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| 1 | Alanton ES |
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| 3 | Greatest concern: unity among staff/administrators. PBIS somewhat eff |
| 4 | There are really no consequences that we have to leverage discipline with our students. We can suspend, but that does not fix the behavior at hand. Recess, what they really enjoy, cannot be taken away. We end up having a lot of students in the office for reflection time, but then our office staff ends up watching them since our admin are pulled for other issues around the building. An ISS area staffed with a TA would be extremely helpful for students that need some reflection time or an ISS day. That TA could be trained in |
| 5 | Administrators are always readily available to support teachers. Clear expectations have been established |
| 6 | Many students have lost motivation in the positive behavior initiatives |
| 7 | Our administrators love children and want to help any child in any situation. |
| 8 | PBIS is tough with students who continually act out. Sometimes it feels that although we are trying to teach good behavior rather than punish for bad, there are no consequences when there should be. I was concerned earlier this year as we had one student who had severe behavioral issues. I was concerned for him as well as the rest of the class being exposed to his words and actions. At times I was also concerned for my safety. I feel that PBIS is effective for some students, but there are others who aren't motivated by a reward. It can be very disruptive to a class rather than resolving the problem in a timely manner. I don't feel it is as effective nor does it hold children as accountable as the previous behavioral system that was |
| 9 | Discipline practices are less effective this year. I think that since students are only able to get positive reinforcements with rewards without any consequences the students feel that they can get away with more |
| 10 | I do believe that we should be holding students accountable for their actions. PBIS does not always allow |
| 11 | Classes are grouped in a way where a lot of behavior problems happen to be grouped together if they are not in the [REDACTED] classes. When student causes the class to have to leave the room, the parent should be called to come get them and take them home. There should be a school or program where children with severe disciplinary problems or mental health issues can get help and not continue to disrupt the class and or make school less safe for the other children. I wish the military could be used as mentors for some students lacking a positive male role model. I feel like we are supposed to tolerate children with chronic self-control problems and just focus on positive behaviors. PBIS: Teachers must complete more |
| 12 | Since I wasn't here last year I can't reflect on a change in behavior, but our team has been responsive and adaptive and I have seen positive change in this year. Greatest concern: student mental health. |
| 13 | Are practices effective: More coaching on being positive and how to prevent behaviors. I don't feel that taking away consequences benefits students because that is not how the world works and there is no immediate consequence to blatant defiance despite all positive incentives. Calling home with some of these parents is not always effective either so something needs to be structured for the classroom teacher. Administration is very supportive but teachers need to have some sort of discipline. I LOVE PBIS and how it has created a more positive environment to our classroom and a unity to the school. I am not sure how to |
| 14 | Greatest concern: Lack of respect between student to teacher |
| 15 | Greatest concern: Lack of self-control and ownership exhibited by students with continued apathy by |
| 16 | Greatest concern: Problem behaviors that continue to re-occur even after classroom and office referrals. |
| 17 | waiting to have a student evaluated is frustrating because in the mean time we don't know what to do to try and curb some disturbing behaviors. Greatest concerns: no consequences for misbehaviors |

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| 18 | <p>School wide terminology and clearly set expectations are the key factors that have contributed to an already positive and effective school environment. Students know all faculty and staff are on the same page. Students are praised for the positive, keeping a positive environment while keeping the expectations high. Building administrators verbalize and show their support, making the school environment for the teachers and staff a positive work environment. When assisting, they are effective, timely and encouraging. My concern is that students are not seeing negative consequences for their inappropriate behavior in the</p> |
| 19 | <p>Suggestions: More consequences are needed at the classroom level. We are limited! PBIS: I have had to get rid of several methods that I used in the past to make students aware of their behavior and work habit problems(visual reminder), while providing a chance to improve these actions. Greatest concern: Developmentally inappropriate curriculum expectations created by VBCPS. Quarterly tests and curriculum</p> |
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| 1 | Brookwood ES |
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| 3 | Lack of [redacted] activity. Stop rewarding students who do something good for a minute but are misbehaving the majority of the day. It's a game to some students. PBIS not effective. Lack of respect |
| 4 | PBIS not effective. Greatest concerns: Open communication and the follow through. |
| 5 | Suggestions: --more strict policy for students that show physical and verbal aggression. --easier process for special education students to be removed from the general education building to a more restrictive setting that is appropriate for the student. I feel that students are not safe in many situations and losing an enormous amount of instructional time for students' misbehavior. Students and staff are being assaulted at the hands of other students. |
| 6 | If a student is referred to the office we need feedback from administration about what disciplinary measures if any took place. Admin is supportive of morning meetings and requires that everyone attends a morning meeting, but there is not any follow-up to see if those meetings are helping with discipline. Greatest concern: The administration not responding to requests for follow-up when a student is referred |
| 7 | PBIS not effective. Greatest concern: Lack of support |
| 8 | It is [redacted]'s [redacted] year at the school. I believe [redacted] has a better understanding of the significant need, behavior crisis really, at our school. [redacted] works hard to build relationships and tries to enforce firm boundaries with students. Ultimately though, the consequences the students have do not work toward changing or stopping disrespectful or inappropriate behaviors. First and foremost, I believe that the district needs to invest more in teachers so that class sizes are significantly reduced. We especially need to invest more in special education teachers. The number of minutes a student receives does not fully represent the significance of the needs of the student, and we all are aware that significant behaviors are out of control across the district. We do not need more coaches or staff that does not work with students. We need more "boots on the ground." No amount of technology can replace the need for a lower student to teacher ratio. Many of our students are dealing with adult problems (e.g. homelessness, hunger, parents in jail, parents with addiction, poverty) and do not have the tools they need to deal with them. Teachers need to be able to spend more time meeting the emotional needs and teaching skills to address the social/emotional/behavioral skill gaps. This means giving teachers the class sizes/case loads that allow them to effectively teach these skills and also teach the curriculum. Secondly, I believe we need to enforce a zero tolerance policy of physical aggression towards teachers. If hands are put on a teacher, the student should have significant consequences and the parent should be accountable to have a role in the process so that they fully understand the significance of assault at any age. Students know teachers have no real power in consequences. When students are constantly returned to the classroom, teachers feel as though they are not valued. Teachers experiencing first hand and secondary trauma is real and happening in our district and in our school. The district should evaluate the discipline system at our schools and make changes so that students are accountable for their actions, parents are responsible for their students, and teachers feel safe, valued, and able to do their jobs. Once significant problem behaviors are evident, the process to consider change in placement is far too long. Students deal with scary situations in their classrooms on a daily basis during that process. I would be horrified if my own child had to deal with what our students deal with. The red tape needs to be removed and teachers need to be trusted as professionals to meet the needs of our students. We should not have to |

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| 9 | PBIS is effective for the majority of students and provides common language in the school. The challenge has been more with deciding on and implementing building wide recognitions and celebrations. PBIS is not as effective with students with intense behavioral needs. Special education teachers stretched so thin it is difficult to meet student academic and behavioral needs |
| 10 | suggestions: permanent removal if they consistently show the same behavior |
| 11 | <p>* lack of full time [redacted] involvement * lack of teacher support from admin * lack of follow through * inconsistent consequences * Admin and [redacted] school counselor not taking issues and teacher concerns seriously. Suggestions for improvement: * Stop rewarding bad behavior.</p> <p>* Understanding different cultures- racial, socio-economic etc.</p> <p>* Consistent follow through with admin and [redacted] school counselor</p> <p>* Validating what happens within the classroom as truth- just because it isn't seen by admin doesn't mean it doesn't happen. While the referral is dealt with and consequences are handed out, often times, the issue is much deeper. When telling admin about concerns, they are minimized as not a problem. Our [redacted] underestimates the problem or will also not see the gravity in the issue and will make jokes. There is no follow through or follow up with students. Students will voice concerns or feelings and they are also dismissed by admin and school counselor. Students are allowed to trash a classroom and return the next day. Teachers and other students put classroom back together. Instructional time is being eaten up with constant behavior redirections- disrespectful and defiance (top misbehaviors). Students are allowed to hurt, fight, and hit staff members and other students. Students are usually referred to the office and dependent on the situation the student may return to the room. Concerns for staff and other students'</p> |
| 12 | A misbehaving students actions towards teachers and their classmates are very concerning for our safety. Their actions have escalated through the years and there is no support for teachers getting hit. |
| 13 | Suggestions: Follow through, no special "time off" hanging out at security desk or office. |
| 14 | PBIS not effective: Students are not motivated by the rewards. Greatest concerns: Number of students per room and number of high need students. |
| 15 | PBIS not effective: Students show no respect for the program. Greatest concerns: What my students are missing in their learning due to their constant talking and behavior. |
| 16 | <p>Suggestions for improvement: Specific and consistent consequences for behavior especially for fighting, dress code (some students allowed to wear hoodies over their heads), screaming/cursing at a teacher, deliberate defiance, running away from an adult, assault of a teacher, destroying a classroom, etc. Students basically know that the worst thing that will happen to them is to sit in the office in ISS. The teacher then has to put in extra work and preparation to gather assignments for that student to complete while he/she sits in ISS. The BASE program is housed in our hallway. The disruptions and outbursts of students are frequent, extremely disruptive and disturbing. Screaming, crying and cursing is a daily occurrence that can be heard through the hallways. Our building administrators' hands seem to be tied because this program is not actually part of Brookwood. Teachers and staff have not been trained thoroughly in PBIS. We have had some education with Love and Logic and 2 staff meetings regarding Zones of Regulation. PBIS does not provide a way to effectively deal with out of control behavior. Greatest concerns: Discipline, no consistency with consequences. [redacted] and the outbursts and screaming/cursing/crying that can be heard throughout hallways and through the walls.</p> <p>Room clearing because a student has a meltdown. This is so unfair to teachers that spend their own</p> |

