



EXHIBIT B

supervision at any stage of the referral process. ~~The administrator receiving the referral shall provide feedback within a reasonable period of time, generally defined as within three (3) school days.~~ Professional educators shall have access to referrals written by them and shall be able to track or receive documentation of the disposition of the referrals. During the monthly Building representative/administration meeting referenced in Article 29.5, teams will review discipline data for the month no less than quarterly.

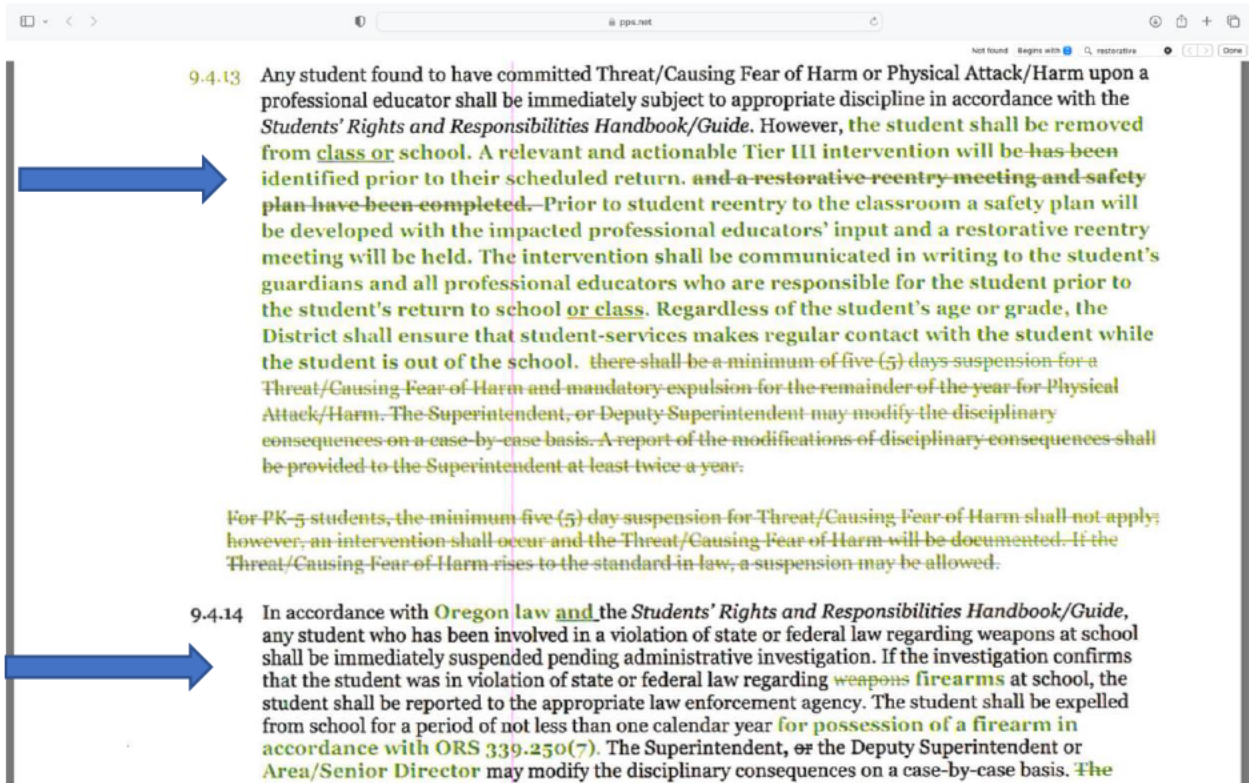
- 9.4.10 ~~That if unacceptable continuous disruptive student behavior occurs continues,~~ at either's request, the principal, or supervisor, and the professional educator shall develop and implement a mutually acceptable ~~behavior-correction support plan~~ Functional Behavior Analysis (FBA)/ Behavior Support Plan (BSP), Safety Plan, Supervision Plan involving, as appropriate, the principal, supervisor, professional educator, student and parent(s) and other resource staff. ~~The plan must take into consideration the impact of issues related to the student's trauma, race, gender identity /presentation, sexual orientation, disability, social emotional learning, and restorative justice as appropriate for the student.~~ The plan could include, but would not be limited to, behavior contracts, ~~special education~~ Student Intervention Team (SIT) referral, involvement of appropriate community agencies, use of ~~time-out rooms~~ reset/self-regulation spaces 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, professional educator, administrator and others. a review of the specific areas of concern to be addressed, supports for professional educators to enable the implementation of all components of the CRTFI with fidelity, and the responsibilities of the student, professional educator, administrator and others, and a timeline for completion of the plan.~~ The behavioral assessment and planning will be implemented in alignment with requirements outlined in Oregon State Law and any other applicable requirements of the CBA . If a disability is suspected, a special education referral or 504 plan ~~shall be~~ considered. If the student has an IEP, the Special Education case manager shall ~~be~~ involved in the development of the plan.

