

VIRTUAL STUDENT CONDUCT EXPECTATIONS



A Guidebook for parents...

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901-416-5300

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Virtual Conduct Expectations & Protocols

All students will be expected to abide by the existing SCS Student Code of Conduct during virtual schooling. The virtual class is an extension of the school, just as the bus and any school related activity. This document is designed to be followed in tandem with the SCS Student Code of Conduct.



***For additional clarity surrounding discipline protocols, contact
Office of Student Equity, Enrollment & Discipline (SEED)
901-416-6007.***

SEED District Officials and Managers will provide direct consultation.

For revisions, contact Dr. JB Blocker, Manager of Equity & Discipline BLOCKERJ@scsk12.org

PARENT RESPONSIBILITIES

Virtual Restorative Practices & Discipline Responses

1. Parents should familiarize themselves with the following Policies to assist with communicating behavioral expectations to students:
 - [SCS Policy 6022 -Student Conduct](#)
 - [SCS Policy 6026-Discipline Appeals](#)
 - [SCS Policy 6046-Bullying](#)
 - [SCS Policy 5007-Digital Learning Policy](#)
2. Parents should communicate regularly with teachers and administrators regarding the status of their students and work collaboratively with employees to develop behavior support plans, especially if misbehavior becomes a concern.
3. Parents should ensure that students wear appropriate dress, that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: clothing with profanity; derogatory terms; racial slurs; sexual content; and clothing that is transparent or overly revealing. School uniforms will not be required for Virtual Schooling.
4. Parents should make every attempt to provide appropriate working stations/settings with minimal distractions for students (i.e., isolation, if possible, quiet areas etc.)
5. Parents should consult with the Office of Student Equity, Enrollment & Discipline by calling (901-416-6007) for additional discipline guidance, requests for formal due process and support regarding the implementation of behavior support plans.
6. Parents must adhere to the SCS Acceptable Use Policy when using electronic devices for schooling.

ADDITIONAL DISCIPLINE SUPPORTS

1. District Officials and Managers from the Office of SEED will be on standby to provide ongoing consultations and guidance to parents and administrators when dealing with virtual behavioral incidents. Please see the SEED contacts sheet on page 11.
2. Due Process is still required in all instances and appeals can be held for individuals disputing discipline consequences.



