

## Article 18 Student Discipline

A. The parties agree that maintenance of discipline within the classroom is an important priority, and each further agrees to assist the other in their mutual efforts to resolve difficult discipline issues. **Furthermore, all students have the right to a quality education, an environment that is conducive to learning, and to be safe and secure when at school, in transit to and from school, or at school events.**

### B. Referral Procedures for Disruptive Students

1. When, in the judgment of a unit member, a student is by his/her behavior disrupting the instructional program to the detriment of other students, the unit member may send the student to an administrator or designee. Communication shall occur between the administrator or his/her designee and the unit member before the student is authorized to return to class. If deemed necessary, the administrator or the unit member may involve a parent in a conference where a plan may be enacted specifying the future behavior expectations of the student.
2. As soon as possible, but not later than the conclusion of the following school day, the referring unit member shall submit a written report including a statement of the facts and a summary of conditions which led to the referral and steps taken by the unit member to remedy the situation. The principal or designee will provide a response to the referral within a reasonable period of time, ordinarily understood to be forty-eight (48) hours.
3. Where the principal or designee and unit member concur, a student may be **required to remain at the designated location** detained for a set period of time before returning to the classroom.
4. In order to ensure classroom safety, members who teach or supervise students have a need to know relevant information, as allowed by law, regarding disruptive students or students who potentially pose a danger to themselves or others. In the event District/building administrators are provided with information from law enforcement agencies or from documented prior disciplinary incidents that indicate a student enrolled

in the school may pose a threat to the safety of the staff, students, or school property, then the administrators will notify those bargaining unit members whom the administrators determine need the information, unless prevented from doing so by law.

Unit members who are assigned students who are recognized as physically aggressive and/or combative shall have access to appropriate training and will be provided with protective equipment upon request.

**C. Referral Procedures for Students Engaging in Physical Abuse or Intimidation**

~~15. When a student demonstrates a continued pattern of documented behavior that is seriously disrupting the instructional program by engaging in physical or verbal abuse and intimidation of a unit member(s) or student(s), then the unit member shall be authorized to send the student to an administrator's office or designated area.~~

- a. ~~Readmitted students shall have clearly identified behavior expectations and consequences.~~
- b. The administrator or designee and the unit member shall develop and implement a behavior correction plan involving, as appropriate, the administrator or designee, unit member, student, parent(s) and/or guardian(s), and other resource staff.

~~The plan could include, but would not be limited to, behavior contracts, special education referral, involvement of appropriate community agencies, use of time-out rooms or other activities. The plan shall include the specific areas of concern to be addressed, a timeline for completion, and the responsibilities of the student, unit member, administrator and others. **A written plan shall be completed on the RSD Individual Student Safety Plan form (see appendix). These plans will be filed at both the building and district level. They will be reviewed by the Student Services committee to monitor the need and use of resources. This data will also be entered into Synergy or another database that "need-to-know" unit members can access.**~~

**2. If the disruption by the student includes physical contact (assault) upon a unit member, then the student shall be removed from the responsibility of the unit member pending an investigation by the**

administration. If the contact did occur and the unit member recommends it, then the student shall not be returned to the responsibility of the unit member.

3. The District shall record all incidents of physical contact (assault), verbal abuse, and intimidation against unit members and students. Incident records shall be filed and kept at all school buildings and sites that host programs and at the District office. These records shall be updated and monitored monthly. The Association, as part of the bi-monthly contract maintenance meetings with the District, shall have the right to review the updated records once per month with the Director of Human Resources and provide input on how to best allocate resources to serve the needs of all students.

**C. Building Discipline Policies**

All building discipline procedures shall be those outlined in the District Student Conduct Code. Building level procedures shall include any necessary procedures for implementing the District policy and shall be reviewed annually at the building level. All unit members shall be provided with a copy of the building discipline codes, and the District's policy on student discipline will be posted on the District's website and listed in each building's staff handbook.

Additionally, the building or District procedures shall include: feedback to appropriate unit members on disciplinary actions; staff procedures for dealing with discipline, and methods for informing unit members of students who present safety/behavioral concerns.

**D. Building Discipline Inservice**

The District shall, on an ongoing basis, provide appropriate inservice or training on discipline topics, including legal issues surrounding student discipline and methods for intervening in crisis situations. The District will also provide training for case managers and counselors regarding behavior plans under IDEA-Section/504 and when information may be shared with staff.

**E. District Discipline Committee**

~~The District and Association shall convene a committee that is comprised equally of representatives from both parties. The committee will review the District's student discipline procedures and may recommend changes that it~~

~~feels would be in the best interest of the District. The review and any recommendations shall be submitted by June 1st of each school year.~~

**E. Restorative Practices**

**REA and our community partners share the value of a culture of restorative practices to improve the school climate and achieving safe, respectful, equitable and just school sites. We further believe that developing this culture needs to come from the grass roots where educators, students, parents, and community partners work together and are empowered with the resources and autonomy to create positive school climate, and where communities achieve buy-in to a common vision of creating a positive school environment at the local level. This approach builds from the bottom up rather than the top-down.**

- 1. The parties will form a District-wide Student Success and School Safety and Climate Committee, which shall consist of eight (8) representatives chosen by the Association and eight (8) representatives chosen by the District. Appointees may include but not be limited to unit members, administrators, students, parents/guardians, and community partners. The purpose of this committee will be to provide oversight and guidance to the development, implementation, evaluation and modification regarding creation of a Restorative Practices culture in the District.**
- 2. The District will support restorative practices by providing schools with additional funds of \$150,000 per school per year. For those schools with an enrollment of over 1000 students, they will receive an additional allocation of at least \$100 per student over 1000. Appropriate allocations may include collaboration with community groups, hiring of additional REA unit members including but not limited to counselors, school psychologists and/or social workers.**
- 3. The following sites shall be identified as potential Restorative Practices Pilot Schools:  
[insert school names]**

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**Additional school may be included through mutual agreement of the parties.**

4. **A school shall become a Restorative Practices School following:**
  - a. **A vote of the licensed, bargaining unit members at the school site, conducted by REA, where the vote meets or exceeds a fifty percent (50%) approval among those voting.**
  - b. **Site administrators and the REA-represented team, with the input and involvement of parents and/or community groups from the local neighborhoods work together to develop a site-based plan.**
  - c. **The site-based plan is submitted by March 1 of each year for approval from the joint REA-RSD Student Success and School Safety and Climate Committee.**
  
5. **Pilot schools shall use a research-based restorative practice model chosen by the site (approved by 50% of the unit members on staff) and approved by the joint REA-RSD Student Success and School Safety and Climate Committee.**

F. No provision in this article will have the effect of denying any rights a student has under federal or state law and regulations.