9.4.11 If the **support plan** does not result in a change in the disruptive behavior, the administrator in conference with the professional educator will **review the student support plan for the student**

~~and discuss the impact of issues related to the student's trauma, race, gender identity/presentation, equity, sexual orientation, disability, social-emotional learning, and restorative justice as appropriate for the student, and take additional steps as may be appropriate which are consistent with and guided by the Students' Rights and Responsibilities Handbook/Guide.~~

9.4.12 An allegation that a student has committed Threat/Causing Fear of Harm or Physical Attack/Harm upon a professional educator shall result in the **temporary** removal of the student from the responsibility of the professional educator pending administrative investigation of the incident, **consistent with state and federal law**. The administrator shall exercise appropriate progressive discipline as set forth above. ~~If the investigation shows Physical Attack/Harm did occur and the professional educator so recommends, the student shall not be returned to the affected professional educator's responsibility until a restorative reentry meeting and safety plan have been completed.~~

9.4.13 Any student found to have committed Threat/Causing Fear of Harm or Physical Attack/Harm upon a professional educator shall be immediately subject to appropriate discipline in accordance with the *Students' Rights and Responsibilities Handbook/Guide*. However, **the student shall be removed from class or school**. A relevant and actionable Tier III intervention will be ~~has been identified prior to their scheduled return, and a restorative reentry meeting and safety~~



9.4.13 Any student found to have committed Threat/Causing Fear of Harm or Physical Attack/Harm upon a professional educator shall be immediately subject to appropriate discipline in accordance with the *Students' Rights and Responsibilities Handbook/Guide*. However, the student shall be removed from class or school. A relevant and actionable Tier III intervention will be ~~has been identified prior to their scheduled return, and a restorative reentry meeting and safety plan have been completed.~~ Prior to student reentry to the classroom a safety plan will be developed with the impacted professional educators' input and a restorative reentry meeting will be held. The intervention shall be communicated in writing to the student's guardians and all professional educators who are responsible for the student prior to the student's return to school or class. Regardless of the student's age or grade, the District shall ensure that student-services makes regular contact with the student while the student is out of the school. ~~there shall be a minimum of five (5) days suspension for a Threat/Causing Fear of Harm and mandatory expulsion for the remainder of the year for Physical Attack/Harm. The Superintendent, or Deputy Superintendent may modify the disciplinary consequences on a case-by-case basis. A report of the modifications of disciplinary consequences shall be provided to the Superintendent at least twice a year.~~

For PK-5 students, the minimum five (5) day suspension for Threat/Causing Fear of Harm shall not apply; however, an intervention shall occur and the Threat/Causing Fear of Harm will be documented. If the Threat/Causing Fear of Harm rises to the standard in law, a suspension may be allowed.