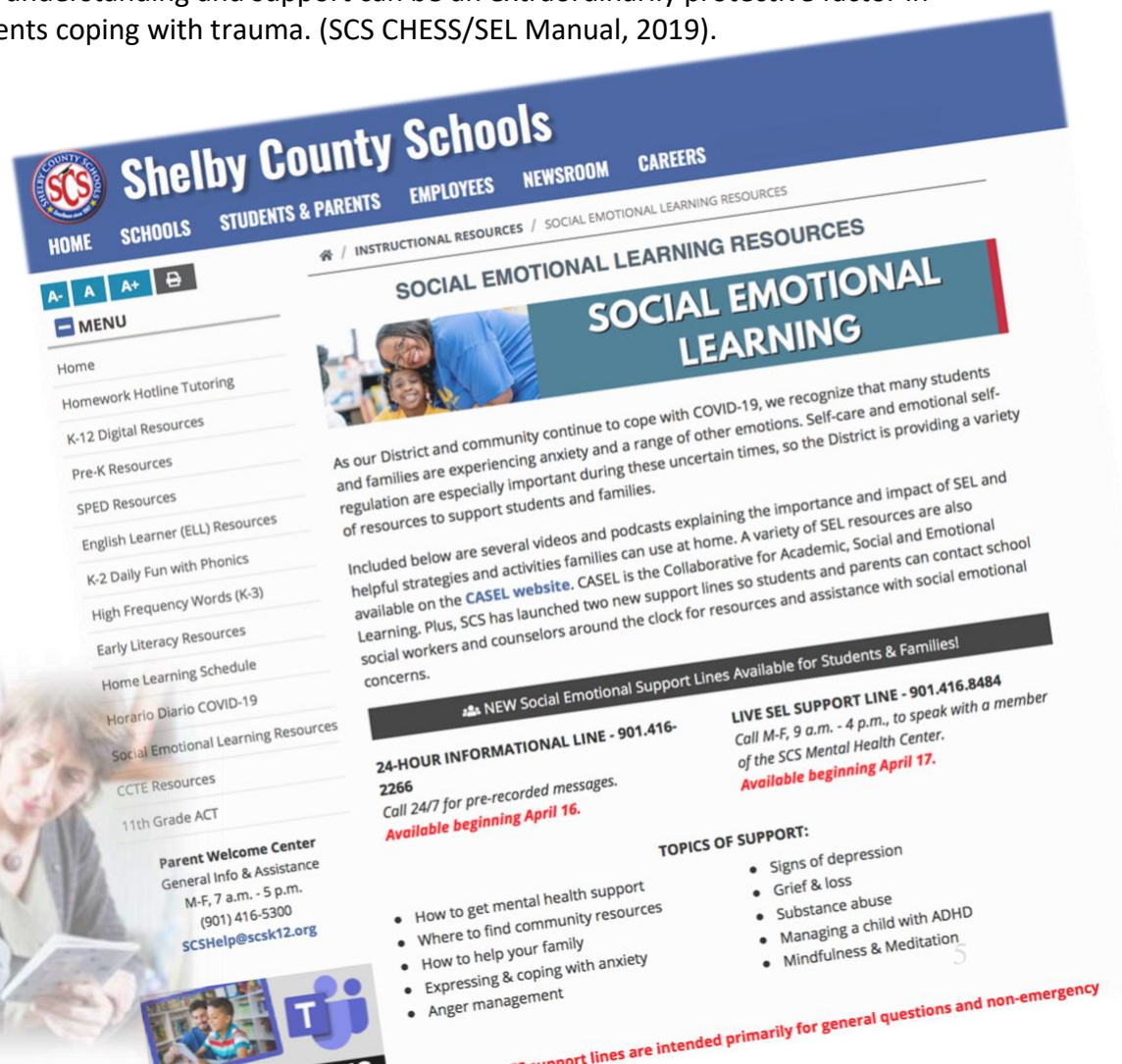
PARENT SEL SUPPORTS

[Parents should click here for SEL supports](#)

*The SCS school district cares about the emotional well-being of it's students and parents. The district understands that sometimes parents can benefit from assistance while maneuvering through unforeseen challenges. **Parents and guardians should click the link above to receive additional SEL supports (videos, materials, ideas etc.)***

SOCIAL EMOTIONAL LEARNING & ACES

The vision for Shelby County Schools is to provide equitable support to all students to build their emotional, social and cognitive development through the use of research-based strategies grounded in trauma-informed practice that leads to improved school climate and attendance, decreased suspensions, expulsions, drop-out rates, and reduced stress for staff and students. Addressing Adverse Childhood Experiences in Tennessee and Shelby County Chronic childhood trauma, or what experts call adverse childhood experiences (ACEs), can affect a child's brain-building process. ACEs are toxic to brain development and can compromise the brain's structural integrity. Left unaddressed, ACEs and their effects make it more difficult for a child to succeed in school, live a healthy life and contribute to the state's future prosperity — our communities, our workforce, and our civic life. Schools that build cultures of understanding and support can be an extraordinarily protective factor in the lives of students coping with trauma. (SCS CHESSEL Manual, 2019).



The screenshot shows the Shelby County Schools website's 'SOCIAL EMOTIONAL LEARNING RESOURCES' page. The page features a navigation menu with links for HOME, SCHOOLS, STUDENTS & PARENTS, EMPLOYEES, NEWSROOM, and CAREERS. Below the navigation is a 'MENU' section with various resource links. The main content area is titled 'SOCIAL EMOTIONAL LEARNING' and includes a video thumbnail of a woman and a child. The text on the page discusses the impact of COVID-19 on students and families, and provides information about SEL resources and support lines. A 'Parent Welcome Center' contact box is also visible.

