

ARTICLE 18: INSTRUCTION

~~Section A - Disruptive Students~~ **Behavioral Supports and Student Discipline**

1. Disciplinary actions by school personnel will be most effective when applied fairly and consistently and when students and their parents understand the methods and reasons for disciplinary measures. Schools shall develop discipline procedures based on the Student Rights and Responsibilities Handbook that has been adopted by the Board. **A committee consisting of three (3) members, one from each level appointed by the Association and other District appointed representatives will meet quarterly to review Association concerns related to District and building behavior guidelines and implementation. The District may invite resource specialists to attend the meetings as needed to assist in the review of concerns. If the student is transferring into McMinnville from out of district, the District will follow legal requirements to obtain student records.**

2. ~~Every building will have a plan which specifies procedures to be used by professional educators for removing disruptive students from the classroom.~~ **Every building will have a behavior support/discipline plan that includes the following: a unified set of school rules, a matrix of school-wide positive expectations, a continuum for encouraging expected behavior and discouraging problem behavior, a continuum of evidence-based interventions to support student needs, the communication protocols between teachers and administrators regarding student behaviors and protocols for professional educators needing assistance with a student exhibiting challenging behaviors.**

In addition, the plan will include how a professional educator can request support for students needing more intensive, individualized support to improve their behavior and academic outcomes and/or students whose behavior is perceived as threatening towards staff or students.

This behavior support/discipline plan will be included in the staff handbook. At least annually, the PBIS team will assess the extent to which the plan is meeting the needs of students, families, and school personnel and make changes as needed. ~~plan will be included in the building staff handbook and will be reviewed with staff annually.~~

3. The decision of a building assistant principal regarding the disciplinary action taken in the case of a disruptive student may be appealed by the involved professional educator(s) to the principal. The decision of a building principal may be appealed by the involved professional educator(s) to the Superintendent for final resolution. Prior to rendering a decision, the Superintendent will arrange for a conference with the professional educator(s), the principal or designee, and other appropriate school professionals.

4. Excluding Students from the Classroom/Workstation:
 - a. When professional educators exclude a disruptive student from their workstation and / or duty station the professional educator will provide an explanation of what happened **to the building administrator either orally or via email/note.**

- b. Prior to the student being re-admitted to class, the professional educator will be informed about the resolution of the problem **either orally or via email/note.**

Section B - Assessment of Students

The professional educator shall maintain the responsibility to assess student progress and development. When a professional educator's assessment is challenged by a parent or student, the student and/or parent shall first present their request for a grade change to the professional educator with supporting information and rationale. If the professional educator does not agree to change the grade, no grade or evaluation given by a professional educator shall be changed without the approval of the professional educator, unless the student, parent(s), or legal guardian(s) file an appeal with the principal.

1. Appeals shall be heard by a review panel. The panel shall consist of three (3) members. The first member shall be a representative appointed by the professional educator, the second member shall be the principal. The third member who shall be used as the chair person shall be a person mutually appointed by the professional educator's representative and the principal, unless the student and/or parent requests to choose the third panel member. If the student and/or parent make such a request the third panel member shall not be a District professional educator and shall have no family relationship to the student and/or parent. If the student and/or parent appoint the third member, the principal shall serve as chairperson.
2. The panel may change the grade, establish additional requirements or deny the appeal.
3. The panel's decision shall be final and binding and communicated to the professional educator by the principal.
4. If the professional educator has left the District or otherwise is unavailable, the Association shall appoint the professional educator's representative.

Section C – Instructional Materials Adoption

1. **New instructional materials adoptions will follow the schedule and guidelines established by OAR 581.011.0071. All adoptions will be reviewed by a committee that contains professional educators, administrators and one representative per level as applicable to the area of adoption appointed by McEA.**
 2. **When new instructional materials are adopted by the Board, the District will provide professional development time to educators prior to requiring educators to teach using the new materials.**
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