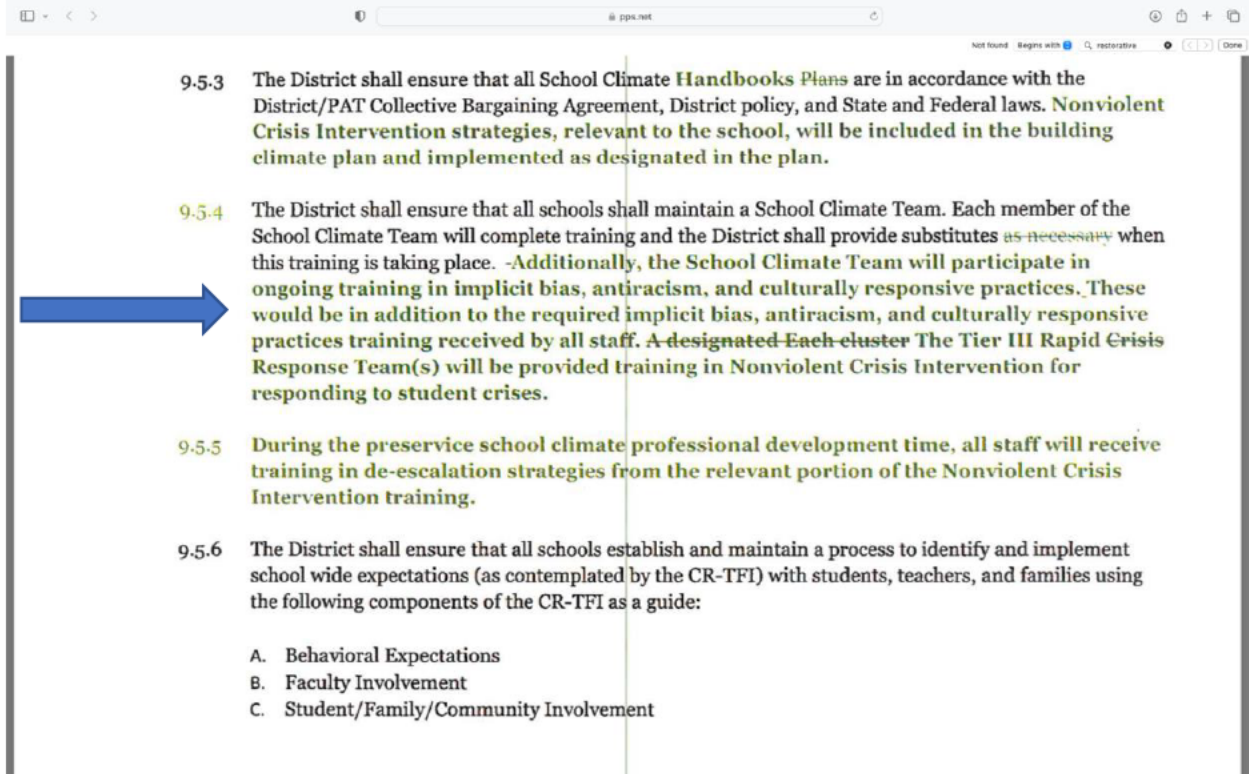
9.4.14 In accordance with Oregon law and the *Students' Rights and Responsibilities Handbook/Guide*, any student who has been involved in a violation of state or federal law regarding weapons at school shall be immediately suspended pending administrative investigation. If the investigation confirms that the student was in violation of state or federal law regarding weapons firearms at school, the student shall be reported to the appropriate law enforcement agency. The student shall be expelled from school for a period of not less than one calendar year for possession of a firearm in accordance with ORS 339.250(7). The Superintendent, ~~or~~ the Deputy Superintendent or Area/Senior Director may modify the disciplinary consequences on a case-by-case basis. ~~The~~

9.5 Climate Plan and Culturally Responsive Tiered Fidelity Inventory (CR-TFI)

9.5.1 The building discipline procedure (School Climate Plan) is under continuous review in a process as outlined in a District approved Inventory of Multi-Tiered System of Supports (e.g.: Tiered Fidelity Inventory (TFI)) as well as those domains included in the Fidelity of Implementation Tool (FIT) Assessment that pertain to strong and positive school culture and inclusive behavior/social emotional instruction. The principal and the Building Climate Team shall include the following minimum procedures in developing a written School Climate Plan to outline the building procedures for Tier 1, 2, and 3 supports and each building's behavioral matrix based off of the Student Rights and Responsibilities Handbook. Such procedures shall exist in each building or program. The process must be trauma-informed in accordance with District policies and regulations and State law.

