

| | A |
|----|---|
| 1 | Bayside 7-8 |
| 2 | Greatest concern: Impact of discipline on teacher retention |
| 3 | There is no way to feel completely safe as a teacher anymore. School shootings are happening more frequently and little to nothing has been done by officials at the local, state and federal level to address this |
| 4 | Students frequently call a parent (not necessarily a guardian) to try to get picked up after walking out of class, back talking a teacher, or to avoid doing classwork. Frequently they tell the adult they are "sick" in order to get them to come. |
| 5 | Greatest concern: I am concerned with the consistent use of technology and how it impacting instruction |
| 6 | PBIS is a waste of time. Greatest concerns: The attitudes and behavior of these kids |
| 7 | Discipline practices less effective: New Administrators who appear to be less strict + general expectations from Central Office / Superintendent that certain demographics. Suggestions: Move 'bad apples' out to Renaissance etc. more quickly to minimize how many peers are drawn into bad behavior they might otherwise not have been enticed into. Comments: There appears to be varying degrees of support, depending upon which administrator handles the discipline issue. I am physically strong and therefore not worried about personal-safety concerns, but know of more than one teacher directly expressing self-safety concerns. There is frequent confusion as to what PBIS truly entails, as evidenced by discussions with peers in other VBCPS schools and other school districts. Lack of consistency amongst administrators (variances in administering consequences & monitoring hallway behaviors) and peers who are not providing "staff |
| 8 | Greatest concern: Consistent cell phone usage in my classroom. |
| 9 | There is too much movement amongst administrators. Students need consistency from year to year and they do not get that when they are constantly being reassigned. Students are given chance after chance after chance. They are not held accountable for their actions and other students are suffering because of disruptive students being kept in class. |
| 10 | More consistent staff and visibility of administration has had a positive impact. |
| 11 | Admin is very supportive and seeks to allow each student multiple chances to regroup and get back on track. PBIS is not effective: PBIS DOES NOT address the stress students face in their daily life, it does not promote community among kids. It is always guidelines and expectations regarding behavior NOT WHAT TRIGGERS BEHAVIOR/FEELINGS. Giving kids a rubric-REALLY? Sometimes I find it absurd. Greatest concern: Constant staff turnover which requires kids to adjust and impacts skill progression. No one ever seems to ask why there is turnover, that lack of inquiry is a mystery to me. The corporate world uniformly implements exit interviews when there is excessive employee turnover. |
| 12 | Greatest concern: student apathy in the majority of students and the level of disrespect that a majority of students actually demonstrate against staff. |
| 13 | What factors are you told to consider when disciplining? special ed or not, African American male, free/reduced lunch. Suggestions for discipline: policies should be consistent across each grade level and |
| 14 | We have an [redacted] team who we have felt does not address the behaviors in an administrative role. It's more of [redacted] wanting to look like to good [redacted] and it always falls back on the teacher begging for support. The support from this one is not there. The kids enjoy having to go [redacted] office because they know they will not get in trouble. I believe that if all administrators were on the same page, there will be consistency. With the consistency, the kids will know, as a building, we're all on the same page and we're all here for the same reasons - to provide a high quality education while maintaining a safe and |
| 15 | When we have a difficult students and run out of strategies to help the student, the administration is very helpful in providing additional strategies and supports for the student. PBIS: They only challenge is some students don't care about the rewards or consequences. Cell phones have blossomed into a huge issue at |
| 16 | I have always felt supported by my admin when I have gone to them with an issue. |

| | A |
|----|--|
| 17 | Greatest concern: Cell phone usage is out of control. Also, active shooting situations are always a concern, especially when thinking about what digital content students can get access to. |
| 18 | Greatest concern: The level of disrespect from students to staff. |
| 19 | I believe that our administrators do the best they can do. However, I wish that teachers would be investigated thoroughly before it is determined that a child is correct. I feel sometimes students word is taken over a teacher without any investigation. |
| 20 | |
| 21 | |
| 22 | |
| 23 | |
| 24 | |
| 25 | |
| 26 | |
| 27 | |
| 28 | |
| 29 | |
| 30 | |
| 31 | |
| 32 | |
| 33 | |

