Purpose

This document will provide guidance for the implementation of the student discipline process in the virtual classroom. The DPS Board of Education recognizes that effective teaching and learning takes place in a safe, secure, and welcoming environment whether it is virtual or face-to-face. Safe learning environments contribute to improved engagement and increased student achievement.

Guidelines

Prevention First. Student discipline is accomplished by preventing misbehavior and using effective interventions if it occurs. Although our learning environments are virtual, the support from your allies in learning is still available to you, including restorative practices coordinators, mental health staff, school counselors, and other key faculty/staff members.

Relationships are essential. Building strong positive relationships between students and school faculty/staff members are essential even in the virtual classroom environment to support engagement in learning.

Discipline as learning. Equitable instruction and guidance by school faculty/staff when a misbehavior occurs provides students with the opportunity to learn the interpersonal and problem solving skills necessary to be successful, and avoid a discipline consequence. If a discipline consequence occurs, it must be timely, fair, age-appropriate, and match the severity of the misbehavior.

Early Learning Experiences. Positive school experiences for all students in the earliest grades creates a positive perception of school and builds social and academic skills necessary for later school success.

Key Implications

The wellbeing and academic success of students is promoted when school faculty and staff build positive relationships with students and are actively engaged in their lives.

Legal or Board Policy Connection

Discipline policy in Board Policy JK: Student Discipline

Discipline practices and procedures in Board Policy: JK-R: Student Conduct and Discipline Procedures

Nondiscrimination policy in Board Policy: AC: Nondiscrimination/Equal Opportunity

Nondiscrimination procedures in Board Policy: AC-R1: Procedures for the Investigation of Complaints of Discrimination and Harassment

Crisis prevention and management: Board Policy ADD: Safe Schools

Stakeholders

- DPS Students, Faculty/Staff, and Families
- Division of Student Equity & Opportunity
- DPS Department of Safety
- Local Law Enforcement and Fire Department

Role of School Level Discipline Building Leaders

- Discipline Building Leaders will continue to ensure misbehavior in the virtual environment is managed effectively following School Board Policy JK and JK-R. Student engagement in the virtual learning environment will require effective management of possible virtual misbehavior.
- Discipline Building Leaders will provide each student access to social emotional learning opportunities, and a safe and positive virtual academic environment by providing support when student misbehavior occurs during virtual learning.
- Discipline Building Leaders will continue to ensure misbehavior that may occur on school grounds during the remote learning experience will also continue to be managed effectively following School Board Policy JK and JK-R.
- Discipline Building Leaders will respond to complaints of harassment or discrimination in a timely and reasonable way using the Virtual Classroom Matrix by first contacting the DPR designee for your school. The DPR designee can seek guidance from the [DPR commons page](#) .
- Collaborate with district resources to augment the resources available virtually to support students
  - Contact your building mental health providers (school psychologist, school social worker, school counselor, etc.)
  - Contact Jane_Lineman@dpsk12.org, Student Safety Coordinator
  - Contact Shannon_Aud@dpsk12.org, Manager of Trauma-Informed and Restorative Practices
  - Contact Michael_Sykes@dpsk12.org, Manager of Behavior Barriers Team
  - Contact Meredith_Fatseas@dpsk12.org, Manager of Dept of Social Work/Psychological Services

Role of the Discipline Program Managers

During this period of virtual instruction, the district Student Discipline Program Managers will continue to ensure BOE Policies JK - Student Discipline and JK-R - Student Conduct and Discipline Procedures are implemented with fidelity. The district Discipline Program Managers will:
- Be available by email and telephone consultation with Discipline Building Leaders to address student discipline concerns that may occur in the virtual learning environment or on school grounds
- Provide access to allies in the work of supporting the needs of students in the virtual classroom environment.