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| 17 | <p>We need a zero tolerance policy for some of the behaviors (assaulting a teacher). Teachers need real consequences that they can enforce and the students need to see that consequences are being given the same no matter what. A lot of our behaviors come from students with IEPs. If we had a more realistic staff to student ration in Special Education, we could reduce the behaviors. Some of these students need a one-on-one and they are put on the caseload of a teacher with 15 other students with special needs. I have a student who has thrown things that could have hit me or one of the other students. When navigating the hallways, my students have encountered other students who were acting in a way that could result in violence. PBIS has had no effect on the behavior of students. The same students who misbehaved before are still misbehaving. The school has tried different ideas, but nothing has stuck or engaged the students enough for it to work. The large caseloads given to Special Education teachers make it impossible for them</p> |
| 18 | <p>Suggestions for improvement: holding the parents more responsible for their child's behavior. I want administration to stop worried about inconveniencing the parent. When their child misbehave several times, the parents need to pick them up from school.</p> |
| 19 | <p>Students need to be held accountable for their actions. Repeat offenders shouldn't have the same consequence over and over again. They should be suspended or something other than silent lunch or ISS. Hitting other students is something that shouldn't be tolerated ever. It makes it seem like it's okay for the student to do it because they will only get a slap on the wrist. I am concerned because other students notice that when 1 student misbehaves their consequence is either insignificant, or there is no consequence, the other students decide it's okay for them to act the same way. Students are very observant of what happens around them. There needs to be a consistent plan put in place for how many office visits, ISS, phone calls to security that a student has to go through before other measures are taken. I also have had multiple students tell me or their parents that they don't feel safe around another student each day they come to school. Greatest concerns: The lack of response from admin when we do have repeating behavior issues from the same students. The yelling and screaming in the hallway or nearby</p> |
| 20 | <p>I have a student who often uses his hands instead of solving problems with other strategies. He pushes, kicks, slaps, and often calls them names. These actions are happening over and over but when he receives a consequence he is happy about it. For example he says he loves having ISS and asks to go to the office all the time. Now many of my students want to go to the office because they think it is "fun" because of what this student continues to say. His behavior isn't getting any better and makes me worry for the safety of the other students. The student behaviors that are occurring in the school is growing and growing. The lack of self control and respect seems to be one of the biggest problems in our school. The greatest concern I see is the lack of resources to get all these students to be respectful & practice self control. We model, read books to tie in behavior, discuss appropriate behaviors/responses at morning meeting, yet students are still turning around and making poor choices when morning meeting is over.</p> |
| 21 | <p>My admin tries to assist but the discipline and behavior issue at our school is extreme. The disruptions are daily! ████████████████████ are contacted and our emails are ignored! They do not know or understand our students. We are shorthanded with TAs and are struggling to meet our minutes. Behaviors occur daily and disrupt the teaching and learning of all of our students. Base is located in our building and is an additional disruption with the daily outbursts. I have a student who is non-verbal and requires 1:1 support for safety. The response we have received is use personnel in the building to support him We</p> |
| 22 | <p>Suggestions: More available alternative placements for students whose placement at their homebase school are not appropriate. (SECEP, BASE, etc.). Comments: Students that show aggressive behavior towards adults and other peers put staff and other students at a risk for safety issues. I have concerns with addressing aggressive and extreme behavior and the impact that has on servicing other SPED students in</p> |

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| 23 | <p>Suggestions: Consistency All office visits noted in students' file. Greatest concerns: Communication and follow through. Administration needs to listen to teachers' concerns and respectfully communicate with them throughout the disciplinary process.</p> |
| 24 | <p>It seems that the longer our school tries to implement PBIS, behavior continues to get worse. I don't feel that the issue is with my admin (they are doing the best they can with, frankly, ridiculous behaviors), but with the larger attitude towards discipline in the district. I don't feel that PBIS is the answer, but honestly, I also don't have a better answer. It just feels like the students with the behavior problems ever really get dealt with in a way that changes their behavior. From conversations with other teachers this does not appear to be a building level issue though, but a widespread issue. I do think there needs to be a separate school for these kids with severe issues (NOT [REDACTED]). We are losing TOO MUCH instructional time and taking learning opportunities from kids that can behave. It's a shame. I am lucky this year but I have seen multiple other staff members be injured (or almost) by students. These students should NOT be allowed to be at school if they are a danger to others. Adding elements of Love and Logic (logical consequences) has helped as a supplement to PBIS, but overall I do not feel that PBIS is effective for kids with real behavior problems. It is great to celebrate those small victories for our troubled kids, but I do not</p> |
| 25 | <p>Suggestions: More OSS. PBIS not effective: does not address behavior problems; rewards/ consequences are not effective. Greatest concern: discipline and low morale.</p> |
| 26 | <p>Too lenient on repeat problems. Suggestions: Sometimes parents have to be inconvenienced to offer support, OSS could be used more,</p> |
| 27 | <p>Bathroom use seems to be an issue and I think that students using the adult bathrooms is not the answer and unfair. They shouldn't get to use the adult bathroom just because they don't know how to behave in</p> |
| 28 | <p>Suggestions: --Consistency (A flow chart that shows what the consequences are for each behavior. The behaviors should be defined and examples given.) --Teachers should be able to carry out some sort of consequence. Consistency is an issue. Sometimes I feel very supported with discipline issues and sometimes I do not. I do not think that the students feel affected by the consequences because of the inconsistency. Sometime behaviors get out of school suspension and sometimes they get half day in school suspension. There is also a serious lack of home and school connection. Parents feel like they have the power. Behaviors are looked at as the teacher's fault and their is no accountability for the student's actions. There have been many situations where I have been concerned about safety. When our grade level talked with another grade level, we decided to go to [REDACTED] about the issues we felt were alarming. [REDACTED] brushed off these concerns stating that they were not that serious and that we as teachers should not be making assumptions. PBIS is not implemented correctly at our school. We have been told that we do not need to look into behavioral trends because the behaviors in our school are not that bad and that we only have a "few outliers" (aka explosive behaviors). This tells me that the behaviors are not being tracked</p> |

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| 29 | <p>Consequences need to be defined school-wide. The consistency of the consequences implemented as well as the severity of the consequence that aligns with the behavior. It would be helpful to have some sort of a flow chart for consequences that we could follow every time there is an incident. It not only would help teachers be aware of the consequence but the student also. Teachers should be able to carry out a consequence for said student and be fully supported by admin. I feel that our administration does a great job supporting the staff with discipline issues but it is not consistent. There are times when I feel like I am taking class time to investigate issues when I should be teaching. Students are aware of the inconsistencies in consequences so therefore they are not as affected by it. There have been incidents when I was extremely concerned about mine and my student's safety. When my grade level approached administration about it, it is not taken seriously and it is as if the admin is defending the actions of the students. We, as teachers, see things and hear students' conversations every day that are alarming. When brought to admin, it is brushed off or we are told 'I really don't think it's that serious'. There have been gang activity confirmed and students wearing gang colors to school. We suggested a resource officer reaching out to the students and still have yet to have an outcome. I was selected to be on the committee for Tier 2 PBIS and it has yet to be fully implemented. In fact, Tier 1 has yet to be correctly implemented in our school. Attempts have been made but it makes it extremely difficult when admin isn't on board.</p> |
| 30 | <p>Suggestions: -Consistency -Consequences -Flow chart for consequences -Behaviors should be defined -Best Practices consistent throughout the building -Teachers should be able to discipline and carryout consequences and feel supported by admin. I feel that we as teachers have lost the ability to discipline. Students know that consequences are inconsistent, therefor do not care. There is also a lack home and school connection. Parents feel they have the power and it is always teachers fault and can't take responsibility for their own child's actions. As an elementary school teacher I feel we are setting these students up for failure in middle school and society. There have been incidents where I have felt very concerned for my school and students safety. When we took our concerns to our administration, they brushed off our concerns and stated that its not that serious. (i.e. gangs confirmed, wearing gang colors, stealing from convenience stores, student copying down location of all security cameras on his arms, and student reciting another students home address a a threat).</p> |
| 31 | <p>Student discipline is not the problem. If you keep thinking the problem is discipline, you're wrong, and you will never guide our division in the right direction. Student behavior is the problem. Emotional regulation is lacking in students across the division. Until the division spends money on a social emotional curriculum and carves time into the school day to explicitly teach expected behaviors and emotional regulation then we will continue to have behavior problems. Let me reiterate, time to teach these skills must be carved into the school day. Let's say you take 10 minutes from language arts, math, and content to invest in teaching SEL and expected behaviors. You will gain back instructional time in the long run because you will have to stop instruction less to tend to unexpected/inappropriate behaviors. Our administration is doing everything they can do as the follow the division's Discipline Guidelines. Unfortunately, there is no support from home which would be a traditional approach to school discipline. We have to adopt procedures that mitigate the parent support piece because it is very unlikely to happen. While parents might talk a good game, the follow through is unlikely. Most of the time, this is because the parents do not know how to intervene with their child's behavior. We have to start teaching the desired behaviors. We have to provide students with the tools they need to choose expected school and society behavior. You can't discipline the bad behavior out</p> |