| A | |
|----|---|
| 1 | Corporate Landing Middle |
| 2 | Less effective discipline: Giving into parents that do not hold their child responsible for their negative behavior. Suggestions: Holding parents responsible for their child's negative behavior. Student are given to many chances to correct their negative behavior. Students are distracted from learning because of their access to a cell phone. Greatest concern: Those students that have a lack of respect for teachers and |
| 3 | Suggestions: Actually enforce the rules we tell the students they have to abide by across the board. Rules are rules they should be the same for all students. Admin talks a good game but by October all support is out the window in an effort to "keep numbers low". Cell phones are against the rules to have it but no one follows it or enforces it. Greatest concerns: That rules are not enforced fairly across the board. There is A LOT of wiggle room with the rules for African American students and students with disabilities |
| 4 | The assistant principal in 8th grade is amazing and keeps up with her discipline. She treats all her students the same. Suggestions: All assistant principals and teachers being consistent with our rules. Greatest concerns: -Lack of [REDACTED] leadership |
| 5 | Schools are afraid to hear from parents. I hear all the time how referrals are not acted on, depending on the student. |
| 6 | Suggestions: Have a school wide detention held at least twice a week where teachers can send students as part of the discipline plan. PBIS is not effective--Being positive is important but it is not effective long term for discipline. Students see the teacher does not have the power to enforce the rules and see that students that misbehave are not disciplined. BYOD opened up the can of worms. It is a daily interruption to instruction. I do not feel support in reference to discipline. The weight is all on the teachers. No wonder teachers are leaving in droves from public education. I strongly feel that administrators need to "get back in the classroom" annually so that they can experience being on the "front line". |
| 7 | Greatest concerns: literacy. laziness. Students are unable to read a passage...they are too used to being given the information vs. having to read and find the info. |
| 8 | Too many parents are allowed to appeal and are granted the appeals, and students therefore are not held accountable for their actions. All policies need to be enforced starting on the first day of school and the line in the sand for breaking simple rules should not move back and forth. Students are aware of social issues going on in other schools which interrupts the class & school environment. The mental duress that students bring with them every day impacts their learning and well being. This is becoming more and more prevalent. We need more hands on school psychologists to help students deal with their home issues so that school can be a place to learn. |
| 9 | Greatest concerns: Consistency in discipline no matter characteristics of student. |
| 10 | Greatest concerns: consistent poor behavior with the same students |
| 11 | Suggestions for discipline: Discipline all fairly |
| 12 | I wish there was less focus on how parents will respond and more focus on applying rules to all students equally. Greatest concerns: Lack of consistency and communication in discipline. |