Shelby County Schools
HOME SCHOOLS STUDENTS & PARENTS EMPLOYEES NEWSROOM CAREERS

INSTRUCTIONAL RESOURCES / SOCIAL EMOTIONAL LEARNING RESOURCES

SOCIAL EMOTIONAL LEARNING

As our District and community continue to cope with COVID-19, we recognize that many students and families are experiencing anxiety and a range of other emotions. Self-care and emotional self-regulation are especially important during these uncertain times, so the District is providing a variety of resources to support students and families.

Included below are several videos and podcasts explaining the importance and impact of SEL and helpful strategies and activities families can use at home. A variety of SEL resources are also available on the [CASEL website](#). CASEL is the Collaborative for Academic, Social and Emotional Learning. Plus, SCS has launched two new support lines so students and parents can contact school social workers and counselors around the clock for resources and assistance with social emotional concerns.

NEW Social Emotional Support Lines Available for Students & Families!

24-HOUR INFORMATIONAL LINE - 901.416-2266
Call 24/7 for pre-recorded messages.
Available beginning April 16.

LIVE SEL SUPPORT LINE - 901.416.8484
Call M-F, 9 a.m. - 4 p.m., to speak with a member of the SCS Mental Health Center.
Available beginning April 17.

Parent Welcome Center
General Info & Assistance
M-F, 7 a.m. - 5 p.m.
(901) 416-5300
SCSHelp@scsk12.org

TOPICS OF SUPPORT:

- Signs of depression
- Grief & loss
- Substance abuse
- Managing a child with ADHD
- Mindfulness & Meditation

Support lines are intended primarily for general questions and non-emergency

STUDENT EXPECTATIONS

Students must maintain virtual settings and behaviors that are conducive for instruction and that minimize distractions.

Virtual Work Settings

1. Working stations must be free of foreign objects that are not being utilized for instruction.
2. The recording device being used for instruction must be positioned to allow teachers to observe both the working space and student, especially during testing.
3. Eating and drinking are not allowed during virtual courses. This is hazardous to electronic devices and can also be distracting during instruction.
4. **When possible**, students are encouraged to work in areas that are isolated from other individuals and pets. If circumstances exist that do not allow complete seclusion, the parent will need to share this information separately with the instructor. Instructors will only require what the parent can reasonably provide.
5. Additional electronic devices should not be kept or used within the visible working area, unless they are being utilized for instruction/are teacher approved. This includes the use of speakers, phones, earphones and other devices that may provide distractions from teacher lead instruction.
6. Students will follow daily guidance from their teachers regarding best methods of communicating and participating during virtual schooling. Instructions regarding when and how to interact verbally and how to use audio and camera options will be dependent on the design of instruction and direction of the teacher.

Student Dress & Conduct

7. Students are to wear appropriate dress, that does not distract from the virtual learning process. Inappropriate attire including but not limited to the following are prohibited: clothing with profanity; derogatory terms; racial slurs; sexual content; and clothing that is transparent or overly revealing. School uniforms will not be required for Virtual Schooling.
8. Students should refrain from engaging in any of the behaviors identified in [SCS Policy 6022](#) while engaged in virtual schooling. **Traditional school rules and behavioral expectations still apply.** Behavior that is disruptive to the virtual schooling setting will be addressed using progressive discipline measures.
9. Students are to remain positively engaged in instruction and participate.



Virtual Conduct Expectations & Protocols

The purpose of the Student Code of Conduct is to support positive student behavior and, when appropriate, apply reasoned discipline.

VIRTUAL DISCIPLINE CATEGORIES

In order to maintain positive virtual schooling climates, students are prohibited from engaging in the misconduct outlined in Policy 6022. The Student Code of Conduct's progressive categories (in their entirety) will continue to be used when defining and responding to virtual misconduct. Please see [SCS Policy 6022](#) pages 13-21, for a comprehensive list of the Discipline Categories A-E.

For the purposes of specifically addressing “virtual” conduct expectations, please give special attention the prohibited Category C, D, E and A behaviors below.

