

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~~ **bargaining unit members 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. Administrators shall make a written record of feedback from any review of the plan during these meetings, regardless of whether the suggestions were adopted.** 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~~ **Student Disruption and Imminent Threat**

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 worksite's Student Conduct Plan~~ **When, in the judgment of the employee 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 by the bargaining unit member to prevent harm to students and/or staff, the bargaining unit member shall be authorized to send the student(s) or students causing the disciplinary problem extremely disruptive behavior to the administrator's office or a designated place for the balance of the class period. At the In elementary schools, until the balance of the class period is equivalent to the next natural transition (i.e. recess, specials, lunch, or break). The bargaining unit member may also, in their judgment, initiate a room clear to prevent the further escalation of extremely disruptive behavior to imminent threat.**

3. Imminent Threat

~~Upon the judgment of the bargaining unit member, student behavior poses an imminent threat to the health, safety or welfare of themselves, other students, or staff, the bargaining unit member may seek assistance to escort the student(s) posing an imminent threat away from the affected environment. Student(s) will be escorted from their location upon bargaining unit member request. An administrator shall inform the bargaining unit member of how the issue was resolved prior to the student returning to the classroom or workspace. The bargaining unit member may also, in their judgment, initiate a room clear when an imminent threat is present and/or when requested assistance does not arrive in a reasonable period of time.~~

3. 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 bargaining unit member a referral is necessary, the bargaining unit member shall initiate~~ ~~Written~~ ~~a behavioral referral 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 ~~will be responded to in written form about the action taken~~ 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. The mutually-agreed upon form will be incorporated in the contract as Appendix (X) and be digitally maintained on BSD's electronic infrastructure (e.g. staff intranet).

b. Re-Entry Conversation

Upon request by the bargaining unit member or administrator/designee, after a student has been removed or after a room clear, the administrator shall schedule a re-entry 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 (where possible) and held with the intention to restore the health and feeling of well-being to those impacted.

c. Room Clears

Room clears occur whenever a bargaining unit member removes student(s) from their classroom or other District space in response to extremely disruptive student behavior or imminent threat.

Bargaining unit members will report room clears via the aforementioned form in Article 9.A.2 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. The parties will negotiate a form, which will be incorporated in the contract as Appendix (X).

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 **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, which includes the Beaverton School District Student Code of Conduct, and the school~~ **worksite’s Student Conduct Plan** outlined in Article 9.A.1. ~~Bargaining unit~~ **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.~~