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| 32 | <p>Suggestions: Better staff to student ratio and additional TA staff to support the number of high maintenance student behaviors. We have a couple of students that have become angry or upset and begun to throw things or trash the room. On a few incidents they have verbally threatened peers. We need more staff support (TA's) hired to effectively address the high maintenance students.</p> |
| 33 | <p>When students get upset, throwing things has become very prevalent. I have to put myself between the student throwing and the other students. PBIS is not effective. Greatest concern: The overall rise of lack of respect that is shown by the students.</p> |
| 34 | <p>Some students this year are being held more accountable for particular actions. However, if a student strikes a teacher, there should be NO exceptions for that student to be removed from the school. If a student can not control their body and they do not have an IEP then they should not be allowed to be near other teachers or students for safety issues and also made an example for others. Suggestions: Stated consequences that have a complete follow through. Two warnings for minor incidents are acceptable but what ARE the major incidents and what consequences are given by school and parents? Whose responsibility it is ultimately that a child is in compliance with respecting others and property, acting in a safe manor and showing responsibility? We are a community but need to have more enforced help from the parents of these students.</p> <p>One of our biggest issues is the extremely long process it takes to get students moved into the correct program or correct schooling facility. It takes so many months to do this and in turn it hurts the student, the teacher and teachers involved and sadly- the other 20 students in their class. Something needs to</p> |
| 35 | <p>Repeated misbehavior should result in more severe consequences. Relationship building and positive practices work for most of our students, but it is my belief that we can't continue to let classroom disruptions by students acting disrespectful interrupt learning for students who want to learn. Certain students continue to tease and bully students repeatedly with minor consequences. Our administrators seem overwhelmed by the number of behavior problems daily. Support is provided directly and immediately, but it seems problems continue with the same behaviors/students. PBIS is great for establishing clear expectations, but clear consequences do not appear to be a part of the program. Teachers give logical consequences, but school-level consequences are inconsistent. My greatest concern is that our students are coming to us with great social emotional needs. In addition, students lack ownership and responsibility for behavior and consequences are inadequate or inconsistent. While we have</p> |
| 36 | <p>A student's parents should be notified immediately when they are disruptive to our learning environment or acting inappropriately. Misbehaving students know they can get away with inappropriate behavior day after day. The school district [REDACTED] in our school causes multiple distractions. [REDACTED] [REDACTED]. Classes walking to their destination hear inappropriate things from [REDACTED]. The classrooms located next to [REDACTED] need to change their routine by turning on smart boards to play a video when escalated [REDACTED] but sometime while testing this is not an option. [REDACTED] [REDACTED]. This [REDACTED] already dealing with many</p> |

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| 1 | Hermitage ES |
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| 3 | PBIS Not effective |
| 4 | <p>PBIS--it is not implemented effectively/correctly at this school; instead of dealing with the problem directly, a meeting for more training on PBIS happens, or for other division requirements...nothing is ever addressed and students are coddled in the office and allowed to return to the classroom too quickly. Room clearing happens in 2-3 classrooms here or we have "runners" in the building and adults chasing them, which isn't effective at all. Now a "code" was put in place and all adults with walkie-talkies have to report to the area when there is a runner or a classroom cleared. It gives WAY TOO MUCH ATTENTION to the situation, which causes it to happen again and again. It takes 7-10 adults to remove one student from a classroom, yet that student is back in the room within an hour. WHY? Stop tracking discipline as a measure of how well a school is doing. Pressure on the principal to keep numbers down puts pressure on teachers, which puts pressure on students. If everyone is stressed, that causes issues. Stop putting so much emphasis on it so everyone can relax and do their jobs...which is to teach in a safe environment. When it isn't safe, allow admin to do their jobs and remove the students causing the safety concern. We've gone from referrals to office notes (which don't go on the student's record). When they go to middle or high school they don't get coddled this way. We are doing them a disservice. More accountability on parents is what needs to happen to start with...less on schools. If social services or social worker within the building was more involved with these frequent fliers, parents would start to do something. It amazes me at how many of these students just need some support in place and the parents refuse to let us give those supports (like calming techniques, sensory items, weighted vests/lap pads, wiggle seats, chewies, etc) and say their kid is fine, yet they are the ones destroying the rooms and the safety of others in the room. When do we start looking at the other 20+ kids in the class and how this could be creating trauma for them when they have to clear the room or watch a child flip a desk and run out of the classroom only to be returned within the hour. When do we start protecting them? When do we start paying attention to what this is doing to our teachers? Good teachers crying almost daily because they can't help these kids. Good teachers leaving the profession. Change is needed...Yesterday! And in talking to my friends, this is happening in every building in the city. Our elementary schools are in a crisis. Something needs to be done. They go there sometimes on their own. They just walk out of the room and walk to the office. Some kids love the admin so much they are willing to disrupt class to run across the room to hug them when they enter the room for an observation or</p> |
| 5 | <p>Suggestions for improvement: (1) It needs to be consistent, fair, and follow the consequences outlined in the district's Student Discipline Guidelines (Levels). (2) Referring teacher should be notified of the consequence. Teachers are not notified, and find out later that nothing came of previous referral beyond a "talking to". There have been multiple classroom clearouts each week for out of control, dangerous behavior, yet these students return that same day, apparently without consequence. I understand the student needs to be at school rather than out of school on suspension, but the other students' education is negatively impacted by repeated dangerous behaviors - but there is no concern for their educational</p> |
| 6 | <p>I believe most of the bigger issues the school faces are due to mental illness/special education issues not being addressed quickly and students with diagnosed mental illness/special education issues not being placed in the proper setting. Students with mental illness/special education issues not being placed in the proper setting. Teachers are mentally and physically drained from 1 or 2 students disrupting the classroom multiple times a day. Students needing interventions with mental illness/special education concerns are</p> |
| 7 | <p>I feel that PBIS does not work for all kids (not that anything does). But I think in severe cases those kids need more assistance. Concern: lack of control or observation during extra recess time for classroom teacher</p> |

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| 8 | <p>We need clear consequences. And we need to start the year strong so that children do not think that they can get away with poor behaviors. Once they realize that we do not tolerate negative behaviors, they behaviors should lessen. We need to have a better policy to remove a student from the room, rather than clear the room of all others and allow the behavior to continue until the child is exhausted. It is not fair to the teacher or students of any classroom for their room to be destroyed. Positive reinforcement is great, but children need boundaries, rules, and consequences. When children "seem" to get away with negative</p> |
| 9 | <p>The negative change has been due to several factors. Students with serious, reoccurring behavior problems have few real consequences for unacceptable behavior. We have had several students hit staff or students with little to no consequence. This reinforces the behavior for this child and others who witness or hear about the incidents. Also, teachers do not buy into PBIS/restorative practices. Too many rewards-especially for those who display negative behaviors-and too few meaningful consequences. We need clear and consistent expectations. Students can recite our PBIS rules: be responsible, be respectful, and be safe; However, many can not describe exactly what this looks like or sounds like in a variety of situations. We need to build true relationships with kids and parents--not via rewards. We need to use empathy with kids and encourage better parenting: send home flyers, offer workshops, include tips in newsletters and have speakers at PTA meetings. So many parents say they don't know what to do with their children's behaviors at home. We need logical consequences for unacceptable behavior that will stop the behavior and make it unlikely to happen again. Students will push the limits if consequences are ignored or inconsistent, and this makes the teacher/administrator appear passive and accepting of the behavior. We need to teach students skills to be successful with behavior and model these positive behaviors often--such as during morning meetings. As a staff, we also need to brainstorm consequences and decide which are too harsh and which are too lenient. Time out with Legos and candy or spending the day with the school counselor is viewed negatively by many staff members even though these may help a student calm down, it may also encourage the undesired behavior. Time out with a book or puzzle may be viewed better and still be successful. If teachers are involved in helping to create the logical, reasonable consequences that are related to the behavior, teachers would be more likely to buy into the behavior system. We have way too many rewards and students are being rewarded for simply doing what they are supposed to do every day. I don't get a free recess pass for showing up to work on time. Students working for rewards is creating an environment where if a student doesn't get a reward for each good behavior, it discourages students from consistently doing the right thing. We have had students hit staff members and other students-some have more than 1 office referral for this-and the only punishment was a phone call home. These lenient consequences lead teachers to adopt a "why bother" attitude with discipline. We have teacher frustration, low morale, and way too many students with reoccurring discipline problems. ISS and OSS do have their place. If a student is a danger</p> |
| 10 | <p>I know of two incidents where students were hit by another and nothing was done, and parents were told it was an accident. Greatest concerns: Administrative micro managing and lack of classroom experience</p> |
| 11 | <p>We rely too heavily on our school guidance counselors for student discipline. There are constant issues with students eloping, screaming, crying, etc that disrupt not only the classroom with that student but all the other classrooms around them. Teachers feel like administration is inconvenienced when dealing with discipline. Teachers have been told in meetings that if we send students to the office they may not be available to deal with the student. Students are able to sit in the reflections room but may not have supervision from an administrator. Greatest concerns: Extreme student behaviors. Teacher expectations are out of control. Most teachers are working an obscene amount of hours outside their contracted time to</p> |

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| 12 | Suggestions for improvement: dump PBIS, hold parents accountable, actually enforce the VBCPS code of conduct up to and including expulsion, stop expecting teachers to also be doctors, psychiatrists, and counselors too, and to put our own physical and mental health last. Immediate response to severe issues has improved, however long term solutions for students who are constantly, persistently disruptive, disrespectful, and unsafe are still not in place and it is continuing to take a toll on this staff. Something still must be done about students who habitually hit, throw things, etc. The "zero tolerance" should be in place. No person, child or adult, should have to contend with such consistent, dangerous behavior from a child who is attending a regular public school environment. Our repeat offenders are being rewarded when they comply with regular expectations, and our smooth sailors, who consistently demonstrate acceptable behavior, are falling by the wayside. Teachers would need FAR MORE COMPENSATED PLANNING TIME to thoroughly and completely implement a working system. As long as available planning time is scheduled |
| 13 | Greatest concerns: Students are still not ALL held accountable for their behavior and are often over rewarded and given far too much positive attention. Some incidents that should be documented as referrals are not. |
| 14 | We have a 1 day, tier 3 school counselor who is supposed to help students with discipline incidents and difficulty managing themselves. This person is not here regularly to support the students. It would be better if she were consistently here 2 or more days a week (even if they were partial days). Greatest concerns: Lack of substitute teachers picking up jobs. This puts a strain on other teachers/staff who have to cancel |
| 15 | Suggestions: would love to see parents being held accountable for their children's actions. PBIS: Why are we rewarding students for doing what is expected? Greatest concerns: 1) troubled students whose parents are not addressing the issues on their end...expecting the school to solve/deal with it 100% 2) not having a solid plan if a tragedy should occur within our building |
| 16 | Discipline is erratic here. There are policies but it is not consistently applied. Students communicate to each other and to teachers that they can do whatever they want without getting in trouble. Most of the time, it is true. There must be a standard of behavior, a clear response to misbehavior, and clear adult responsibility/ roles for administering the discipline. I did not like the options to questions 9 and 10 and would have preferred to answer the question freely. There is one [redacted] who is helpful in assisting with discipline issues as long as there is not a meeting to attend. Otherwise, I have been on my own to deal with the situation. The other [redacted] is not effective in assisting with discipline and often makes the situation worse, breaks trust with other adults, and communicates to the students that misbehaving leads to rewards and special treatment in the office. I believe that [redacted] thinks [redacted] is doing the right thing but it is |
| 17 | Greatest concern: The impact of bad behavior on the other students in the classroom. |
| 18 | Suggestions: Beneficial professional development on ways to successfully deal with behaviors. Consistent consequences for students. Higher expectations for behavior in classes. Other students deserve to be able to learn without these distractions/safety issues. Administrators are becoming more supportive, but they don't have a lot they can do to discipline severe behaviors either. Other than sending students home. Concerns: I feel very concerned for the students in the classroom. When there are 24 students in a room it is difficult to be sure everyone is safe when there are several students in class who display unpredictable behavior patterns. PBIS: its good as long as consistent expectations and consequences are established. |
| 19 | Discipline should be per child, every child is different, you can treat everyone the same, some children need a firmer hand and others need a safe space. PBIS: Not every child needs this, some children need a firm hand, they need to be told no not redirected. |

