
2. Create, teach and reinforce expectations and routines as applied to the virtual world.
3. Daily reminder that classes are being recorded for future reference.
4. Build a sense of community, culture and climate initially. Have students contribute and agree to virtual classroom rules.
5. Listen to students.
6. Build a sense of trust and establish positive relationship building through non-contingent attention.
7. Understand that students who have experienced trauma often display undesirable behavior (a cry for help). Utilize de-escalation strategies as appropriate.
8. Strive to understand the mental and emotional health issues the students may be suffering from upon returning.
9. Create multiple strategies and opportunities for responses to increase student engagement.
10. Ensure students have structured breaks within the lesson.

Suggested Restorative Strategies

When responding to behaviors using a restorative approach, utilize the 5 R's for Logical Consequences.

The 5 R's for Logical Consequences

Related	A consequence should be logically connected to the behavior. The more related to the consequence, the more valuable it is to the student.
Reasonable	A consequence should be equal in proportion and intensity to the misbehavior. The purpose is for students to see the connection between behavior and consequences, not to make them suffer.
Respectful	A consequence should be stated and carried out in a way that preserves a student's self-esteem. It addresses the behavior, not the character of the student.
Reliably Enforced	A consequence should follow misbehavior. Threats without our actions are ineffective. Consistency is key.
Revealed	A consequence should be revealed (known) in advance of predictable behavior such as breaking class rules. When misbehavior occurs that was not predicted, logical consequences connected to the behavior should be established.

Restorative Steps in Virtual Learning Environment

To maintain safe and supportive virtual learning environments, use these restorative steps should undesirable behaviors persist or become disruptive to teaching and learning.

1. Redirect undesired behavior
2. Verbal warning related to the behavior
3. Teacher privately chats with student about behavior
4. Mute Student displaying undesirable behavior (when necessary) but allow them to remain part of the class
5. Notify parent/guardian at first chance
6. S-Team
7. Collaborative Referral leading to virtual counseling
8. Restorative Conference meetings with parent/guardian, teacher and student

9. **In extreme situations only**, remove Students from synchronous virtual classroom setting 1 day with access to recorded lessons and guidance of staff member, as needed

**Document steps 1-7 in the Support & Intervention Page of Infinite Campus.*

At administrator's discretion, generate a discipline referral at steps 8 and 9.

Once a student has been assigned ISS, the Administrator is to inform parent/guardian that the student will not be allowed to participate in synchronous learning for the assigned day.

On the day prior to synchronous learning, the teacher is to remove student from the participant list in Teams.

MNPS Discipline Codes (virtual learning)

The discipline codes below are most relevant to the virtual learning environment.

Behaviors	Evidence	Platform	Response Options
203- Inappropriate use of electronic devices	Inappropriate images, video, links, files, intentionally loud audio, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Follow Reactive Steps 1-7 prior to submitting a discipline referral
301- Profane language towards an authority figure	Inappropriate language, video sent to peers and teacher, chat message, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Follow Reactive Steps 1-7 prior to submitting a discipline referral
306- Falsifying school records	Hacking into teacher grade book to change grades or other information.	Infinite Campus	Refer to administrator for determining restorative steps
313- Threats Class I	Inappropriate threats sent to peers via images, video, links, files, audio, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps
400- Harassment of Staff	Inappropriate harassment directed toward staff via images, video, links, files, audio, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps
403- Threats Class II	Inappropriate threats to peers and staff via images, video, links, files, and audio with a credible plan.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps
Behaviors	Evidence	Platform	Response Options
404- Threats by electronic Device	Inappropriate threats of severe bodily harm or death towards peers and staff via images, video, links, files, comments and audio	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps
406- Cyber Bullying	Inappropriate images, video, links, files, audio, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps
413- Extreme Disruption of School/Virtual Classroom environment	Inappropriate language, video sent to peers and teacher, chat message, etc.	Microsoft Teams, Schoology, Flipgrid, Office 365 Email, etc.	Refer to administrator for determining restorative steps

