

APPENDIX G

REQUIRED ELEMENTS FOR STUDENT CONDUCT PLANS

To be used in accordance with Article 9 – Safe Learning Environment

Our Approach to Student Behavior

Use this section to articulate the philosophy that guides the creation of behavioral expectations, the process through which students, families and staff will be made aware of those expectations and the importance of creating a school climate that supports safety and engagement in learning.

Behavioral Expectations

This section will articulate the general framework of behavioral expectations and how they will be taught to staff and students. It will not include every expectation articulated in the Student/Family Handbook **or equivalent thereof**. A required element of the plan is the school's approach ~~to using restorative practices~~ **building, maintaining and restoring positive relationships and engagement**.

Levels of Support

This section will classify student behaviors ~~Classification of behavior and who is responsible for addressing student behavior including supports for challenging student behaviors.~~ The plan shall include **supports available** and guidance based on the Levels of Intervention and Disciplinary Response found in the Student Family Handbook. This section shall also provide guidance about how staff are expected to respond to imminent physical harm to themselves or to others and procedures to be used when a student must be removed from the classroom learning environment.

Referring Student Behavior

This section will provide ~~Provide guidance regarding expectations for addressing common misbehaviors in the classroom and when intervention from outside the classroom is appropriate, including how~~ **behavioral support requests and referrals** ~~student referrals are made~~ **subject to Article 9**. This section shall also identify the specific staff members **or designee(s)** that support student behavior by grade or team ~~and the chain of command for support if those individuals are not available.~~

Communicating Outcomes

~~When a written referral is received, the Administration shall provide written response about the action taken to the staff member within two student contact days. If applicable, guidelines about the student's re-entry to the classroom shall be included.~~

This section will provide information concerning the administrator or designee responding to behavioral support request behavioral referrals, sharing information on the actions taken, and when applicable, student re-entry and follow-up conversations.

Safety Reporting

This section will provide expectations regarding

~~Expectations about reporting injuries shall, including the name of the person responsible for receiving injury reports. Expectations about reporting this information should also be explained.~~
and the student conduct form identified in 9.A.4.a

Process for Notifying Staff of Student Safety Concerns

This section will reiterate and clarify Follow the guidance in the Student/Family Handbook Code 28 regarding Threats/Menacing/Hate Lists.(ORS 339.250(3))

Review and Revision Process

This section will provide information regarding the The development of the Student Conduct Plan. **This process** shall begin with staff being invited to provide suggested revisions by June 1 of the previous school year. During the August Pre-Service week, staff will have the opportunity to review and discuss the schoolwide behavior plan. **During the first month of the second semester, staff shall review the plan and may make adjustments.**

~~[Name of School] Student Behavior Plan~~



BELONG. BELIEVE. ACHIEVE.

District Goal: WE empower all students to achieve post high school success

**WE
EXPECT EXCELLENCE**



WE teach students knowledge and skills for our evolving world.

WE seek, support, and recognize world-class employees.

**WE
INNOVATE**



WE engage students with a variety of relevant and challenging learning experiences

WE create learning environments that promote student achievement.

**WE
EMBRACE EQUITY**



WE build honest, safe, and inclusive relationships with our diverse students and their families.

WE provide needed support so that every student succeeds.

**WE
COLLABORATE**



WE work and learn in teams to understand student needs and improve learning outcomes.

WE partner with our community to educate and serve students.

Remove and update with current graphics

~~Our Approach to Student Behavior~~

~~Behavioral Expectations~~

~~Levels of Support~~

~~Referring Student Behavior~~

~~Communicating Outcomes~~

~~Safety Reporting~~

~~Process for Notifying Staff Related to Safety~~

~~Review and Revision Process~~

On Behalf of BEA

On behalf of BSD