

ARTICLE 9

SAFE LEARNING ENVIRONMENT

The parties agree safety and fostering appropriate student behaviors are important priorities, requiring mutual efforts to ensure a safe learning environment. All staff, including administrators, will share in the responsibility for the well-being of all.

A. Student Conduct Procedures

1. Student Conduct Plan (*used to be Article 9.C*)

Each school shall develop and distribute to all members a plan for how ~~discipline problems~~ **student conduct** will be ~~handled~~ **supported**, which includes who is in charge when administrators are unavailable. **Student conduct plans shall encompass provisions for restorative practices, classroom behavior supports for teachers, and the procedure for student removal from class if necessary as outlined in Article 9.A.2.** By June 1, all members in the building will have input into the school conduct plan, with an opportunity to suggest revisions for the following year. Staff will have an opportunity to discuss this plan during pre-service week. This plan will be implemented when students arrive. Plans will follow the template in Appendix H.

2. Imminent Threat (*used to be Article 9.A*)

When, in the judgment of the member, a student's behavior poses an imminent threat to the health, safety or welfare of other students or staff **or rises to the level of** ~~(which may include extremely disruptive behavior)~~ requiring immediate action by the member to prevent harm to students and/or staff, the member shall ~~have support as outlined by the student conduct plan~~ be authorized to send the student or students causing the disciplinary problem to the administrator's office or a designated place for the balance of the class period or, at the elementary schools, until a conference is held as outlined in ~~Section B~~ **Article 9.A.3.**

3. Administrative Support (*used to be Article 9.B*)

~~Administrative support will provide restorative best practices including~~ The student is subject **After a student is sent to an administrator** ~~to reinstatement in the class following a~~ **restorative** conference between the administrator, the student, ~~and/or~~ the parent or guardian (where possible), and the member ~~where possible and appropriate~~ **will be offered** if requested by either the member or **by** the administrator. **If the member wishes to have a restorative conference, it will be held prior to the student returning to class.** ~~If the member completes a w~~ **Written behavioral referrals** to the administrator/designee, the member will **be responded to in** receive written **form** feedback about the action taken within two (2) student contact days of submission.

B. Juvenile Information

When notified by law enforcement or juvenile authorities, ~~the~~ District will **provide** ~~seek~~ ~~to obtain from juvenile authorities available~~ information concerning adjudicated students enrolled in District schools and information about the nature of their offense. School officials will set up procedures so this information will be available, in accordance with the law, to members who have “a need to know” as a result of an assignment to teach or supervise the student.

C. Behavioral Information

Within legal parameters, student 504 plans and IEP’s (including behavioral goals and required behavioral modifications) will be made available as soon as possible to all members assigned to teach students eligible for special education under state and federal law. Members with concerns about students with behavioral or health issues shall contact a building administrator.

D. Behavioral Goals

Student behavioral goals and required modifications, set up by a prior team, may be modified in a team meeting requested by a current member.

E. Consistent Discipline

All schools shall have an annual in-service on the Student-Family Handbook and the school ~~discipline~~ **conduct** plan (section C above). Members with questions about student discipline may contact their administrator.

F.-F. Equitable Policies Taskforce

The Association shall be allowed two (2) seats on the District’s Equitable Policies Taskforce. Those members shall be selected and appointed by the Association.

~~G. Behavioral Health and Wellness Cadre~~

~~The Association shall be allowed three (3) seats on the District’s Behavioral Health and Wellness Cadre and one (1) seat on the District’s Behavioral Health and Wellness Project Team. Those members shall be selected and appointed by the Association.~~

G. Restorative Practices

The District will provide eight (8) hours of professional development time and eight (8) hours of member-directed planning and preparation time for the purposes of implementing a full continuum of restorative practices.

ARTICLE 11

WORK YEAR

A. Normal Work Year Contract Days

1. 175 student days
2. Five (5) paid holidays (Labor Day, Veterans Day, Thanksgiving Day, Presidents Day, Memorial Day)
3. Three (3) pre-service days. Each fall, prior to the start of the student year, the District and/or school administrator may utilize up to eight (8) of the twenty-four (24) hours for pre-service. The remaining sixteen (16) hours, including one entire workday, will be reserved for individual planning and preparation.
4. Four (4) grading/assessment days are for individual members to grade student work and create report cards. Assessment days are for elementary members to be engaged in assessment activities as determined by each site staff. Appropriate activities are scoring, inputting scores, collecting, scoring and recording work samples, or communicating with parents about assessment.
- ~~5. Eight (8) staff workday/professional development days, two (2) of which are scheduled before the student school year. One (1) will be on the October state in-service day (may be taken off-site with prior approval of the administration). These days shall be scheduled as a combination of administrator-directed professional development and collaboration (four consecutive hours including lunch) and member-directed work time (four consecutive hours). Administrator-directed professional development shall be planned in collaboration with the staff, taking into consideration individual, team, building and District needs.~~
5. Three (3) professional development days, one (1) of which is scheduled before the student school year. These days shall be scheduled as a combination of administrator-directed professional development and collaboration (four consecutive hours including lunch) and member-directed work time (four consecutive hours). Administrator-directed professional development shall be planned in collaboration with the staff, taking into consideration individual, team, building and District needs.
- 6. Two (2) professional development days devoted to restorative practices, in accordance with Article 9. One shall be scheduled before the student school year, and one shall be scheduled immediately following Winter Break. These days shall**

be scheduled as a combination of administrator-directed professional development and collaboration (four consecutive hours including lunch) and member-directed planning and preparation time for the purposes of implementing a full continuum of restorative practices(four consecutive hours).

~~6.~~ 7. Three (3) staff workdays. One (1) of these days shall be scheduled before the student school year and one (1) will be on the October state in-service day (may be taken off-site with prior approval of the administration). These days shall be scheduled as a combination of administrator-directed professional development and collaboration (four consecutive hours including lunch) and member-directed work time (four consecutive hours). Administrator-directed professional development shall be planned in collaboration with the staff, taking into consideration individual, team, building and District needs.

~~7. Each May, BEA and the District shall evaluate how well the new language stated above is working. The BEA shall bring to the attention of the District any specific areas where the language is not being followed. The District and the BEA will work collaboratively to develop and implement a remedy. If the parties are unable to agree on a remedy the contract shall revert to the previous language.~~

B. Parent-Teacher Conference

1. Elementary and Middle School - Teachers shall participate in parent conferencing as scheduled by the District. No more than two (2) conference days in the fall nor two (2) conference days in the spring will be scheduled. At least two (2) hours of student-free conference preparation time shall be included in the schedule for every day of scheduled conferencing.
2. Each high school may schedule up to three (3) nights for parent contact/conferences (Unless release time is given, these three (3) nights would be included in the three unpaid nights in Article 10-A-3).
3. Conference Work Week Maximum – In no case shall the combination of regular workday time and conferences exceed twelve (12) consecutive hours per day and forty (40) hours per week.
4. No staff meetings or required committee meetings will be held during conference week.

C. Emergency Closure

1. If the District closes due to inclement weather or other emergencies, there will be no deduction of sick or personal time off leave **(Article 15.A and B herein)** with the exception of those who are on ~~long-term leave~~ **extended leave, which shall be defined as an approved leave of more than ten (10) consecutive work days.**

2. In the event inclement weather or other emergency closures prevent the District from meeting required instructional hours set by ODE, the days will be made up to ensure compliance.

3. **The District shall notify the Association and bargain upon demand in accordance with ORS 243.698 prior to initiating remote learning on inclement weather days.**