A

| | |
|----|--|
| 13 | <p>There needs to be a balance between positive relationship building and holding students to a high behavioral standard. Students who consistently are disruptive are learning that there are so many minor interventions it hardly matters if they disrupt the learning of others, demean and otherwise abuse their peers. I have heard our own administrative team say, "If it is only disruption, disobedience, or defiance, then it is a minor infraction." There can be both effective PBIS and consequences for students who consistently disrupt the learning of others. That is not the case in our school. We are so focused on positive interventions that we have lost control. Students are roaming the halls, teachers are frustrated, and admin. has the perspective that all is well. Data shows that our numbers of referrals are down but our number of serious incidences are up. That is because teachers have given up on writing referrals as they know it is a waste of time. Instead, behaviors escalate and we have higher rates of more aggressive behaviors that were left unchecked in the classrooms and then came to a head in the common areas. From the very beginning of the school year we need to set a uniform high standard of student behavior on what will not be tolerated. Disruption, defiance, and disobedience need to be handled swiftly and with consistency so that students understand clearly what is expected. We are far too loose at the beginning of the school year and things continue to deteriorate as the year progresses. Our admin. has good intentions but is not seeing the cost that is playing out with even our best teachers who are incredibly frustrated. I know the answers here do not reflect well on my school. I do not take that at all lightly. We have marvelous students, incredible teachers, great parents, and a caring administration. It pains me to write comments that are not complimentary of our practices. However, this is a tumultuous time in society and in education. We need some balance between relationship building and discipline. Our students are leaving us very unprepared for life's many challenges and obstacles. They have no resiliency. Learning is by nature an uncomfortable exercise. Growth is sometimes painful and stretching our mind can cause some anxiety. School should be a safe place to do that, not a safe place from that. In our efforts to deal with student trauma, student voice, student relationships, student comfort, we are providing an environment that is unsuitable for cultivating growth. By focusing so acutely on PBIS and students' feelings we are not requiring enough of them. We are severely underserving them and that pains me even more. PBIS needs to be one more tool, not THE tool. It needs to be integrated into everything we do in the way we handle students. Instead, our PBIS</p> |
| 14 | <p>Greatest concern: Students not being disciplined when needed.</p> |
| 15 | <p>Greatest concern: Consistent, effective discipline. Some students do not care about being disciplined, it does not phase them</p> |
| 16 | <p>Greatest concerns: extremely loud kids always running through the halls. repetitive bad behavior not addressed.</p> |
| 17 | <p>Suggestions for discipline: What goes for one should be for all. Students know if they do good things they will be rewarded. I like the slip because if I see students doing positive things I can reward them with the slip and others could do the same.</p> |

| | A |
|----|--|
| 18 | I think students are given too many chances and the consequences they receive do not teach them lessons because the same behaviors seem to occur over and over again. I think we need to be more strict and not give as many chances. If a student breaks the rules they should suffer a consequence (doesn't matter how big or small) so they do not repeat that behavior. Especially at the beginning of the year. I think a good teacher naturally does most of the stuff in PBIS. When a referral is written it is usually because of continual disruptive behaviors or something done by a student that is not your own in the hallway. I think it needs to be consist throughout the WHOLE school. No cell phones in any class, they do not need them since we are now one to one with the Chromebooks. If a student has a cell phone in a red zone or is openly using it at any point in the hallway they should suffer a consequence. I saw numerous kids with cell phones at the pep rally and they were videoing other students and teachers. Consistency and holding kids accountable for their actions and following through with disciplinary actions, whether it happens once or numerous times. |
| 19 | I think PBIS should have a behavioral objective. |
| 20 | Suggestions for discipline improvement: I don't know. It just seems that lately the students are dismissive of teachers redirecting them, trying to enforce the rules...An example - we have made changes to the dress code and decided there were certain things we would definitely address, yet when teachers do address these agreed things, there is often no consequence for violators. This creates apathy on the part of the teacher, I think. I mean, why am I going to address an issue with a student when the students - rightfully or just in their perception - believe that nothing will happen to them? PBIS: I have always used PBIS-type interventions in my classroom, so it was not a great shift for me - perhaps more refinement, but not a big difference. I am not sure, though, that it is working. Is it because people aren't implementing it consistently? Is it because it has created a belief in some/many students (why?) that there is no real consequence for their behavior? Is the real problem "giving in" to parents who complain? I don't know. I |
| 21 | I like the proactive approach to help students and teachers. I believe it is having a positive effect, but there will always be some students who are going to be discipline issues. Greatest concern: student apathy and entitlement |
| 22 | Suggestions for discipline: better communication with staff about what rules are changed or not enforced |
| 23 | Suggestions for discipline: promote consistency and further transparency regarding practices. Greatest concern: Student lack of connection to the school. |
| 24 | What factors are you encouraged to consider when disciplining? I notice that we should think twice before writing a referral for a black male student. I also notice that many students with an IEP or 504 get away with more and do not have the same consequences as core/average students. Suggestions: Put a security guard on the eighth grade hallway that will be there in the morning and one that will confront students on their negative disruptive behavior and hold them accountable. I only hear from the PBIS people about once every three months. |
| 25 | We have lost faith in administration to effectively discipline students who break school rules once or consistently. Administration is afraid of the parents who come in yelling and screaming to get their kid off the hook, It's appalling how bad it is. |
| 26 | Be consistant in disciplining all students regardless of color, parental interference, and support your teachers. Security is stretched too thin and some days there is no security available! Greatest concern: Students getting no discipline!!! |
| 27 | Suggestions for discipline: Follow through for ALL students. Parents play too big of a role in students getting away with bad behavior. Set rules and adhere to them no matter what. Consistency. Greatest concerns: Negative parental influence on school discipline and lack of teacher support in the realm of stress management and reduction of workload. |