Category C (*Moderate-Serious*)

- #1. Threatening bodily harm to school personnel, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a school employee and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;
- #7. Malicious destruction of or damage to school property, including electronic media, or the property of any person attending or assigned to the school;
- #8. Stealing or misappropriation of school or personal property (regardless of intent to return);

Consequences for these behaviors can result in

- Parent-Principal Conference (Virtual/in-person/phone)
- Virtual Supervised Study/Detention
- Virtual In-School Suspension
- In-School Suspension
- Out-of-school Suspension
- Remand to Alternative School



Category D (*Minor- Moderate*)

#4. Threatening bodily harm to another student, including transmitting by an electronic device any communication containing a credible threat to cause bodily injury or death to a student and the transmission of such threat creates actual disruptive activity at the school that requires administrative intervention;

#7. Inappropriate use of electronic media, including, but not limited to, all calls (land line, cellular or computer generated), instant messaging, text messaging, video/audio recording devices, iPods, MP3s or any type of electronic music or entertainment device, and cameras and camera phones;

#9. Bullying/cyberbullying, intimidation, and harassment

#11. Inciting, advising or counseling of others to engage in any acts in Categories A, B or C using any means to send or receive spoken or written messages, including, but not limited to, notes, letters, texts, online or in-person group chats or conferencing, electronic messaging, audio messaging, video messaging, social media posts/streams, or other similar forms of communication;

Consequences for these behaviors can result in

- Parent-Principal Conference (Virtual/in-person/phone)
- Virtual Supervised Study
- Virtual In-School Suspension
- In-School Suspension



Category E (*Minor*)

#1. Habitual and/or excessive tardiness;

#2. Class cutting*;

#3. Intentional disturbance of class, cafeteria or school activities;

#8. Possession of and access to beepers, cellular phones or other electronic communication devices during school hours without permission of the principal or in violation to district/school policy;

#10. Dress code violation, including wearing, while on school grounds during the regular school day, clothing that exposes underwear or body parts in an indecent manner that disrupts the learning environment

Consequences for these behaviors can result in

- Parent-Principal Conference (Virtual/in-person/phone)
- Virtual Supervised Study/Detention
- Virtual In-School Suspension

CATEGORY A OFFENSES

Note: Any student who commits a **Category (A) offense** must receive a mandatory 180 day suspension. Category (A) offenses include: possession of drugs, aggravated assault of staff and possession of a firearm on school property/event. **Notification will be made to law enforcement authorities. Any modification of this penalty can only be made by the Superintendent.**

CYBER-BULLYING

As previously mentioned in Category (C), **Bullying, Cyber-bullying and harassment** of any kind are **strictly prohibited** and can result in disciplinary action (up to suspension). In addition to reporting directly to staff, victims of bullying may also report bullying using the Safe-School Web Tips reporting process, which can be found in [SCS Policy 6046](#) .

Any complaints of harassment, intimidation or bullying should include the following information:

- Identity of the alleged victim and the person accused;
- Location, date, time and circumstances surrounding alleged incident;
- Description of what happened;
- Identity of witnesses; and
- Any other evidence available.



EXCLUSIONARY DISCIPLINE MEASURES

For the purposes of virtual schooling, exclusionary consequences will be considered as:

- any direct removal from the virtual schooling process, long-term remands to the virtual alternative school setting and failure to provide IEP approved services during virtual schooling (i.e., OSS, removal from virtual class without assigning Virtual ISS, etc.).
- Exclusionary consequences should only be used as a last resort and after implemented interventions have failed, unless otherwise dictated by policy categories.



