

EDMONDS SCHOOL DISTRICT
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EDMONDS EDUCATION ASSOCIATION
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Implementation Procedures

Student Behavior Management

The purpose of this memo is to provide implementation procedures related to Section 5.1 Student Behavior Management of the Procedural Agreement between the Edmonds Education Association and the Edmonds School District.

Teachers have the authority to exclude students from the classroom or instructional area, who are disruptive to the learning environment, after attempting at least one other form of corrective action, excepting in emergency situations. Emergency situations include, but are not limited to, more aggressive behaviors, like bullying or placing hands on students or staff. Additionally, any student who uses threatening, abusive, or vulgar language toward the teacher, staff, or other students may be removed from class without prior corrective action being attempted.

The three components of exclusion are teacher action, behavior response, and removal from the classroom or instructional area. The teacher is required to attempt one or more corrective action before exclusion, which could be as simple as moving the student to an area of the classroom that is more conducive to that student's learning success. However, if a teacher sends a student to another classroom to do their work in response to that student's behavior, it is an exclusion. It is no different from sending a student to the office in response to that student's behavior. The corrective action should correspond to the seriousness and level of disruption, but if a corrective action involves removing the student from class or the instructional area for more than a short period of time, whether the removal is to office, hallway, or other learning environment, it is an exclusion.

If a student is excluded from class for more than one period, i.e., the student is not allowed to return to class the following day, then the student is presumed to be suspended, and their due process rights become effective. While teachers have the right to recommend suspension of a student, they have no other role in this process. The law around the amount of time a disruptive student can be excluded from the classroom has not changed. A student may still be excluded for up to two days OR until the principal and teacher confer. Communication is key. If an exclusion is not intended to convert to a suspension on day two, then the administrator and teacher must confer between the time of exclusion and the start of school or applicable class period the following day.

To confer means the principal or designee and the teacher have met, and an agreement exists that the student should be returned to class. To confer does not mean to be told, "I'm sending Student A back to class." It means a mutual understanding of parties outside the presence of Student A that Student A should rightfully

return to class, i.e., the student understands, as developmentally appropriate, the violation AND behavior expectations moving forward, and the teacher and other students have had time or opportunity to recover from the disruption. Said recovery is applicable in circumstances where the exclusion was preceded by significant disruption that may have resulted in fear or increased anxiety.

The law requires communication with families and encourages communication between administrators and teachers. The Association and the District believe that family involvement in the process of managing student behavior is critical. Therefore, the employee shall have the responsibility to notify the family when a student's behavior results in a classroom exclusion. When the administrator takes corrective action as the result of an exclusion, the administrator shall have the responsibility to notify the family and the teacher of the corrective action.

/Sandra Goveia/

7/16/2020

For the Association

Date

/Debby L Carter/

7/16/2020

For the District

Date