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| 20 | I feel support from my building administrators but I start having concern solely because of communication between staff members when unwanted behavior occurs. I also feel that there isn't a sense of unity through out the school in regards of discipline. What is considered discipline for one student is not necessarily the same result for another at times. A challenge I have faced is when positive reinforcement is not enough motivation for students who continuously disrupt learning through out the day. Greatest concern: |
| 21 | [redacted] experience that the previous [redacted] had. PBIS is not effective when students are rewarded for behavior that is considered the norm or what is expected of the student population. Rewards are for things that are over and beyond what is expected. When students who misbehave are rewarded for things other students do that is the "norm," this demotivates the other students. There is inequity in this process. Greatest concern: behavior of a small percentage of students that gets the most attention from everyone, the constant demands to do more and do better, nothing ever |
| 22 | The one awesome change in our school environment was the addition of our security staff member. He is good with the kids, friendly with the staff, and enforces all guidelines for outsiders entering our building. Suggestions: We need to have our student body, as a whole, looked at for environmental factors and its affect on the behavior in our school. If we are seeing the same behaviors, we need to work as a whole to address those behaviors. We are being interrupted with students that are disrupting our class and know that they will not have any consequences or just serve some time in the office. I work more with our assistant principal. She has her hands full, but will often work closely with repeat offenders. Our [redacted] does not work with discipline problems and my students do not often ask to visit the [redacted]. Many of my students have had to watch their classmates misbehave in class by disrespecting the teacher of other students and not serve any, or a very small, consequence. Students have seen students put their hand on another student or step into their space and get away with just a warning. Consequences mean nothing to these students because they know they will just be right back into the classroom. PBIS not effective: Our school has implemented so many different ideas that I am not sure which one we are using at the time. When we do start a new idea, it is tried for awhile and then fizzles out or falls on the shoulders of the |
| 23 | Suggestions: Providing more personnel in our school for our students with special needs/behavioral problems. I think if many of these students who are major behavioral problems had the opportunity to take breaks and work in a smaller class size). The discipline problem in Va Beach I truly believe is because we do not have another support in the buildings. We need more Teaching Assistants. We need more special education teachers. We also could use a in school detention room with a teacher staffing that room. It is unclear what should be done if a student gets aggressive and violent. Everything seems like the teachers fault if a child is not behaving. We have many students with severe emotions, trauma, and behavior |
| 24 | Clear cut consequences for bad behavior are necessary for all students. If students feel there are no serious consequences for their poor choices, what is keeping them from continuing the unwanted behavior? This does not only apply to repeat offenders either. Children are perceptive and catch on quickly to the lack of consequences, promoting behaviors in normally obedient students. Classroom control and discipline of |
| 25 | Consequences must be given on a consistent basis. I feel students believe they can get away with many negative actions towards teachers and students without any measurable consequence. Greatest concerns: Teacher burn out. I understand that being a professional teacher can absorb much of your free time to ensure your lessons include the necessary components required by the district, but at the same time, our |

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| 1 | Point O'View ES |
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| 3 | PBIS not effective |
| | <p>It is a negative change. There is a lack of discipline in the hallway which spills over to everything else in the building. Students that consistently make bad choices in the building are also the same ones that consistently get rewarded. There are no consequences for minor infractions including talking back to the teacher, not doing work, defiant behaviors, and the list goes on and on. We need to have a systematic system set up...if you do this, then this is your consequence and it should go across the board for all students (regardless of IEPs). All students should know how to behave.</p> <p>I don't believe in cool down actions for the students that are the most defiant...they get away with their actions when this happens and don't learn! and when they are acting up, the other students can't and don't learn. The same students that get away with all the disrespectful behavior are the same ones that bully other kids and there are no actions to stop it...teachers have brushed their behavior off. PBIS does not work! We have been trying for many years and it is not working...if it was working, then when you tell a student to use their walking feet, they would do it...not look at you and scoff and move on like I'm just another child in this building that they don't have to listen to. The defiant and disrespectful attitude</p> |
| 4 | students not being able to learn because of the behavior issues everyday |
| | <p>It's time to fund a school like Renaissance for elementary aged students. By the time students reach middle and high school they no longer care. Intervene early when they care about making it back their friends at their home school. PBIS does not work. The behavior in our building has gotten progressively worse since implementing PBIS in our building. Look at the statistics. The number of referrals has not decreased and the behaviors are NOT improving. Students need to be held accountable for their actions and they aren't.</p> |
| 5 | Greatest concern: The extreme behaviors and the safety of other students because of these behaviors. |
| | <p>I believe that restorative practices are practical and in the best interest of students, however, in order to provide restorative practices, there needs to be a great investment in human capital, and provide additional staffing such as counselors, and administrators that can effectively provide and initiate these practices. It is unrealistic for one full time counselor, two part times counselors, and one AP to effect meaningful change, mediation and restorative practices with fidelity with all of the other tasks that they are responsible for, especially when there are 750 kids in an ES. Another full time counselor, Administrative Assistant or an additional AP would provide another layer of support that will directly impact the ability to apply restorative practices while also allowing timely response to student, staff, and parental needs as it relates to student discipline and proactive solutions, such as PBIS. Number of students in the building (currently 750) creates</p> |
| 6 | some concerns with providing adequate supervision and support for students, especially in the areas of PE |
| 7 | The lack of consistent consequences is the greatest area of concern. |

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| 8 | <p>I think that admin has their hands tied somewhat. Parents are too quick to call downtown and complain if their child is given a consequence. The consequence is usually revoked due to this. If the student is a known problem then we are led to believe it is easier to just let him or her do what they want. Children need to have a consequence for their actions. Instead of giving them a lollipop etc. for the 5 minutes they behave, they need to be held accountable for the rest of the time they are disruptive. We also need to make parents accountable. After a child has been disruptive throughout the school, art, music, cafeteria, PE, etc. all in the same day, the parents needs to come get the child. This behavior stops so many children from learning. All the attention on the behavior and everyone else suffers. Parents don't want to be inconvenienced and by allowing this, we are doing a disservice to the child. The discipline standards need to be changed so that the school, the parents and the children are all held accountable. I think PBIS can work if it is done right. Unfortunately, we don't give the children consequences for their actions. Most of the children that misbehave on a daily basis, have figured out that if they don't want to do something that is asked of them, they just walk out of the room. Once they behave for a few minutes then they are given a</p> |
| 9 | <p>Less effective for some students not all. Some students do the same thing over and over again and nothing happens. One student has [REDACTED] at almost all times because he will not stay in the classroom. One student has run out of the building several times and nothing has happened. I think students who make threats to others should have some type of discipline. With this type of thing sometimes they are disciplined. Other times nothing happens to the student other than a "talk" with the student and the parent. I think there should be a place in the school, other than the front office where students can have a Time-out or in school suspension. I worry that some teachers in the school lack control in their classes. Sometimes this is due to the high number of students in those particular classes that have difficulties managing their own behaviors. This has lead to some problems with student safety. PBIS is not held with high regard by a number of teachers and therefore not it is not very effective overall. Discipline for some students who scare other students; are extremely disrespect and disrupt the classroom environment. I'm</p> |