504 & SPECIAL EDUCATION

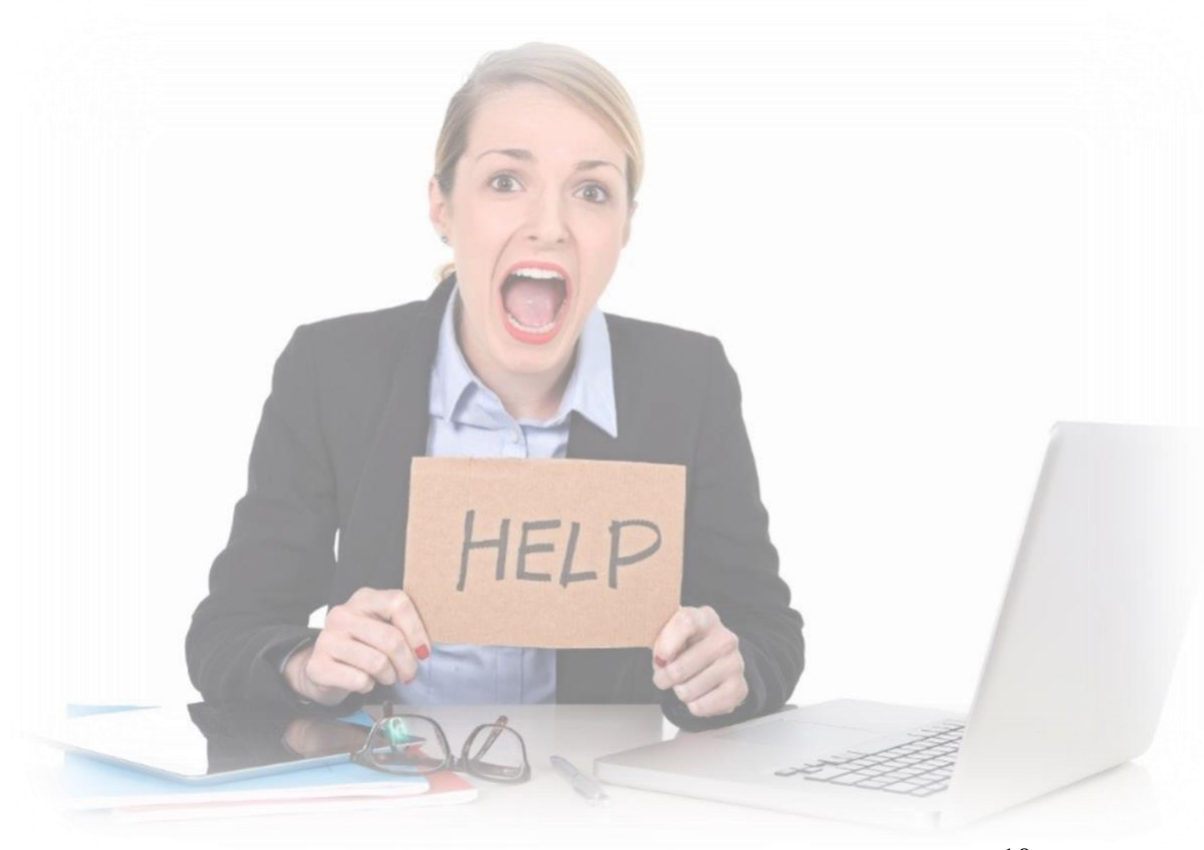
Local, State and Federal stipulations still apply for students who receive 504 and special education services within the virtual school setting.

Manifestation meetings should be held for disabled students when suspensions are expected to extend beyond 10 days or when there is a pattern of misbehavior. Unless a disciplinary infraction is the direct result of a child's disability, the child will be disciplined in the same manner as a nondisabled child. The district, parent/guardian, and relevant members of the IEP team shall review all relevant information to determine:

1. if the conduct was a direct result of the district's failure to implement the IEP; and/or
2. if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability.

Parents should continue to collaborate with the IEP team to develop the best strategies and methods for students who have disabilities.

More Questions???



FREQUENTLY ASKED QUESTIONS

Who should I contact if I disagree with my child's consequence or suspension?

Parents/Guardians have the right to appeal suspensions if they disagree. Out-of-school suspensions 10 days or less, virtual in-school suspensions, and minor consequences like detention etc. should be appealed to the school principal for review.

Long-term suspensions (greater than 10 days) should be appealed to the Office of SEED (Student Equity, Enrollment & Discipline) by calling 901-416-6709. The formal appeal process is outlined in the Suspension Appeals document following this section.

What if my child was expelled BEFORE the COVID 19 school closing?

Parents who were suspended **before** the COVID 19 school closings on March 12, 2020 were required to request a Due Process Hearing within 5 days of the suspension to appeal long-term suspensions (as listed on the Official Suspension Notice). Parents will only be able to appeal, if they requested the appeal within the 5 day period, or otherwise approved by the Office of SEED due to a verified emergency circumstance.

