

## 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

Each school shall develop and distribute to all members a plan for how student conduct will be supported, which includes who is in charge when administrators are unavailable. Student conduct plans shall encompass provisions for restorative practices, ~~classroom~~ **student** behavior supports for **bargaining unit members and all other staff** teachers, and the procedure for student removal from class as outlined in Article 9.A.2. By June 1, all members in the building will have input into the ~~school~~ **worksite's student** conduct plan, with an opportunity to suggest revisions for the following year **in writing**. Staff ~~shall will have an opportunity to~~ discuss this plan during pre-service week and all staff, including administrators, shall be expected to follow the student conduct plan. This plan will be implemented when students arrive. **Additionally, the plan shall be reviewed by all staff in the building, including administrators, and may be revised within the first month of the second semester.** Plans will follow the template in Appendix G.

#### 2. ~~Imminent Threat~~ **Student Disruption**

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 extremely disruptive behavior requiring immediate action by the member to prevent harm to students and/or staff,~~ the member shall be authorized to send the student or students causing the ~~disciplinary problem~~ **disruptive behavior** to the administrator's office or a designated place for the balance of the class period or, at the elementary schools, until the next natural transition (i.e. recess, specials, lunch, or break).

#### 3. **Imminent Threat**

**When, in the judgment of the member, a student's behavior poses an imminent threat to the health, safety or welfare of themselves, other students, or staff, the member shall be authorized to remove the student from the classroom or workspace. An administrator must inform the member of how the issue was resolved prior to the student returning to the classroom or workspace.**

#### 4. Administrative Support

##### a. **Behavioral Referrals**

~~After a student is sent to an administrator in accordance with A.2 above a restorative conference between the administrator, the student, the parent or guardian (where possible), and the member will be scheduled by the administrator upon request of the member.~~

**When in the judgment of the member a referral is necessary, the member shall initiate written behavioral referrals to the administrator/designee by communicating in writing via a standard district-maintained form regarding the facts of the situation and the request for administrative action to be taken. The administrator will respond in writing about actions taken to address the situation, if any within two (2) student contact days of the member's submission.**

**b. Re-Entry Conversation**

**Upon request by the member after a student has been removed or after a room clear, an administrator shall schedule a re-entry conversation between the administrator, the student, the parent or guardian (where possible) to restore the health and feeling well-being to those impacted.**

**c. Room Clears**

**Room clears occur whenever a member removes their students from their classroom or other District space in response to disruptive student behavior or imminent threat.**

**Members will report room clears via a District-maintained form in writing within 24 hours or as soon as practicable. Members shall receive support in the form of coverage or up to two hours extended contract to complete the form and prepare the learning space for students. Administrators will report the number of room clears at their worksite via the report in 8.E.4.**

**B. Juvenile Information**

When notified by law enforcement or juvenile authorities, the District will provide 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~~ **worksite's student** conduct plan outlined in Article 9-A-1. Members with questions about student discipline may contact their administrator.

~~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.~~