| | A |
|----|---|
| 28 | Suggestions for discipline: All referrals should be processed. That happens most of the time, but it should happen always. Level of support depends on the administrator. |
| 29 | Students need to be disciplined for refusing simple, reasonable requests such sit down, stop talking, put your cell phone away, take your earbuds out, etc. When a student refuses these requests, it becomes disruptive to the educational environment. Teachers are highly discouraged from writing referrals for such behaviors even if other interventions (phone call home, teacher detention, etc) have not helped. If students refuse to comply with VBCPS' student code of conduct, they should be removed from the classroom so that they are not taking away from the instruction of the other students in the classroom. Administrators need to realize that we can't wait until students are completely over the top in their behavior before we start the discipline process. We have got to start the process with the very first incident. Administrators seem to think PBIS means no consequences for the students, especially if parents give any sort of push back on a rule with which they don't agree. Rules seem to be in flux. If a student is caught breaking a rule, especially dress code, and the parent complains then the rule gets changed/dropped. |
| 30 | Suggestions for discipline: Hold students to a higher standard and make them take responsibility for their actions. There are some students that need more help than we can provide in the general ed classroom, these students can sometimes become very aggressive and change the dynamics without warning. Greatest concern: The students seem to think that they do not have to apply themselves - they will pass anyway. It saddens me to see how little respect the students have for each other and their school |
| 31 | It is imperative to continue to implement direct communication with parents and students to build connections and relationships. We implemented PBIS slips for students and teachers to fill out. It is not only documentation, but it assists to address the issues. Teachers and students have a voice in the classroom and hallway environment. Greatest concern: The student home environment is one that cannot be controlled by teachers and administrators. I continue to focus on working with students to attend school and encourage them to be engaged in the lesson and assist other students in class in a kind manner. |
| 32 | suggestions for discipline: make it easier for teachers to reach out to parents - do not bury contact information, email addresses and phone numbers on the third page of Synergy where I then have to click three times to find the email address. Enable the tool in Synergy that allows teachers to pull up the class and send a classwide email or individual emails from seating chart. PBIS: I have to manage my time better to just allow myself time to write the ticket...find the tickets, and a pen...and 2 minutes to write. Greatest concern: The constant disrespect I see in the hallways that the students have for each other. |
| 33 | Our hallway (8th grade) has worked better as a team to coordinate efforts and catch minor infractions across the hallway which helps students know consistency. The hardest infraction to discipline is bullying. It's common and sneaky and parents push back and don't think there's enough evidence against their kid so it's hard to effectively prevent. GoGuardian and no cell phones in class has made a MASSIVE difference in student focus and engagement in class. |
| 34 | Suggestions for discipline: Being consistent with discipline even when the student has a difficult parent. PBIS: The strategies are generally easy, but having to speak with students one on one and fill out documentation takes quite a bit of time. |
| 35 | Greatest concern: I am most concerned that an over-sensitivity to cultural, socioeconomic, and disability related differences, results in a set of expectations and accepted behavior that teach a mindset that will negatively impact the educational, employment, and societal participation of some of our most vulnerable students. |