What if my child was expelled AFTER/DURING the COVID 19 school closing?

If any parent was not able to request a suspension appeal (Due Process Hearing) due to the COVID 19 school closures, that parent will be allowed to schedule an appeal once school officially starts again. Parents will need to contact 901-416-6709 to schedule appeals.

FREQUENTLY ASKED QUESTIONS Cont'd

Does my child have to attend the alternative school?

Recent changes to the state law now require that students attend the Alternative Schooling setting, if under expulsion. When students are under expulsion, parents **cannot** ...

- bypass the alternative school setting and continue enrollment into the zoned/home/transfer school.
- Stay home and avoid all schooling

Kindergarten students cannot attend alternative schools (contact SEED 901-416-6007), if your kindergartner has been expelled. Parents will be required to contact the Alternative School at **901-416-2200** to begin the orientation process. This will ensure that the student's instruction continues and that the student is not academically retained.

Can my child be disciplined for behavior at home during virtual schooling?

Yes, students who attend virtual schooling will be required to maintain appropriate behavior while attending school virtually. Virtual schooling is an extension of the normal schooling program.

What about Truancy and Attendance?

The law requires that parents ensure that students attend school regularly. The truancy law requirements have not changed and still apply for the Virtual Schooling settings. Please see the Truancy flow chart (p.14). Absences (i.e., doctor's appointments, sickness, funerals etc.) must continue to be reported to the school, just as before.

Who should I contact if I have additional discipline questions?

Please contact the **Office of Student Equity Enrollment & Discipline (SEED)** when attempting to seek clarity regarding discipline matters. Contacts have been supplied on the final page of this document.

Suspension Appeals



Virtual Suspension Appeals Process


Process for Handling Incoming Inquiries

Principals are obligated by law to communicate the right of appeal

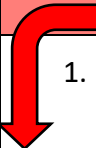
<p>Principals Parents Guardians DCS Guardians Unaccompanied Youth Authorized Attorneys</p>	<p>Stage 1- Parent(s) may request hearings by contacting Jeannie Parks, Discipline Analysts at 901-416-6709 or 901-416-6007. Parents who are not in disagreement with the suspension may proceed directly to the virtual alternative school setting and are not required to have the Discipline Hearing Appeal. Parent requests must be within 5 days of the suspension date. Electronic invites (i.e., Microsoft Teams/Zoom etc.) to be determined by SEED will be sent to all parties.</p>
<p>NOTE:</p> <p>All Officials within the Office of S.E.E.D. serve district-wide and all serve as Discipline Hearing Authorities, per state law requirements. To ensure the maximum convenience for parents, Officials will conduct the legal due process proceedings virtually using a standard technological platform adopted by the district, unless otherwise determined by the SEED Director/Manager of Equity & Discipline. Hearings will be video recorded only by the SEED Office and administrators, students, and the parents/guardians must be present. All parties may request a copy of the hearing.</p>	<p>Stage 2- standardized virtual hearing times are provided as an option to parents, administrators and Officials (i.e., 8:30am, 10:00am, 10:30 am, and 12:30pm). Standardized times ensure continuity and consistency required to schedule the various hearing requests.</p>
	<p>Stage 3- Officials and School Administrators need to either accept or deny the virtual hearing request (emailed calendar invite) as soon as possible. If denied a new hearing request will be scheduled, unless the 10 legally mandated days have passed. It is imperative that all administrators respond to hearing requests and identify other administrations for coverage if they cannot attend.</p>
	<p>Stage 4-The parent is informed of the hearing date and time in writing from the Office of S.E.E.D. If the administrator doesn't respond within 8 hours the parent will be notified of the date and time. Hearings shall be scheduled within 10 days of the suspension.</p>
<p>Stage 5 -The hearing will take place on the date and time it is scheduled unless the parent cancels, or emergencies deemed acceptable by the Office of S.E.E.D. occur and are communicated prior to the hearing. Administrators are required to contact Jeannie Parks as soon as possible if they choose to modify or cancel the hearing.</p>	

Virtual Truancy Progressive Intervention Flow Chart

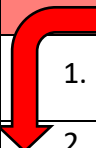
Three Unexcused Absences

- 
1. School sends Warning notice via letter or email.
 2. School logs in PowerSchool that warning letter has been sent.