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| 10 | <p>Student behavior is getting WORSE by the day because there are no consequences. The students are learning they can do what they want and nothing will happen to them. There needs to be CONSISTENT consequences. If one kid is disrupting an ENTIRE class, that student needs to be removed. It is so frustrating to hear over and over, "We need the kids in class... they can't miss instruction." What about the other 20 some students that are missing instruction? It is NOT fair the students who want to learn and are well behaved are being punished because of one kid (who KEEPS acting up, because NOTHING happens). If a student hits other students, causes fights, destroys a classroom, and even hits a teacher then there NEEDS to be a consequence. It blows my mind how students are sent back to class after a matter of minutes after hitting another student and even hitting teachers. Teachers all agree and discuss how NOTHING is done for bad behavior in this school. The students scream at teachers, hit teachers, start fights, yell profanity at other students and teachers, and nothing happens. The students leave the room for a little bit and spend some time in the office coloring or calming down, then just come right back to class as if nothing happened. To the students that is NOT a punishment. They want to get out of class. There needs to be consequences that the students care about. Have them miss PE time or recess, take away something the student enjoys to think about what they did and that may have an impact. Having the student hit a teacher or student, then miss math class to go color in the office. How is that a punishment? Teachers are losing the student's respect, because the students are smart enough to see the teachers have no way to really discipline students anymore. I am one, of multiple teachers, who had to break up a student fight. The students were so angry and intense, it took three teachers to break them apart. Two students were hurt being caught in the middle of the fight and trying to get out of the way. Two teachers were hit in the process. From my understanding, PBIS is more about rewarding positive behavior and not as much about giving consequences for negative behavior. So what happens to the students who hit teachers, hit other students, destroy classrooms, and scream profanity? Do we just look the other way? How is that preparing students for the real world? Don't students need to know if they do something negative in the work place they may be written up or lose their job? If a student breaks the law, then there will be CONSEQUENCES. I do not think we are setting students up for a successful future, if they do not learn their actions do in fact have consequences. Student behavior in schools is getting worse and worse every year, as the school systems</p> |
| 11 | <p>There should be an ISS Room with a teacher to try and keep wildly out of hand children going with out affecting the instruction of the rest of the classroom students who are on task and ready to learn. This would allow student in distress an opportunity to cool down while the attempt to still provide instruction to them would still be there without sacrificing the instruction and learning of the other students in the regular classroom. There needs to be some sort of action or response that would quickly remove the child exhibiting dangerous behaviors so they do not hurt themselves or others. At times, too much negotiation takes place and valuable instructional time is lost for every other student in the class. It is not enough to say "we are doing PBIS." Positive behavior interventions take many forms and there are many forms that work. Whichever form that is chosen must be done consistently and with fidelity. Positive behavior interventions also does not mean that there will never be a consequence for negative behavior. Consequences are an integral part of setting goals and boundaries for student growth and achievement. Sometimes the needs of</p> |

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| 12 | <p>the PBIS model is not working for our students. Yes, I teachers are trying to implement this model However, when good students see bad students getting rewarded for bad behavior, they tend to start acting bad as well. What I mean is bad students who get in trouble and are taken out of the classroom and then behave for a little while are rewarded with candy or other things, it is not having the intended effect. Those students now see that if they act bad, they can get out of class and get a treat or time out with someone. Think of Pavlov's Dog Theory and you will get my meaning. Many teacher here are doing the best we can but it seems that often times our administration has tied hands on what they can do with misbehaving students. PBIS is not working. Students who are constantly misbehaving in a class and only get a talking to and sent back to class is not helping. Students who attempt physical violence on other students or teachers, should immediately be given ISS or OSS. Like I mentioned before, we feel that our Administration has few options to deal with misbehaving students. There should be no quotas on referrals for select groups of students. All students need to be dealt with equally. We know that our Admin has to follow downtown's guidelines and to be honest those guidelines are not working for our school. We have students who use physical means to retaliate against other students and teachers. No teacher should ever be hit by a student. That student should be given OSS immediately. Students getting in to altercations with other students should be dealt with the circumstances in mind, but if a student continues to be physical they need to be dealt with in a stronger way. PBIS does not work in a school with our clientele. Most of our students come from broken homes and non-discipline parent or parents. We need strict behavior guidelines and students need to be dealt with swiftly and effectively. Positive reinforcement is always a good thing but not to the point that it negates the student's understanding that bad behavior is not ok. We need to put more</p> |
| 13 | <p>I think we need to really look at the code of conduct and what we are expecting students to do. From there our discipline should follow and there should be reasonable consequence for student actions. We also need to take into account the time lost for both staff, the individual student, and the class when there are numerous daily interruptions do to disruptive behaviors and how parents are being asked to partner when working with a student that is struggling to follow the code of conduct and rules set by the school/grade level. The struggle with PBIS is that we are often good at using or trying to use positive reinforcement. However, this tend to work sometimes and more often then not backfires because students come to expect reward for doing ordinary tasks that all students are held to such as completing class work, listening and following directions and so on. Rarely are negative consequence given out. I'm concerned about the blatant disrespect that is often showed to staff members from students. Students are not being prepared to be good citizens because we do not hold them accountable for negative choices. We try to approach it with</p> |
| 14 | <p>Give consequences based on offense. Students are allowed to run up and down the halls whenever they feel like it. This allows the "good" students the impression that it is acceptable. Administrators are only able to do what the School Board and Superintendents allow. It looks bad on the school and system if there are too many referrals written. Students and parents have too much authority when the teachers and administrators should be able to control inappropriate behavior with consequences. I have always believed in positive discipline, however, there MUST be consequences for negative behavior. Our students seem to think they can do anything they choose without any negative consequence. Student safety is my biggest</p> |
| 15 | <p>I feel like some students truly need consequences.</p> |
| 16 | <p>Suggestions: Do not send students back to the classroom after an offense. Call parents and make them aware and send students home if need be. If a student is physical or violent, said student should be sent home. I feel I am not supported when I write a referral because often times students are sent back to the classroom after inappropriate/disciplinary measures occur. There have been several physical altercations with some students in my classroom. They have been both during PE and in class. I do worry that some students will get physical with me and other students in the classroom, if pushed to a point of "no return."</p> |

Behavior has definitely taken a turn for the worse. This change is directly tied to the fact that there are no consistent consequences for unacceptable behavior. Students are taken from the room for disruption only to be brought back with a reward or know that if they are disruptive enough, they must be taken from the room where they get to be a staff members helper, which, again, is more of a reward than a consequence. At the very least, it does not teach the students that their behavior was unacceptable. We are positively reinforcing negative behavior and completely ignoring consistently good behavior so those that would normally act like a responsible citizen, eventually will stop seeing the point in behaving well because it doesn't get them the same attention and rewards as those that are consistently causing problems. To improve behavior the district needs need to set boundaries and have real life consequences that are consistent across the board. These consequences need to be consistent across grade levels and for every student no matter what. If a student puts their hands, feet, whatever on another student or the teacher or is aggressive towards another person in the building, for any reason, then they should not be allowed to return to the classroom as if nothing happened to further terrorize the class. The student's parents also need to be notified immediately that this incident occurred, by administration, everytime. If a student inconveniences a staff member in carrying out their prescribed duties (i.e. providing a quality education to the students that did show up to learn) then the parents need to be inconvenienced as well. If a student purposely breaks the glass in a classroom door, letting them come back immediately afterward does not teach the students that their actions were unacceptable. When a student destroys a classroom, letting them do wind sprints in their socks up and down the hallway is not a consequence. Yes, the aggressive/destructive behavior needs to be de-escalated, however, the student still needs to know that their behavior was unacceptable and will not be tolerated in the future. Staff should not feel obligated to walk on eggshells around these kids so as not to set them off. I am not saying we should set them off purposefully, but we are not doing them any favors in life by coddling their unacceptable behavior so as not to make them mad/uncomfortable. The students that I have seen with the most cases of behavioral recidivism have become numb to any threat of consequence by the teacher because they know the moment they leave the room, the consequence will not be carried out or they will never be made to feel as if they have done something wrong because the goal of PBIS seems to be de-escalation, not consequences

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We can not send disruptive, disrespectful, and destructive students home if they have an IEP, even though they can not be calmed down. I think there are more students out into Special Education because of behavior issues. Then with an IEP, they are allowed to stay at school and disrupt the students who are there to learn. Suggestions: I think there need to be consequences for misbehavior. I think if a student is disruptive, disrespectful, or destructive (as in tearing up the classroom), they should have to be suspended, IEP or no IEP. And parents need to be accountable for their children. It is not my admins' fault; their hands are tied by the school policies. They try to support us as much as they can. I have seen students get mad and fly off the handle and throw things, almost punch another student, hit Teachers and other students. There are no consequences so it continues and other students who may be on the fence about behaving or misbehaving, follow suit and copy the misbehaving student. There are no consequences for bad behavior. When students misbehave in the classroom, they are taken out of the class and either go with the Guidance Counselor and get to do fun things or help out (doing things that should be reserved for students doing the right thing) or they go to the Office and get to do fun things. They almost always come back and most of the time, revisit the same behaviors- or misbehaviors! Teachers have to spend more precious time dealing with behaviors than actually teaching sometimes! Greatest concerns: The behavior issues! There is so much more disrespectful issues than I have ever seen! There are more misbehavior issues this year than ever before. I feel the parents have too much control over what happens at school and have no responsibility

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I say about the same because it wasn't effective last year and it isn't effective this year! PBIS teaches no consequences. Students have to have consequences or they cannot learn from their mistakes. PBIS is an ineffective way to teach our students and the bad behavior in our school is getting worse every year because the students do not respect authority and there are no real consequences when they don't. This is not administrations lack of trying to give consequences it just cannot be effective if there are no consequences for inappropriate behavior in the classroom. Why would you implement PBIS in our Schools when it is in no way effective. Look at where our behavior has gone since this was started. Every year it has gotten worse, Common sense tells you this is wrong. What a disservice to our students, staff and administration!! The bible says spare the rod spoil the child....this does not mean beat a kid with a rod....it means there has to be consequences to teach a child. The alternative teaches them nothing, PBIS says don't use a clip chart in Kindergarten because the whole class can see when a student has to clip down, guess what...the student clipping down also sees the students who don't clip down. That would be called reinforcing the good behavior and giving the bad behavior consequences and the opportunity to mimic the good behavior. If a student isn't shown what is not acceptable, then they won't ever learn. Suggestions: Teachers should be allowed to give consequences in the classroom. Parents need to be inconvenienced when their child has been disrespectful, violent, and/or disruptive!! There has to be Consequences!! Students are in school to learn. Sad to say but at this point the only way to fix what is broken is to have a couple of Renaissance type schools for Elementary aged students. There has to be a strict environment to teach the students how to behave. It is interesting to me that consequences seem to show up in Middle and High School. WHY...It wasn't needed in Elementary school. That in it self is ridiculous. I wonder why we are out of room in the Renaissance School? We are out of room because PBIS is being taught in Elementary schools and not working, then all of a sudden these students go to middle school and still haven't learned how to act. This seriously makes no sense!! We have 740 students in our building and have the same Administration as a school with 450 students. Our Administration is very supportive and do all they can to keep up with the discipline issues. We need more support staff. There is only so much a person can do. Walk in their shoes and see what they are dealing with. This doesn't mean walk around the school and critique what is going on. WALK IN THEIR SHOES!! If a student is in a classroom that is knowingly

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Suggestions: More student and parent accountability and consideration for the other students in a safe and comfortable environment. I believe building administrators are doing the best they can with what they can

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Suggestions: Less leniency with students who escalate. De-escalation should be positively reinforced but not without consequences for what occurred during escalation. More consistent consequences for students. Greatest concerns: Repeat offenders that are incredibly challenging and dangerous, make learning and teaching extremely difficult and do not seem to benefit from being in an inclusive classroom. I'm speaking not as an expert, of course, but as a layperson being honest.