Process

1. All schools will continue to implement student discipline procedures with fidelity to Board Policy JK and JK-R
2. All Discipline Building Leaders will be provided with the [Virtual Matrix](#)
   a. The [Virtual Matrix](#) highlights the offenses that are more likely to occur in a virtual environment. If non-highlighted offenses occur, contact the Discipline Program Manager assisned to your school for guidance
   b. Use the [Virtual Matrix](#) as you would the typical Matrix .
      i. Select the Offense that matches the behavior
      ii. Make the Mandatory Referrals for the offense
      iii. Complete the relevant Essential Protocols
      iv. Follow the Discipline Response for ECE - 3rd Grade or Grades 4 - 12.
   c. Whenever possible address a virtual misbehavior with a relationship-building conversation using these suggested steps, being mindful of the unique needs of the students who may be students with disabilities. The possible individuals who could have this conversation with the student include: the teacher, the DBL, the RP coordinator, or a member of the mental health team.

  i. Begin with connecting with the student

  ii. Ask the student for their side of the story. For example, something may be happening to the student in the virtual class that cannot be seen. Peers may be bullying/harassing over social media during the instruction and the student who is the target of the bullying/harassment may react in a way that can be visible/audible in the learning space.

  iii. Engage the student in a virtual 1:1 conversation regarding the possible misbehavior. For example, discuss with the student the possible impact of the inappropriate language to the student's own learning and to the virtual environment.

  iv. Address whether or not the student will accept responsibility for the misbehavior. For example, discuss the responsibility for inappropriate language and the impact to the virtual learning environment – as appropriate depending on the situation.

  v. Work together with the student to create a plan to address the impact to the student's own learning and to the virtual environment, as appropriate; and to assist the student with productively re-engaging in the virtual space.

  vi. Create an accountability plan that you and the student will monitor regularly.

 d. If the 1:1 virtual conversation with the student is unsuccessful at bringing about the desired behavior change, contact the parent/guardian. Hold a similar conversation with the student and guardian walking through the prior steps i-vi (see above). This will provide an opportunity for the parent to share information on how to best engage the student in the virtual learning environment. At this step, the team should revisit and adjust the accountability plan which should be monitored jointly by the teacher, the guardian, and the student.

 e. To further support the needs of the student, the teacher should consider accommodations and/or modifications in the delivery of the virtual instruction to foster engagement and academic progress. If the student is a student with a disability, consult the student's special education case manager or the 504 Plan manager.

 f. Additional Guidance for addressing student misbehavior in the learning space may be found on
  i. [Restorative & Trauma Informed Considerations](#)
  ii. [Behavior Barriers Team](#)

3. Infinite Campus/Behavior Management Documentation
 a. Document All Type Two through Six offenses in Infinite Campus using the following guidance as it reflects what is possible to document in IC/Behavior Management while instruction occurs in the virtual learning environment
  i. Resolutions for Type Two and Three misbehaviors are addressed using the relationship-building conversation described above
    1. Select 'Restorative Approach' as the resolution when a teacher/DBL has a conversation using the steps above with a student regarding misbehavior in the virtual environment. Add the key elements of the misbehavior and the conversation in the comments selection.
    2. Select 'Behavior Plan' if the teacher and student have created a plan (Step vi above)
    3. If the misbehavior involved harassment based on the protected classes or sexual harassment (BOE Policies AC, JB, JLF), contact your school's DPR designee to have a conversation about the engagement of the Discrimination Prevention & Response Process. Additionally, select the type of harassment based on the protected class in IC/Behavior Management
  ii. Resolutions for Type Four and Five Offenses
    1. Misbehavior on School Grounds - Please be aware that students may engage in misbehavior on school grounds during remote learning. If this occurs, the offense will be

addressed on a case by case basis. Contact your Discipline Program Manager immediately for guidance.