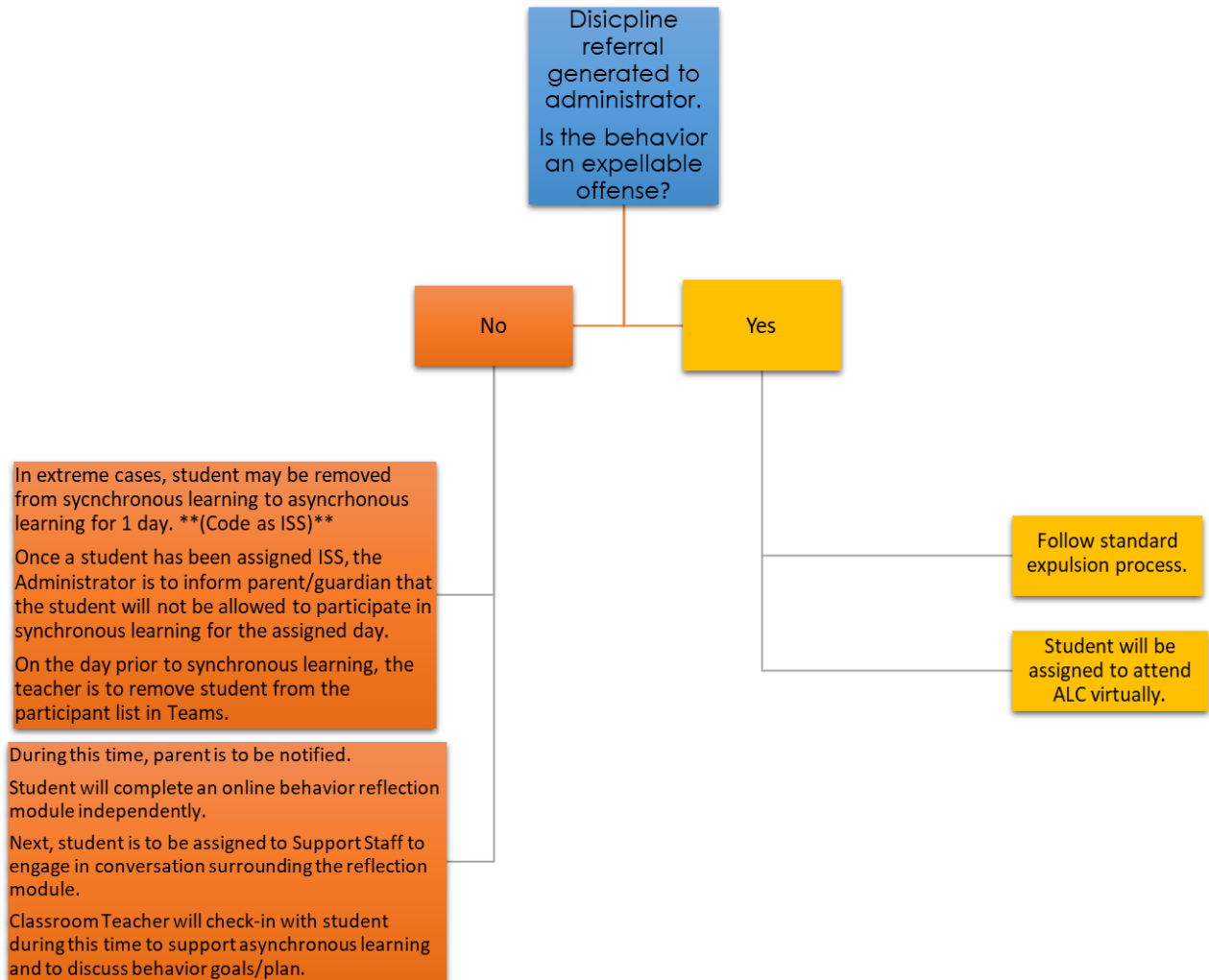
Dress Code Expectations

Students shall dress in an appropriate manner or so as not to distract or interfere with the operation of the school. (Example: Students will not wear any clothing that displays drugs/alcohol, paraphernalia, or is sexual in nature.)

When a student is dressed in a manner that is likely to cause disruption or interference with the operation of the school, the teacher should follow the virtual response plan guidelines.

Discipline Flow Chart

Behaviors that escalate to the level of reactive steps 8 & 9 are to be handled in the following manner:



"Administrators are the only staff that will approve and assign ISS."

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