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The students know that their actions have minimal if any consequences. They know that their are boundaries but if there are no consequences the boundaries don't matter. The usual consequence is time in the office (a time out) which many of them enjoy, so its not really a consequence that teaches them anything. The administrators do what they can for the most part. Their hands are tied by the district promoted behavior system. This year I have been kicked by a student and grabbed by another. This type of behavior has increased throughout the last few years and it is not only scary but absolutely unacceptable behavior, but it isn't treated as such. Discipline for assaulting someone is very minor. If students are willing to touch an adult in an aggressive manner the other students that witness this are going to know that the student can hurt them also. PBIS is not effective: It works for students that are intrinsically motivated. For the students that have repeated behaviors, it works to keep them doing the negative behaviors because it is

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They know the boundaries, expectations, and rules and continue to choose to display inappropriate behavior. They look forward to going to the office and often find ways to make it there on their own. Suggestions: Real consequences that promote changed behavior, not sending students out with candy or tokens, not sending students into other classrooms to continue disruption, holding parents accountable, detention, teacher support. Our administrators do support us but their hands are tied by the allowable consequences set by the district that do not often align with student's infraction. Continuous infractions should also be taken into account when disciplining a student. They should not get the same consequence when the behavior is consistently repeated. I have had students throw objects at teachers and other students, put their hands on teachers and other students, laugh while they are being physical, threatening to fight one another and more. It is unacceptable that these behaviors are not deemed as serious. They should not be allowed back into the classroom the same day. They need serious consequences that align with their behavior and parents should always be called. I should not fear for the safety of myself, my coworkers, or my students. We are here to learn in a safe environment. If I cannot keep my classroom safe, how can students and parents trust me? PBIS works for students that are already intrinsically motivated. We are not teaching our students to be prepared for adult life by rewarding every positive thing they do. We should be teaching them social emotional skills that align with real life situations so that they can make the right choice. It does not work for students that it is intended to help. I should not have to keep five behavior charts going to document six weeks of data for a child that needs counseling that will take another six weeks to put into place. These kids need love and support but they also need structure and consequences. PBIS does not give it to them. It does not work. We would not have this behavior problem if we focused on the whole child instead of incentivizing minor positive behaviors that are expected from other children. We should also not have ten different incentives going at once where we can't actually focusing on making good choices. It is too much for students and it is too much for teachers. It's exhausting and nothing fruitful has come from it. Greatest concerns: The behavior issues that take me away from my

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monitor and assure students are working diligently. Putting them in the office and asking the office staff to watch them is unacceptable. Middle and high school both have this resource, and elementary school should as well. We also need more support at the elementary school level for students who are struggling to function here daily. These students are literally running our school, and have been for years. The same students do whatever they want. Teachers have stopped telling them not to run in the halls, because they simply don't listen when we do. And quite frankly, they don't need to because there are no consequences when they don't. Children are always watching, and they are seeing everything and unfortunately they are seeing students get away with everything. Why have rules if we can't enforce them? I don't think our building administrators are the issue here. Their hands are tied! PBIS is a huge part of this problem! Poorly behaved children are getting incentives to do what well behaved children do without a reward. We need a set of rules and consequences for when they are broken, and we need to give the power back to the school and administrators to implement these consequences. Too often we are not giving a punishment that fits the crime. We have teachers across the city being physically and emotionally abused daily by students. Where is our protection? Where is the protection for the administrators who are also being physically and/or emotionally abused each day? Student and teacher safety is a huge concern for myself. Last year I had bruises from a student. This year, I see teachers struggling emotionally because of the abuse from students. We need to do better VB! PBIS does not work. It also leaves the students who do behave feel like they are missing out because they don't get these incentives and rewards that the misbehaved students are getting. Safety for our students and staff because of these behaviors. I know we are doing all we can, but it

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PBIS works for the majority of students, but I feel we need something else put in place for our students who misbehave on a consistent basis.

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| 26 | <p>Students are learning how to "work the system". Disruption equals "escape" from class or gets me out of this activity I don't want to do. Students behave as though they know that no matter what they do, if they change their behavior for a short time, there will be a reward. Other students who observe those with extreme behaviors are more apt to test the waters for themselves to see what they can get by with and if they too will be "rewarded". I believe that students who destroy a room in a fit of anger should be a part of the cleanup and repair at least in a small way. I realize an elementary student cannot make repairs to furniture or something like that, but they can help pick up what was thrown, turned over and ripped off the wall. I think it would give them more of a sense of ownership, responsibility and community and help them feel their worth to the community. I think a student who walks out of class at will should still have to complete work. I don't mean that we should keep piling it up where it is impossible to finish but let them see that it isn't worth it to run away from something they don't like or something that is difficult. It is best to face those things as best you can. Administration and staff have our hands tied in many situations and the students who are trying to learn are getting neglected. I believe my administrators are as effective as they can be with the guidelines they are given. They work with students and teachers but the policies and guidelines in place allow the unacceptable behaviors to continue. Our staff has done an outstanding job implementing PBIS yet our discipline issues are extreme and high (for an elementary school). PBIS has allowed those who make poor choices with their behavior to continue with very few consequences. These students with extreme behaviors also require a great deal of one on one time with personnel which means we are short of personnel in other areas of need. Again, my administration does all that VBCPS lets them do but the problem continues to grow. We have some students who regularly leave the classroom. They may just walk around the building or they may come barreling down the hall. Several times I have seen other students in their path and worried they would be trampled. I myself have had students run into me and nearly knock me over. Usually I do not think the intention is to inflict harm on others but anyone in their way could be in danger. It is not uncommon for a room to be cleared of other students and additional staff to be called while a student is destroying a classroom in anger. Our staff handles this well, yet it is a volatile situation. There have been a few times that students have come at me screaming and angry. My fear with this is that with the high number of students in our building and the number of staff available, that help may</p> |
| 27 | <p>Administrators are always supportive in assisting with discipline issues. However, I feel if situations are intervened with consequences earlier for smaller issues, the behaviors may not escalate to such an extent where the teacher needs assistance in the middle of class as often. A violent student has constant issues with another student in his class. I am concerned for those students safety. I feel those students should be separated and placed in different classes so the learning climate for the entire class can improve. Greatest concerns: The lack of consequences for behavior, running and yelling in hallways, etc.</p> |
| 28 | <p>We don't give students enough credit, they are smarter than ever as we all are in the social media era. Students see youtube and news articles that have access to violent and or negative ways to effect students. They are able to spread hate faster than ever with social media. I spills into our classroom and schools. They come to school seeing the latest worldstar fight and want to do the same to a child because its now a norm. Sadly, this is out of our hands as it takes place at home. Im just stating this.</p> |
| 29 | <p>Greatest concerns: The lack of discipline. Students will be the first to tell you "nothing is going to happen" after a discipline issue. I feel administrators hands are tied. I am concerned that a lack of discipline will lead to worse behaviors as the students grow up.</p> |

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| 30 | Our Admin has their hands tied, they do what is required of them from SAB. Our students here are not wealthy families and learn their habits from their home surroundings. There should be "consistent" consequences for actions. Students who go by the rules see the students that don't follow the rules "getting away" with breaking rules with practically no consequences, our Admin does a great job with controlling the students. PBIS will work in certain schools where the student population does not consist mostly Free & |
| 31 | Students need tangible consequences for their actions when they are in the extreme and parents need to be held accountable too for repeat offenders. I believe that our administrators are doing the best they can given the constraints placed upon them from central leadership. There are handful of students in our building who are prone to violent outburst and have harmed students and staff. PBIS is an effective strategy with the compliant students. However, there are too many students who are not behaving no matter what PBIS strategy is used and those same students seem to get rewards for doing what is expected of all students, even if they do it for only two minutes out of the day. A handful of students seem to be getting away with the most disruptive behavior I have ever seen in almost 20 years of teaching. It's starting to spread to other students and lead to a culture of disrespect. Parents don't respect the staff so the students |
| 32 | <p>Suggestions: Monthly staff meetings (where the ENTIRE staff must attend) need to be implemented to discuss concerns, policies, etc. and ensure that messages are sent clearly and directly to staff members from administration. Comments: Building administrators try their best but often do not get the support they need from parents for consequences to be effective. There have been several instances through out the building when students have hit other students or threatened to hit/fight other students and had not other consequence that a "break" for a given amount of time before being sent back to class. Some instances have been severe enough for students to be sent home for the rest of the day only to return to school the next day.</p> <p>The students who are repeat offenders have had their behaviors accepted as the norm by building staff and other students that it is often unaddressed because people feel like there is no point in trying to address it anymore. Many of the the good students are now becoming frustrated, disengaged, and beginning to act out now. There is no clear message on what PBIS is, how to implement it consistently in class or the building, or where the leadership team stands on PBIS. We need more consistent training and support with PBIS as well as the opportunity to give input on PBIS as an entire staff i.e. at monthly staff meetings. There</p> |
| 33 | Explosion - especially for violent students. We consistently have students hitting teachers yet they are back in our rooms. Greatest concerns: Behavior! Recess has only caused more fights not less. I'm concerned for my safety at least once a week. |
| 34 | Overall, student behavior has become worse in my current school. Teachers seem to be overwhelmed with behavior issues so they resort to overloading the office with students for any issue, no matter how small. Staff morale is low because of student behavior and lack of support staff. This school is severely understaffed for the amount of students in this building. A place in our school where discipline can be implemented such as lunch detention, ISS, etc. we currently do not have space for such an area so the responsibility falls of the front office staff. In turn, the office staff cannot do their jobs effectively as they are busy being ISS coordinators. Being significantly over capacity at our school creates huge behavior issues and makes it extremely hard to implement any kind of consequences. Additional support staff!!! I have had objects thrown at me by students. I have had to put myself in between fights. I have had to follow students well beyond the boundaries of the school years to ensure a students safety while waiting on support. I have witnessed horrible aggression among many students. I have seen students break out windows, cut themselves, and rip the air conditioning unit out of the wall. I have witnessed students hitting and pushing down teachers and administration. Behavior problems and available space are a complete nightmare. We |