A

| | |
|----|--|
| 36 | <p>Suggestion for discipline: Consequences being the same for all students regardless of IEP status (as long as the infraction is not a manifestation of a disability) or difficulty of parent. Comments: This year it has been implemented that if a student was written a referral by you, you hear what the consequence was and that is helpful. It would be even more helpful if there was a violent act that occurred such as a fight that all teachers are aware of the circumstances that teach the student for the student's safety and the safety of others in the class.</p> |
| 37 | <p>What factors are you encouraged to consider when disciplining? I consider whether they broke the rules or not. We are encouraged to consider their race and whether their parents are vocal and might run to Dr. Spence or not. Comments: The students have learned that they can pretty much get away with doing whatever they want. Suggestions: Follow the school rules, apply the school rules, and don't worry what the parents might think or do. Stop letting the parents dictate what we do at this school. Comments: Our administration needs to understand that we, the teachers, are not making up the things that we say the students are doing. We don't have the time or reason to make up stories about kids. The kids are not telling the truth most of the time to try and get out of trouble. Some students are allowed to disrupt classes, verbally abuse students and staff all because they have an IEP and a very vocal parent. The well-being and education of all the other students doesn't matter at all. The only thing that matters is did we appease the misbehaving students to quiet their parents. PBIS: This program doesn't work! Rewarding the "bad" kids for behaving one time while not rewarding the kids that behave all the time, because they know that is the way you are suppose to behave, is ridiculous. Our administration feels as if the students have a right to have and use their cell phones even at innappropriate times. Our administration talks a good game until it comes tome to handle a referral that we have written about cell phones and then we are looked at as the bad guys for bringing it up. Again, this appears to be driven by not wanting to disappoint the parents and appeasing the kids. Greatest concern: That the mentality of the administration has gone from the teacher is right because they are professionals and a child might not tell the truth because they are trying to get out of trouble to the student is right and the teacher has to prove the validity of their actions.</p> |
| 38 | <p>Suggestions for discipline: Do not pick and choose discipline based on race and or disabilities. Students from impoverished backgrounds with little parental support tend to get longer suspensions or more severe. [REDACTED] and when you have to call to get a student removed it takes anywhere from 5 to 10 minutes of instruction. Referrals are not always acted on. Excuses are made for why students act a certain way like a child having diabetes. Manifestation meetings tend to always blame aggressive and violent behavior on there disability and is setting that student up for failure as they grow up. They get away with crazy things now that they will get arrested for in the future. PBIS: Too easy on the students. There needs to be consequences for negative behaviors.</p> |
| 39 | <p>Suggestions for discipline: Students need to be held accountable for their actions. Students like structure and there needs to be consistency in discipline practices. Some of the assistant principals are trying their hardest to be supportive and discipline students however they also have to answer to others and often their hands are tied. Greatest concers: Students and how they are permitted to talk to and treat staff members. Student discipline is often based on how the parents will react to the discipline. It should not be based on whether a parent will appeal or be upset because their child received a disciplinary action for their behavior. It should be applied consistently and with accuracy based on what the student has done and the code of conduct that has been developed.</p> |
| 40 | <p>Suggestions for discipline: consistency between staff and admin</p> |

