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**BARGAINING TEAMS REPORT ON CONCERNS REGARDING
CHRONICALLY DISRUPTIVE STUDENTS**

August 22, 1995

Over the last several years there has been an increase in the concerns regarding chronically disruptive students in schools. This concern has been expressed throughout our society and is not isolated to the Edmonds School District. We have identified that chronically disruptive students are a collective concern. The purpose of this memorandum is to keep you apprised of ongoing efforts in this area.

Bargaining History

We began trying to resolve the issues created at the building by disruptive students at the bargaining table in the spring of 1991. Subsequent outcomes of these discussions resulted in the following:

- 1991-92** Each building must develop a Student Behavior Management (SBM) Plan to address problems with disruptive students. Principals will include the SBM plan in their building portfolios.
- 1992-93** Implementation expectations regarding the SBM plans were developed and published. Buildings submitted their SBM Plans to the District and EEA.
- 1993-94** Section V.1 of the CBA was rewritten to clearly articulate staff rights and responsibilities regarding working with disruptive students. The Joint SBM Resource Team was established to assist buildings in processing the SBM Plans and individual disruptive student issues. Joint principal/building rep presentations were organized in each building to review SBM and to acquaint staff with resources available to them for help with disruptive students. A list of teacher, school, and instructional strategies to successfully work with disruptive students was developed and is available to each staff member.
- 1994-95** Joint SBM Resource Team was authorized to facilitate building efforts in developing and implementing student management plans upon request. A Joint EEA/District Committee developed specific survey questions designed to elicit information about the frustrations and possible solutions. This report is an outgrowth of that work. Student Services has made a commitment to support individual building plans and flexibility in resource allocation toward addressing the concerns regarding chronically disruptive students.

Current Status of the Problem

Based on the results of the 1994-95 bargaining survey, a majority of bargaining unit members:

- do not have concerns for their personal safety but do have concerns for the safety of their students
- feel they already have the strategies to deal successfully with academic and behavior problems and that training isn't necessarily the answer
- feel they can handle academic problems if behavior problems are reduced
- feel they do not have free access to IEP's and other student records
- want to know about what has been successful in other buildings and are unfamiliar with the District Resource Book For At-Risk Students
- believe that program availability is driving student placement and that the District is violating the law by not providing appropriate program

Joint Committee Conclusions

The work of the Joint Committee also resulted in conclusions that came from the survey and committee meetings and discussions. Significant conclusions included:

- in many cases, disruptive students do not have or do not qualify for an IEP. Therefore, the problem of chronically disruptive students is not exclusively a Special Education problem.
- we need documented information to provide real data that supports perceptions.
- there is a need to clarify which variables contribute to inconsistencies in staff feeling supported and successful in working with chronically disruptive students.
- the District continues to explore the contributing factors of students who do not read. The fact that 40% of our students come to us after the 3rd grade adds to this dilemma.
- communication issues need to be identified and addressed so that teachers have adequate and timely information about student needs and available services.
- given that we will continue to experience an increase in student behavior issues but receive fewer financial resources, we need to conceptualize and implement more creative solutions. This will be necessary in reducing the tension between student program needs and insufficient resources. This may necessitate cooperation among buildings, community involvement, and other cooperative efforts.
- it is imperative that those procedures dealing with disruptive students that are already in place are implemented and followed-through. This includes District Policy, Building Student Behavior Management Plans, the CBA, and state statute. We need to clearly communicate that it is everyone's right and responsibility to follow these directives. For further clarification, see

Article 5.1 B and C of the Procedural Agreement (formerly known as CBA).

We must recognize that, although chronically disruptive students are a joint concern, there are sites in the District that are successfully addressing this issue. Strategies and resources being successfully utilized include use of Block Grant (SLIG) funds, articulated quadrant-wide efforts, school-to-school cooperation, use of Joint Student Behavior Management Committee, Conflict Resolution Training for staff, students, and parents, parent education activities, community resources, and the District Resource Book for At-Risk Students.

Response from Bargaining Teams

Because of the complexity of the problem and the survey information reflects that problems vary widely from building to building, collective bargaining is not the process for effectively solving problems related to chronically disruptive students. However, we do commit to continuing efforts in monitoring the concern and determining and communicating effective solutions. This includes, but is not limited to, more clearly communicating and providing assistance with use of the District Resource Book For At-Risk Students, Building Student Behavior Management Plans, the Joint Student Behavior Management Committee, trigger waivers for teachers who may want to distribute the more disruptive students to one teacher in exchange for another teacher handling a larger class, use of Annual Decision-Making Survey in addressing building concerns, and resources such as Block Grant (SLIG) funds. We will do what we need to do for maximizing flexibility in addressing the problem at building sites.

We recognize that the State Legislature has intentionally reduced funding for Special Education needs, which also contributes to the tension between needs and resources.

Given that the problem will continue to impact us, there is a need to develop adult staff support models beyond the arena of staff development.

The Trust Agreement between the Edmonds School District and the Edmonds Education Association shares the mutual interest in supporting the District Mission and goals in providing a caring, quality learning environment and accountability for quality and performance. Therefore, the concern of chronically disruptive students is a collective concern and which we will pursue in an atmosphere based on the principles of our relationship as outlined in the Trust Agreement.

We hope this memorandum provides current information regarding the issue of chronically disruptive students and provides direction.