Five Unexcused Absences

- 
1. School schedules and conducts Student Attendance Review Team (SART) in-person or virtual meeting. A Parent Student Attendance Plan (PSAP) is completed.
 2. School monitors student's progress and intervenes as needed.
 3. If parent fails to attend SART and accumulates five (5) additional unexcused absences, school refers student to Truancy Specialist.
 4. School logs the SART meeting in PowerSchool.

Ten Unexcused Absences

- 
1. Truancy Specialist schedules Student Attendance Review Board (SARB) in-person or virtual meeting.
 2. Specialist assesses reasons for additional absences and determines needs for intervention/support
 3. The Specialist modifies the PSAP if needed. If the parent does not attend the SARB meeting and the student continues to accumulate absences, the case may be referred to juvenile court.

Fifteen or More Unexcused Absences

- 
1. Truancy Specialist assesses reasons for continued absences, determines need for a revised plan of intervention.
 2. If the progressive truancy intervention plan is unsuccessful with a student and the district can document that the student's parent or guardian is unwilling to cooperate in the truancy intervention plan, it may then be referred to Juvenile Court.

**OFFICE OF STUDENT EQUITY ENROLLMENT & DISCIPLINE
(SEED ADMIN)**



Dr. Angela Hargrave, Director

District Managers & Officials

Note: All District Managers and District Officials provide district-wide support and direction concerning general discipline, attendance and enrollment procedures and practices. SEED administrators manage a variety of areas and should be called directly for consultation. All SEED staff works to rectify Office of Civil Rights non-compliance issues per the SEED Director's request(s).

Main number: 416-6075

Dr. Kimberly Baker	<i>Attendance Initiatives/Training, Civil Rights Data Collection, Parent-Student Handbook Updates</i>	416-7394 bakerkd@scsk12.org
Dr. Karen Ball	<i>Homeless Student & Foster Care Enrollment, Foster Care Review Board</i>	416-7393 ballkf@scsk12.org
Dr. JB Blocker <i>(Manager of Equity & Discipline)</i>	<i>General Discipline Implementation, State-Reported Discipline Data, Individualized PD Presentations/Training, & Standardized Discipline Forms etc.</i>	416-7383 blockerj@scsk12.org
Rosalind Davis <i>(Manager of 504, SEL & OCR)</i>	<i>504 Guidelines/Grievances, Registration Forms and OCR & ACEs Training etc.</i>	416-7453 davisrj@scsk12.org
Stacey Davis <i>(Manager Registrar)</i>	<i>Student Enrollment, Transfers & Tuition etc.</i>	416-7473 daviss2@scsk12.org
Dr. Alvin Harris	<i>Bullying, Cyber-bullying, Harassment and Intimidation</i>	416-7391 harrisae1@scsk12.org
Jason Harris	<i>Custody, Foreign Exchange Students, Victim of Violent Crimes Reporting Individual Exemptions from Standardized Dress Code/Uniform</i>	416-7735 harrisjk@scsk12.org
Kelvin Hart	<i>Monitor, Classroom Management, Restorative Practices Training, CTE visits, Student Centered Initiatives (i.e., task forces, advisory councils, mentor programs etc.)</i>	416-1766 hartkb@scsk12.org
Tommie McCarter	<i>Homeschooling/TN Virtual Schooling & Release from Compulsory Attendance</i>	416-7740 mccartertl@scsk12.org
Lisa Miller	<i>504 Guidelines, Training/Grievances, Foreign Student Enrollment & Adverse Childhood Experiences (ACEs) Training</i>	416-7570 millerls@scsk12.org
Thomasena Stuckett <i>(Manager of Truancy, ACEs & Homebound)</i>	<i>Homebound Instruction/Teacher Evaluations, Mental Health Facility Reimbursements, Adverse Childhood Experiences (ACEs) Training, District-wide PD Planning/Events etc.</i>	416-0539 stucketttd@scsk12.org