| A | |
|----|---|
| 41 | Suggestions for discipline: Give us a clear set of rules you want enforced. Enforce those rules. PBIS calls for structure in implementation of consequences. It is hard to predict what consequences a student will receive for behaviors at this time. Greatest concern: The percentage of students who interrupt instruction in the classrooms will increase. |
| 42 | Suggestions for discipline: Consistent consequences for all students. Clear and enforced rules. Greatest concerns: Discipline throughout the building, including classrooms, hallways, restrooms, and the cafeteria. |
| 43 | <p>Suggestions for discipline: I think many of the things that have been implemented this year are affective. But we have had some shifting staff and loss so not everyone has had the initial PBIS training. Also we need more restorative practices for students & teachers to feel supported & reintegrated after being treated so rudely & disrespectfully. Also once we / teachers identify the reason or motivation for a behavior (as a classroom teacher with 20 plus students- Times 4) there is a limit to how many students we can conference with and act on the students social emotional need. Parent appeal process needs to be communicated more clearly with teachers. when an appeal is granted I think the reasoning should be shared with the teachers. There should be a morning conference with the student (before they go back into that classroom) and teachers as a restorative action. Some students walk away from the granted appeal and say "I told you to their friends" and some even to teachers. A few students feel it is their right to have a temper and act on it by hitting things & slamming things. I have one student that enters my room fighting mad because of something that happened in first bell everyday. This student is so angry & feels the whole school is against her. As teachers we need help, I mean hands on help, dealing with a student who is spun up so the student doesn't carry that to the next bell. Also there has been a rise in "horseplay" that starts in the hallway among friends that goes too far as it travels down the hallway. Comments cell phones: I appreciate the option to tell students they can call from the office phone if they need to call home.</p> <p>I see many students using phones in the hallway. This often adds to the horseplay that goes too far. They just walk away if you speak to them. I have students in my room and I can't chase them down. I think they need to be reminded in several ways & often that they can not use their phone while walking in the hallway. We need a school wide consistent way to address cell phone usage in the hallway. Even if it means they have to stop walking to use it, accept the tardy & the progressive discipline that goes with tardies. I do not support that because of all the Tiktok videos they are making in the hallway, but at least it would stop the chasing with</p> |
| 44 | Suggestions to improve discipline: Consistency and a new way of handling students who daily interrupted the learning environment for 25 to 30 other students....probably consisting of a manned room(not ISS) to determine best steps for individual students so they could be taken there immediately. The hallway should not be an option. Also cameras in the stairwells and outside the bathrooms....and again actual consequences for those who are Spoken to daily. Administrators: I feel sometimes they're very helpful and other times I feel their hands are tied |
| 45 | students know if their parent appeals a discipline sanction it will go away. Suggestions: enforce the policies that are already in place. Comments: no consistency in support. some discipline others do not. there is no consistency regarding student behavior. A.P.s are too busy doing observations and meetings leaving no one to handle the discipline. PBIS: shouldn't be handed out for frivolous reasons. which is what is happening. Comments: students text each other and their parents. They create videos in the bathrooms and cafeteria.create tiktoks ,airdrop,watch and listen to inappropriate music and videos. it's just going to get less structured and less control concerning behaviors. |