9.5.2 Copies of the specific building discipline procedures/school climate handbook plan shall be clearly communicated to all staff during Professional Development (PD) before the start of each school year. Copies of the specific building procedures/school climate handbook plan shall be distributed to students and families by the end of the first week of school in the languages spoken in the building. Copies shall also be posted online on the school's website in all supported languages.

9.5.3 The District shall ensure that all School Climate Handbooks Plans are in accordance with the District/PAT Collective Bargaining Agreement, District policy, and State and Federal laws. Nonviolent Crisis Intervention strategies, relevant to the school, will be included in the building



9.5.3 The District shall ensure that all School Climate ~~Handbooks Plans~~ are in accordance with the District/PAT Collective Bargaining Agreement, District policy, and State and Federal laws. **Nonviolent Crisis Intervention strategies, relevant to the school, will be included in the building climate plan and implemented as designated in the plan.**

9.5.4 The District shall ensure that all schools shall maintain a School Climate Team. Each member of the School Climate Team will complete training and the District shall provide substitutes ~~as necessary~~ when this training is taking place. **-Additionally, the School Climate Team will participate in ongoing training in implicit bias, antiracism, and culturally responsive practices. These would be in addition to the required implicit bias, antiracism, and culturally responsive practices training received by all staff. A designated ~~Each cluster~~ The Tier III Rapid Crisis Response Team(s) will be provided training in Nonviolent Crisis Intervention for responding to student crises.**

9.5.5 During the preservice school climate professional development time, all staff will receive training in de-escalation strategies from the relevant portion of the Nonviolent Crisis Intervention training.

9.5.6 The District shall ensure that all schools establish and maintain a process to identify and implement school wide expectations (as contemplated by the CR-TFI) with students, teachers, and families using the following components of the CR-TFI as a guide:

- A. Behavioral Expectations
- B. Faculty Involvement
- C. Student/Family/Community Involvement

year or work day.

18.6.2 In the event that a tax base or levy failure, declining enrollment, program change, or change in funding results in reduction of staff in a building or program area, transfer of staff will be based on educational criteria as described below with respect to the program requirements as determined by the District. Volunteers will first be requested and considered from among the appropriately licensed professional educators. Such volunteers shall be selected for transfer if they are from within the grade level(s) or subject matter area(s) where the positions are to be eliminated provided the volunteer(s) are not on a ~~Program Plan of Assistance for Improvement~~. In the absence of volunteers, the professional educator having the least seniority in the District shall generally be transferred. Exceptions to seniority may be made by the responsible administrator based only upon any of the following educational criteria: with the understanding that reference to a professional educator in 18.6.2.1 – 18.6.2.6 refers to within a given job classification, such as Teacher, Social Worker, School Psychologist, Student Services Specialist, Child Development Specialist, and Audiologist:

- 18.6.2.1 The professional educator(s) being retained has/have unique licensure for a specific existing assignment being considered;
- 18.6.2.2 Gender Presentation/Gender Identity balance: Transfer of a professional educator would decrease the building's percentage of under-represented male or female or transgender/nonbinary/gender non-conforming professional educator to less than thirty percent (30%) (or primary/intermediate/upper grades percentage in an elementary building);
- 18.6.2.3 Racial balance: If transfer of a professional educator would decrease the building's percentage of minority teachers to less than the student minority percentage in the building or below the percentage of minority professional educators in the District;
- 18.6.2.4 That professional educator being retained has bilingual (or multilingual) ability relevant to the assignment (See Appendix I);
- 18.6.2.5 The professional educator(s) being retained has an extended responsibility assignment as defined in Appendix B which is an extension of a classroom subject taught (e.g., drama, forensics, music, yearbook, newspaper) or is a department chairperson, head teacher or unit leader;