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| 35 | Behaviors getting out of hand at PE and not being handled correctly. It is concerning and too many students are getting into fights. |
| 36 | Suggestions: Remove disruptive students from building and involve parents in being more accountable. Greatest concern: Very little/no consequences for student misbehavior. |
| 37 | I feel as though our behaviors are becoming more extreme across grade levels in terms of both instances as well as severity. There is a lower level of respect from some students, and behaviors seem to have become more aggressive towards both students and staff. Many of the instances seem to occur during PE and recess portions partially because these activities are more active by nature and simply the amount of children interacting at once. I really appreciate our admin and think they support both students and staff in our building, so I don't think they are a factor in the behavior. I feel as though we need to provide more structure across settings in the school given there may be less structure outside of our walls than before. PBIS is a great Tier 1 support, but I don't think it's working for every student. There needs to be more consequences to balance. We need to have more supports put in place for the teachers-- especially MANDT training. I can say from personal experience that students have put their hands on me repeatedly this year, and it's extremely frustrating and disheartening to see other students afraid and feel unsafe in their own classroom. I think it would be a good idea to give elementary supports like ISS rooms. I'd also appreciate more frequent visits from outside resources like the SRO. PBIS should be a tier 1 support. I use reinforcement systems for students in my classroom, and appreciate recognizing students for their great choices. However, there needs to be consequences and structure to balance. Some behaviors should have a |
| 38 | Hiring an ISS coordinator to deal with students having to sit in the office when they are disrupting the classroom. Given them a place to go other than the front office. Students behaviors are not improving when having to do this. Also, I would like for parents to be involved in ISS and the discipline policies and practices. Students with ED behaviors are allowed to misbehave throughout the school building. Other students are watching and now are picking up these behaviors. This increased the number of fights among peers and have had a major impacted on the safety of the school. Greatest concerns: Discipline and Behaviors. There |
| 39 | Our [redacted] is working very hard to manage the discipline in the school setting, but students are not effectively managed. There are many students who are out of control on a daily basis. Involve parents and inconvenience them when their child is out of control. Elopement from classrooms, physical aggression should be removed for the remainder of a school day. There are many students who display aggressive behavior or have developed personal issues with other students to where verbal or physical aggression occur in the school setting. Greatest concerns: Extreme discipline issues that occur daily. Also disrespect |

Students are asking for "breaks" but returning to class and acting the same way they did before the break. I believe the idea of a student using a "break" to deescalate is a good one, but it seems as though the students are taking advantage of the break system. It seems as though students are using "breaks" as a way to get out of class. Behaviors are not improving because "breaks" are not being used effectively by students. In addition to this, when students are sent to the office they are given tasks like shredding (paper) and seem to enjoy the alternative activities. Students do not view alternative activities as negative and therefore do not have a reason to correct/change the behavior that got them there. I believe parent involvement will improve student discipline policies. I feel as though parents are often left out of the equation and therefore our schools expectations are not reinforced at home. I believe parents need to know how their children are behaving at school and should be expected to be apart of behavior intervention plan. In the upper grades (i.e. middle and high school) meetings are held to address behaviors and parents are expected to attend. This parent involvement shows students that there is collaboration between home and school and parents that they are expected to be active participants their students schooling/behavior. There have been times when a call has been made to assist a teacher but there is no staff available because so many other situations are occurring at the same time. Despite using PBIS in classrooms student behaviors seems

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| 1 | Seatack ES |
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| 3 | <p>Suggestions for improvement: Overall, not my school particularly: more follow through. Allowing teachers to be in control of their classrooms, and the discipline in their classrooms, with administrative support in regards to parents. Inconveniencing parents when warranted for behaviors to hold the students and the parents accountable. Not allowing students who are consistently disruptive to return to class once sent out because it is taking away from their instructional time, because when they are in the classroom and disrupting, it is taking instructional time away from the other 20 students in the classroom. Middle schools and high schools typically have an ISS room, or a plan for discipline in such regards. Additionally they have the Renaissance program. Elementary is greatly in need of the same or similar supports for discipline and behaviors. In my previous experience, I have heard administrators say they are not calling parents, or having students sent home because the parents may not have a way to come get the student, can't afford the time off work, or the admin just wants to keep the student in the building at all costs. I do not feel this is supportive of teachers or the rest of the students in high behavior cases, and should not be the norm. PBIS is wonderful on paper, and a great Tier 1 tool. My biggest issue with PBIS comes from those tier 2/tier 3 students who do not respond to it. Teachers then feel like their hands are tied, because many, if not all, of the conventional ways of classroom discipline have been stripped from them, in order to implement PBIS. I think a common ground needs to be found between PBIS and discipline. I also do not think that I have seen PBIS implemented completely correctly in any of the elementary schools I have been in over the last few years. It does not mean that there are not consequences for ones actions, but that seems to be the message</p> |
| 4 | <p>I do not believe PBIS is a behavioral application that can be applied to all students, and be effective. Every students circumstances, lifestyle, and parental involvement and/or guidance is different, which I believe affects how a students behavior is demonstrated.</p> |
| 5 | Greatest concern: Mental health of students |
| 6 | Greatest concerns: Behavior problems in kindergarten students. |
| 7 | <p>Suggestion: Focusing on the parent as a way to foster home/school approach to student discipline. It is becoming difficult for building administrators and staff to deal with the many factors that are discipline at the elementary level. We need more support at the school level when dealing with K-2 students. Greatest concerns: The breaking down of discipline as the school year ends and repeated disruptions by a few students that impacts the learning environment of the many.</p> |
| 8 | <p>Since all teachers and support staff members are not using PBIS, it is not as effective as it could be to help improve student behavior.</p> |
| 9 | <p>Suggestions: teacher conference with admin and student when discipline gets to the point of a referral. There is a large conception that when a referral is written, the students are just sent back to class in a little while. I don't feel that PBIS is being implemented the it was originally designed. I don't feel like it was designed as a "reward" incentive design. Many of my students who have always been naturally responsible and respectful have been getting upset because they see others who have had discipline problems for years getting rewarded for walking in a straight line or staying in their seats on the bus.</p> |
| 10 | <p>Suggestions: My concern is that, in our efforts with PBIS, we have not also emphasized consequences for certain behaviors. When our students go on to middle school, they have not changed to/internalized positive behaviors and are being suspended/expelled or going to Renaissance. Greatest concerns: There are some students displaying behaviors that we are not trained to handle. Hopefully the additional support people provided will help. The concern is the impact on the instruction for the other students.</p> |
| 11 | <p>Concerned about kindergarteners running through school and hurting themselves and others. Students unsupervised in hallway or walking around</p> |

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| 12 | Suggestions: More consistent behavior expectations for all students. Better response when calls for help to ██████ (sometimes requests are ignored). Had a student hit another and reported it before dismissal. Was told "they would be all right" INSTEAD of it being addressed. |
| 13 | Suggestions: We need to protect the instruction and safety needs of the classroom as a whole. If there is a student who is repeatedly disturbing the instructional processes there needs to be QUICK assessment of the students needs (removal, counseling, intervention plans) so that education will not be disturbed for the sake of one. Little to no feedback regarding to referrals they usually 'disappear.' No idea what consequences occurred. In regards to discipline: that one student can monopolize and get in the way of the learning on a daily basis for their entire class. How can we hold students accountable for rigorous learning when basic behaviors respect for adults and safety of others are not being met? |
| 14 | Just looking for consistency across the board. When students are sent to the office, many of them actually ENJOY that time and find the time away from the classroom to be what they prefer because many times sweets and no classwork are involved. I also wish we could involve the parents more in this somehow. Using apps like ClassDojo are great! Most of my referrals are handled, but there are those off shooters that are not, which then sends conflicting messages due to the inconsistency. Equity of learning for the students. Every day, all day, we are dealing with behaviors that take away from the learning / learning time....but the expectation overhead of how much these kids will learn seem impossible to meet (without leaving some |
| 15 | Suggestions for discipline: Meaningful consequences |
| 16 | Suggestions: Increased Parent Accountability (Held accountable for signed documents...Code of Conduct/Discipline Policy) |
| 17 | Our administrators have cultivated an environment in our school where students know the expectations and are fully supported in their success academically and socially. I have no area of concern at this time. |
| 18 | Administration responds appropriately to the needs of our students and staff dealing with behavior. Our students have great social-emotional needs. We have a number of tier 2/tier 3 students, and implementing all of their behavior plans can be difficult with limited staff. |
| 19 | A large part of my excitement in coming to work everyday is due to the awesome administrative staff at Seatack ES. Principal Darby is firm yet fair and has an rare gift of diffusing extreme situations . Assistant Principal Williams is always readily available when called upon, communicates exceptionally, and keeps an infectious smile on her face. |
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Woodstock ES

