

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 **staff guidance and** provisions for ~~restorative practices classroom~~ **student behavior supports for teachers and other staff**, 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. Staff ~~shall~~ **will have an opportunity to review and** discuss this plan during pre-service week **and midyear, and it may be revised within the first month of the second semester.** All staff, including administrators, shall be expected to follow the student conduct plan. This plan will be implemented when students arrive. Plans will follow the template in Appendix G.

2. Imminent Threat or Extreme Disruption

When, in the judgment of the **bargaining unit** 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, **based on the school's Student Conduct Plan** ~~by the member to prevent harm to students and/or staff~~, the **bargaining unit** member shall be authorized to send the student or students **seek assistance to escort the student or students** causing the ~~disciplinary problem~~ **imminent threat or extremely 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. **e.g.** recess, specials, lunch, or break). **A bargaining unit member may remove other student(s) from their classroom or other District space to ensure safety in response to extremely disruptive student behavior. When an administrator/designee determines the student will return to class, they will provide information to the bargaining unit member upon the student's reentry into the classroom.**

3. Administrative Support

~~After a student is sent to an administrator/designee in accordance with A.2 above a restorative conference re-entry conversation between the administrator, the student, the parent or guardian (where possible), and the bargaining unit member will be scheduled by the administrator/designee upon request of the member or administrator/designee. Written behavioral referrals to the administrator/designee will be responded to in written or verbal form about the action taken within two (2) student contact days of submission.~~

a. Behavioral Support Requests

When, in the judgment of the bargaining unit member a behavioral support request is necessary, the bargaining unit member shall communicate, per the worksite's Student Conduct Plan, 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, including if no action is taken, within two (2) student contact days of the bargaining unit member's submission.

b. Follow-Up Support

Upon request by the bargaining unit member or administrator/designee, after a student has been removed, the administrator shall schedule a follow up conversation. The impacted bargaining unit member shall not facilitate this conversation, unless they choose to do so. This conversation shall be between the bargaining unit member, administrator, relevant parties (e.g. case manager, social worker, student manager, etc.) the student(s), and the parent or guardian when possible.

When a bargaining unit member removes all students from their classroom or other District space in response to imminent threat or extremely disruptive behavior, they shall receive support to prepare the learning space for students if needed.

The administrator or designee will report safety incidents at their worksite's Safety Committee meeting.

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 IEPs (including behavioral goals and required behavioral modifications) will be made available as soon as possible to all **bargaining unit** 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.~~ **Bargaining unit members with questions about a student's behavioral or health plan shall contact the case manager and 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 **bargaining unit** member.

E. Consistent Discipline

All schools shall have an annual in-service on the Student-Family Handbook and the school **worksite's** Student **C**onduct **P**lan outlined in Article 9-A-1. **Bargaining unit** members with questions about student discipline may contact their administrator.

~~F. Equitable Policies~~

~~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.~~