

## Student Behavior Guidelines for COVID Times

### Distance Learning & Hybrid

This document is intended to provide guidelines to support new and/or unique student behavior related to COVID while in distance learning and hybrid. All other student behavior expectations outlined in Policy & Procedures 3240 remain in effect. For all strategies (prevention, intervention, discipline etc), considerations should be made for students' age, cognitive and developmental abilities. Remember, these behavior expectations are new to students and staff, and some go against natural human behavior. For questions regarding student discipline related to COVID times please contact Kisa Hendrickson or Holly Ferguson.

Behavior	Prevention	Intervention/ Consequence	Progressive Discipline	Staff available to support
<b>Masks</b> ( <i>hybrid</i> )	<ul style="list-style-type: none"> <li>● Update classroom and staff charters to emphasize feeling safe, cared for, etc.</li> <li>● Revise PBIS tier 1 grid with student and family input to define what success looks like</li> <li>● Pre-Teach what it looks like to be safe by wearing masks in different settings or activities (<i>using PBIS tier 1 grid</i>)</li> <li>● Proactively identify reinforcers of value to students, and then clearly describe how to earn them</li> </ul>	<ul style="list-style-type: none"> <li>● Positive reinforcement</li> <li>● Group contingency/celebration</li> <li>● Individual goal setting and contingency</li> <li>● Give another mask</li> <li>● Reteach with different method/Modality</li> <li>● Charter Champion</li> </ul>	<ul style="list-style-type: none"> <li>● Phone calls home reminding of expectation (<i>relationship built prior to negative phone calls</i>)</li> <li>● Additional phone calls home for recurring behavior, teach/re-teach</li> </ul> <p>Absolute refusal to wear a mask may result in a student being returned to remote learning, among other reasonable responses. Consultation with the ILED is required prior to returning a student to remote learning.</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Teachers</li> <li>-Counselors</li> <li>-Deans</li> <li>-Reengagement specialists</li> <li>-SEL/PBIS specialists</li> <li>-Paraeducators</li> </ul>

	<ul style="list-style-type: none"><li>• Have masks widely available</li><li>• Provide clear, specific district guidance around mask wearing (<i>adults and students</i>)</li><li>• Have images of mask wearing widely posted</li><li>• Post expectations with visuals at entries of buildings and classrooms</li><li>• Pre-developed lesson plans widely available on the WHY, WHAT, and HOW</li><li>• Academic integration of mask wearing (<i>political, equity, science, math, health, literature</i>)</li><li>• Develop system-wide educational videos and lessons</li><li>• Develop a curated list of suggested videos to use to pre-teach expectations, routines, incentives, etc. that are developmentally differentiated (<i>Pre-K, K-2, 3-5, 6-8, 9-12</i>) (ex: Kaiser</li></ul>			
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	<i>Playbook)</i>			
<b>Social Gatherings-groups of students congregating (hybrid)</b>	<ul style="list-style-type: none"> <li>• Pre-teach expectations, rationale and consequences</li> <li>• Incentives for keeping distant (<i>reward model behavior</i>)</li> <li>• Staff watch for bottlenecks and change practice (<i>ex. bus offboarding</i>)</li> <li>• Physical changes to building (<i>painting lines</i>)</li> <li>• Changes to the structure of the day (<i>switching up lunch</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Stress natural consequences (<i>i.e., you could get sick, you might miss school</i>)</li> <li>• Stress difference between home and school</li> <li>• Redirection</li> <li>• Reminder of expectations and reteaching</li> </ul>	<ul style="list-style-type: none"> <li>• Call home/set expectations</li> <li>• Create more physical separation (<i>lunch in 2 separate rooms</i>)</li> <li>• Individual or group modified plans (<i>i.e., staggered class dismissals etc</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Teachers</li> <li>-Paraeducators</li> <li>-Staff supporting common spaces and transitions</li> </ul>
<b>6 Feet Apart (hybrid)</b>	<ul style="list-style-type: none"> <li>• Teach and show what 6 ft is</li> <li>• Explain school expectations might not always follow family norms/beliefs (<i>ex. These are the expectations at school, this is why, this is what it looks like, this is how you will do it.</i>)</li> <li>• Video or posters of what</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection/redirection (<i>consider using non-verbal cues</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Call home</li> <li>• Referral (<i>if intentional and repeated</i>)</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher</li> <li>-Administrator</li> <li>-Paraeducators</li> <li>-Deans</li> <li>-Counselors</li> </ul>

	<p>this looks like in multiple languages</p> <ul style="list-style-type: none"> <li>• Provide safe spaces for interaction</li> <li>• Visual cues</li> </ul>			
<p><b>Online Behavior-chat, cameras, presentation</b> <i>(distance learning/hybrid)</i></p>	<ul style="list-style-type: none"> <li>• Build authentic relationships with students <i>(class meetings, student check-in)</i></li> <li>• Community expectations/agreement <i>(how do we want to experience online learning together?)</i></li> <li>• Revisit consent campaign</li> <li>• Consistent reference to norms <i>(norms need to be revisited and inclusive of all students/anti-racist lens)</i></li> <li>• Knowledge of student circumstances and comfortability with camera, Zoom etc.</li> <li>• Clarity/reinforcement to students re expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Positive Family/Guardian Call</li> <li>• Teach/re-teach/redirection</li> <li>• Staff intervention (i.e., disable chat, put student into separate breakout room etc)</li> <li>• Give student opportunity to make right choice</li> </ul>	<ul style="list-style-type: none"> <li>• Send private message via Chat to redirect/enter private breakout room for conversation</li> <li>• Restorative Justice</li> <li>• Referral <i>(for repeated behavior)</i></li> </ul> <p>For cyberbullying, following guidelines in the HIB policy 3207</p>	<ul style="list-style-type: none"> <li>-Administrators</li> <li>-Teachers</li> <li>-Paraeducators</li> <li>-Counselors</li> <li>-Deans</li> <li>-Reengagement specialists</li> <li>-HIB compliance officer (Isuzu Niizuma-Arambula)</li> <li>-School social workers</li> </ul>

	<p>of no recording/no pictures (<i>privacy confidentiality of content</i>)</p> <ul style="list-style-type: none"><li>• Cyberbullying lessons</li><li>• Mandated reporting (<i>consult with counselor or social worker if needed</i>)</li></ul>			
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