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| 3 | We now have a [REDACTED] who believes in discipline. PBIS not effective |
| 4 | I feel very supported and admin is doing what they can, but these issues are beyond the walls of this school. Greatest concerns: lack of substitutes student behaviors that are detrimental to the others learning in the class. |
| 5 | This school year we had a [REDACTED] who holds students more accountable for their behaviors and follows the discipline guidelines closely. He has created a positive change and teachers feel supported by him. Before he came, there was little discipline given and referrals were rarely followed up on. Our [REDACTED] has been the positive change and his strict policies for behavior have helped to hold students accountable. The students know this and that has helped behavior. He has also improved morale because teachers feel supported by the office. Our fear as teachers is that if our [REDACTED] leaves, we will go right back to the chaos that was happening in previous years. Our students need the consistency and structure to be successful, but some of them have such great needs that we are just not equipped to handle while also teaching the rest of the students. We need more support in school. We need administrators who will consistently follow the discipline guidelines and hold the students accountable. PBIS does not work for many students. Focusing on the positive is not a realistic way to live. There are consequences everywhere you look in the real world and students need to learn that now. PBIS is teaching students to be entitled and to expect rewards for doing what they are supposed to do. That is not realistic! PBIS has taught children that if they misbehave, they just won't have a reward. They are not concerned about the outcome of their behavior or how it affects others. Children respond to consistent expectations reinforced by effective consequences, both positive and negative. There is a place for rewards, but it should not be our sole focus. This is why children do not feel they need to work hard to earn things. We spend so |
| 6 | Positive changes: We got a [REDACTED] which is enforcing the rules and discipline. He is holding the students accountable for their actions. PBIS not effective. |
| 7 | Suggestions: Consistent discipline for ALL students. Not allow disruptive behavior that interferes with other students education to be tolerated. Support has significantly increased since getting a [REDACTED] this year, He 100% supports the staff with discipline issues. Lack of support for our student needs. The [REDACTED] and [REDACTED] do very little to help support the emotional well being of our students. If they are SPED that falls on the SPED teacher and if they aren't, that falls on the administration. We need more emotional |
| 8 | The factors to consider depend on the extent of the infraction. Often we are told to follow PBIS practices that are worthless. I have written numerous Behavior Observation Forms which transcend into nothing. The positive factor contributing to this school's change is our new Assistant Principal. He is the one and only factor that has changed our discipline positively. Suggestions: Do away with PBIS and start holding students accountable for their behaviors. We are contributing to the rise of children feeling entitled and NOT having any consequences for their negative behaviors. Our school has students that are a definite concern when it comes to the safety of other students. PBIS does NOT address student discipline. It rewards students for doing what they should be doing. It gives students a sense of entitlements. I have written several BOF's this year and I have no idea what is being done. The number of objectives the students are given each quarter are excessive and not age-appropriate. Teachers have so many objectives to teach that there is no room for |
| 9 | Concerns: How to handle severe repeating problem students |
| 10 | More effective discipline: I contribute the positive change to an administrative change. |

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| 11 | We have kids with massive behavior issues that are no getting the services they need and we aren't equip to teach them successfully. Schools need a psychologist in every school and then there needs to be a placement program for kids who are severe like the renaissance program! Our admin is doing their best but sometimes even they aren't equip to handle some of these extreme issues and run a school at the same time. I've had explosive behavior in my classroom where things are being thrown around at other students. PBIS strategies are great growing the green, but we are past that and worried about these tier 3 kids who |
| 12 | Virginia Beach needs alternative educational settings for elementary students with severe emotional/behavioral issues. They, as well as all other students, deserve an environment that supports their optimum learning in academics as well as social-emotional skills. While the majority of our students do well and respond well to our school discipline procedures, there are a few who present a danger to staff and students. We have had several incidents of injury to teachers. Removing the rest of the students from the room interrupts their day and disrupts their learning. We should have separate special needs classes for violent children. They need the services to help them succeed and that is not always possible when trying to teach larger groups of students. I believe the best thing about PBIS is the teaching of skills and expectations to students. It helps for everyone to be on the same page. However, the students who present the greatest concern usually can tell you what they should be doing....they just don't do it! Then, in my opinion, PBIS falls flat. They consequences, while they exist, are not effective in stopping the behaviors. |
| 13 | There is a [REDACTED] at this school. This individual is consistent and has established the expectation and has followed through. It's per each student but with less tolerances to avoid further issues. Suggestions: Understanding all factors involved is important, meaning outside factors. Staying consistent is also key. Educating the parents to what our expectation are will also help. There is the code of conduct that is sent home with each student. Perhaps an example as to what is and is not acceptable could help. Children come from all different types of environments, what is not acceptable for one family not be for others. This |
| 14 | Our [REDACTED] is a strong disciplinarian. He is "righting" the lack of consistent discipline as in previous years. Teachers should be informed of the action taken after referrals. Writing the referral takes time and a response would be helpful. Teachers should not have to endure disrespect, being kicked/hit by students |
| 15 | Suggestion: Have consequences for the student's action/actions. Back your teachers/staff when dealing with parents. Comments: I feel supported by only one of the administrators in this building and he has been the only saving grace as fair as dealing with the issues that arise. I have been assaulted by a student, witnessed the assistant principal being assaulted by the same student. Have seen desks pushed over, chairs thrown and students removed from class. One student am I told has a medical issue that causes these behaviors... well our learning environment is not the place for this student. I believe that they belong in a home bound |
| 16 | Our [REDACTED] is very effective, but due to years of no consequences their is a lot of behaviors to fix. Students that display violent behavior everyday should not be allowed to take over the learning environment for the other 20 students in the classroom. I believe these students and parents need an intervention. Students that assault other students are allowed to come back to the classroom that very day. This shows other students that their are no consequences for their actions. Greatest concern: The amount |
| 17 | Some students come to school everyday in crisis. Others have challenging disabilities. It is 10 - 20 students presently disrupting the school. Those students with disabilities and general education students that exhibit unsafe behaviors need an alternate setting the same as secondary which has the RA. Some students with challenging disabilities have created unsafe situations for other students, for example physically going after other students. General education students also, have shown aggressive behaviors, but have been |
| 18 | Our [REDACTED] is doing an amazing job at working towards fixing the discipline issues at our school. They were not being handled previously to his arrival. Greatest concern: Amount of time in classroom to cover curriculum expectations... we have more curriculum this year with addition of word study objectives and |

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| 19 | <p>Suggestions: A school wide behavior plan not just a bunch of posters (and morning meetings) about how to act along with strictly PBIS. Comments: 90% of the class should not be subjected to disruption of learning</p> |
| 20 | <p>Suggestions: -The availability of staff who can respond immediately when a critical situation arises. -Consistent student behavior expectations by all staff members. We have significant discipline issues at our school with a significant number students. Administrators are not always available because there are too many situations to be dealt with at any given time on some days. It is frustrating to stand back and watch a student destroy a classroom and no one is allowed to intervene to stop them. Other students are afraid because of what they observe during the brief time it takes to get them out of the area of disruption. Students do not understand why some students are "allowed" to destroy a classroom. Greatest concerns: - The significant number of students with emotional and behavioral concerns that disrupt their own learning, as well as the learning of other students in their class and the school. -The length of time it takes before a</p> |
| 21 | <p>Suggestions: When student behavior is addressed at the beginning of the school year in the classrooms it has to be more clearly defined that there will be consequences at school even if there are none at home. That zero tolerance means just that. Regarding discipline and administrators: When the student returns to the classroom he or she will inform the other students of the activities they did such as sharpening pencils, reading a book, getting stickers and/or candy. When the AP is handling the discipline the student is left in no doubt about what the expectations are and what will happen if the unwanted behaviour continues. There are times when the student will tell you what they want to see regarding their behaviour. Students throwing objects, hitting, biting, slapping, kicking. The level of violence has been increasing to the point that the student struggles to gain control and there is little the adult can do but wait it out. Student who are typically well behaved do very well with PBIS. Students who struggle with behaviors do not show the same motivation and often these students are not motivated by objects that they choose to work for. greatest concern: Discipline. There is only so much</p> |
| 22 | <p>Our [redacted] has been amazing with building a safe learning environment. He actually holds student accountable for their actions. He does everything he can to keep the students safe. We still need more support in elementary schools for these troubled students but he has made a world of a difference with creating a safe learning environment for all students. I understand that all students have a right to be apart of the learning environment but when they are hurting teachers or other students that right needs to be taken away. Elementary school puts up with the most behavior issues those are the grades actually teaching kids the most important part of their reading foundation. It should not be able to hurt 25 students learning environment for the needs of 1 student. Parents need to be held accountable for their child's behavior. We also need more staff that can support these students with extreme behaviors so that they can take breaks outside the classroom and be brought back when the child is calm and ready to learn. He or she should not be allowed to interrupt the learning of 25 other students. In the past, many of the referrals I've written from the couple of VBschools I've worked at have hidden referrals. I don't write them very often (probably only 2 or 3 every 3 years.) but when I do write them they should be documented in the student's file not hidden in some admin's desk. There are some students in other classrooms that are extremely violent. My class had to avoid walking past a classroom just last week because a student was having a melt</p> |
| 23 | <p>I believe there need to be alternative programs for elementary students with mental health needs and extreme behavior issues just as there is for middle and high school students.</p> |

The transfer of the [REDACTED] to our school has made a 100% positive influence. But, even he can only do so much when our superintendent does nothing to protect his staff or other students affected by the violent behavior of other students. Some students, especially violent ones need to be placed QUICKLY into some kind of alternate place. Downtown or Central office needs to quit putting the responsibility of these students on our shoulders instead of theirs. As stated previously, it's not our administrators that's the problem. It's the lack of definitive answers and quick action from Central office to resolve the continual violent student behavior we see in the classrooms at Woodstock. We constantly hear that the programs where these children need to be placed "are full." If that's the case, then the system needs to expand these programs because they are NOT meeting the needs of our students in our schools. Maybe a good idea would be to put one of those programs over at the way under capacity College Park Elementary. Central office should be trying to get these children the help they need since their parents are either unable or unwilling to help them. NO TEACHER can do their job with violent, aggressive students in their class. It's a pity we worry more about the rights of these students than the ones who really want to learn. There is no place for violent student behavior in any school. Our schools are suppose to be a SAFE place. Many of our staff members have been injured by violent student behavior. Where does it stop - with a lawsuit, news