    2. Misbehavior in the Virtual Learning Classroom - Type Four and Five Offenses cover a wide range of behaviors. When a student engages in a Type Four or Five misbehavior in the virtual environment, the following steps will be used:

        a. Mute and gray-out the student in the virtual classroom. Continue to hold the student accountable for the coursework. This may entail working 1:1 with the student by telephone. If appropriate the Restorative Practices coordinator or the mental health team could work virtually 1:1 with the student to bring about a restoration of the student's full and appropriate participation in class.

        b. If the virtual misbehavior is determined through consultation between the school DBL and the district Discipline Program Manager to be particularly egregious, the additional step of disallowing the student's virtual classroom participation may occur. Virtual participation will be replaced by digital or paper packets that the student will be required to complete. Any necessary instruction in the coursework can be provided 1:1 through a telephone call from the teacher(s). The digital or paper packets will replace only the affected class, unless determined through consultation with the Discipline Program Manager that all classes will be replaced by packets.

    3. Select the appropriate Offense in Infinite Campus

        a. Describe the behavior and the extent of the virtual response in the Comments section.

        b. If the RP or mental health team work with the student restoratively, select a Restorative approach resolution

        c. If a behavior plan is developed, select Behavior Plan

  iii. Resolution for Type Six - Firearm

    1. On school grounds - Contact the Discipline Program Manager for your school immediately

    2. Threatening in the virtual classroom with a firearm

        a. Immediately contact the DPS Department of Safety at 720-423-3911 and the Denver Police Department or 911. Please be prepared ahead of time for these phone calls by having on hand the first and last name of the student, and the address of the student as provided on Infinite Campus.

        b. Immediately contact the District Discipline Program Manager

        c. Mute and gray-out the student in the virtual classroom. Continue to hold the student accountable for the coursework. This may entail working 1:1 with the student by telephone.

        d. If the virtual misbehavior is determined through consultation between the school DBL and the district Discipline Program Manager to be particularly egregious, the additional step of disallowing the student's virtual classroom participation may occur. Virtual participation will be replaced by digital or paper packets that the student will be required to complete. Any necessary instruction in the coursework can be provided 1:1 through a telephone call from the teacher(s). The digital or paper packets will replace only the affected class, unless determined through consultation with the Discipline Program Manager that all classes will be replaced by digital or paper packets.

    3. Select the appropriate offense in Infinite Campus

        a. Describe the behavior and the extent of the virtual response in the Comments section.

b. Entering an event in Infinite Campus

  i. Select Student Name/Behavior/Behavior Management/New

    1. Title: Virtual Classroom

    2. Context: During Class

    3. Behavior Incident Location: Class Room

4. Details: Describe incident
5. Add Participant: name of student(s)
6. Event Type: Select Event Type. This is the same as the offense on the Virtual Matrix
7. Participant Details: Describe in a narrative form, the resolutions that have been implemented for this student using the above guidance for the resolutions possible in the virtual classroom environment
8. Add Resolution:
   a. If a Restorative Practice is conducted with the student, select Restorative Practice
   b. If an Accountability Plan has been developed with the student, select Behavior Plan - General Education
   ii. If you have questions, contact the Discipline Program Manager for your school
c. As all iterations of each possible misbehavior cannot be addressed in a single guidance document, the recommendation is for the DBL to contact the Discipline Program Manager for your school with questions.
d. The Discipline Program Managers are:
   1. lisa_pisciotta@dpsk12.org 303-550-5240
      a. All charter and Innovation schools except Northfield High School
      b. All district-managed elementary schools except Kunsmiller Creative Arts Academy (K-12)
   2. barbara_downing@dpsk12.org 720-423-2047
      a. All district-managed high schools
      b. All district-managed 6-12 schools
      c. All district-managed middle schools
      d. Kunsmiller Creative Arts Academy (K-12)
      e. Northfield High School

Resources/Links

Discipline policy in Board Policy JK: Discipline
Discipline practices and procedures in Board Policy: JK-R: Student Conduct and Discipline Procedures
        Virtual Matrix link
Nondiscrimination policy in Board Policy: AC: Nondiscrimination/Equal Opportunity
Nondiscrimination procedures in Board Policy: AC-R1: Procedures for the Investigation of Complaints of Discrimination and Harassment