A

| | |
|----|---|
| 46 | <p>What factors are you to consider when disciplining: We are encouraged to exhaust all possible interventions for a student, even if they are at the detriment of the other students in the class. It is promoted to us to fill out observation forms or keep a log of behavior in order for the behavior to be addressed by administration. Suggestions: Take into account previous violations and offenses. As it stands now each violation or offense is treated as an isolated incident, and students are aware of this policy. This effectively means that a student can commit hundreds to thousands of offenses and not receive a substantive punishment, even though the culmination of those thousands of offenses creates an unsafe and unproductive learning environment for the other students in the class. A student's race, gender, ethnicity, socio-economic status, and community status should not be taken into account when handling discipline issues. As it currently stands right now, if you are a certain race, ethnicity, or gender you are able to receive preferential treatment in regards to discipline for an offense or offenses. Students with a certain socio-economic status or those students whose parents have "connections" are also provided preferential treatment. These subgroups are afforded "protected" status in the school, they are well aware of this, and they behave accordingly. Comments: In order for a student to receive a punishment, that student has to adhere to very specific parameters. He/she must be of a certain race or ethnicity. He/she must not have a parent or guardian who works for the school system or who is highly acquainted with someone who does. He/she must have committed an extremely serious offense towards another student (physically harming that student in a fight. Serious offense towards teachers are not punished, such as threatening to kill/harm teacher outside of school, throwing projectiles at the teacher, or physically assaulting the teacher). If none of those requirements are met, then the student will not receive proper discipline, even if the teacher can prove that he/she has tried numerous interventions, can prove that this student has provided hours of hours of maltreatment towards the teacher or other students, or can prove that the student has caused destruction to the learning environment for students and teachers over the course of several weeks and months. We are constantly trying to provide evidence of a student's violations and offenses, but this has yielded little change in behavior, because the student's know that they are not going to be held accountable for their actions. Student's are constantly threatening harm towards teachers and other students. The students know that there is no way "you can prove anything" because for a true consequence to take place</p> |
| 47 | <p>Suggestions: All teachers should practice the same policies so the students have the same expectations in each class.</p> |
| 48 | <p>Suggestions: Clear and consistent rules that are equally enforced by all staff for all students, with consistent consequences for all students. Comments: I don't receive any feedback when I refer a student. I don't know what consequences, if any, were given. Comments on safety: I would like to comment on this, but it would be obvious who I am and I fear backlash. PBIS: In theory, it sounds like a good plan, and may work for some students, but it is not a one size fits all solution. We are essentially expected to overlook some behaviors that in the past would have resulted in immediate disciplinary actions. Greatest concerns: students' disrespect for authority, cell phone use and AIRPOD use is absolutely out of control. Students feel like they can speak to teachers however they want and we are just expected to accept the blatant disrespect we are subjected to on a daily basis from students all over the school - not just in our classrooms. Students run down the hall screaming profanities and they get a pat on the back and a gentle talk to remind them not to do that again. We worry about the students' level of frustration when they are literally yelling at a teacher, but the teacher is left feeling unheard and unappreciated. I have thought about quitting more times than I would care to admit, all because of the behavior of the students. It is becoming very difficult to do the job I was hired to do - teach children. The students run the school. WE are in fear of retaliation from parents and even some administrators if we complain about student behaviors. Something has to change, and soon.</p> |

A

| | |
|----|--|
| | |
| 49 | Suggestions for discipline: Do what you say you are going to do, don't let parents make the decisions in terms of what discipline is handed out, treat all students equally. Greatest concern: Student apathy towards their chromebooks...they don't care if they get broken or not, they throw them down on the floor, leave them all over the school. It is a mess. We need to go back to carts. |
| 50 | Suggestions for discipline: Improve communication with teachers so that they know what has been done to address behavior issues and be consistent. PBIS is not effective, Any strategy like PBIS requires consistent and complete implementation. I think PBIS helps with the students that are more likely to do what they are supposed to and I like that they get rewarded, but I don't think it is helping the students that are more likely to violate school rules. |
| 51 | I've just come to middle school so most of my knowledge is at the elementary level where I can confidently say the PBIS is NOT working. There needs to be more than "corrective" statements. I believe the students and parents feel they have complete control of every situation and that teachers' opinions aren't taken into consideration. Completing this survey about my current school is not as valid but I appreciate that middle school has consequences for inappropriate behaviors since elementary principals would have another |
| 52 | I have been verbally threatened by a student this year. I have had items thrown in my classroom by a student. Students who need to be placed in Renaissance Academy are not being placed there in a timely manner, which puts the other students and staff at risk. |
| 53 | I believe ALL students in America have the right to an education; however, I do not believe ALL students should be taught in the same environment. Students with extreme behavior issues should be in an environment with teachers trained to deal with those issues, and they should be away from students who are serious about their education. |
| 54 | Some students do not seem to be disciplined in the same way as others. I realize that some may have IEPs but I cannot imagine that an IEP excuses certain behaviors that affect the entire class and prevents learning. Greatest concern: discipline not being applied fairly and consistently among grade levels and administrators |
| 55 | Some misbehaving students can be a distraction and disruption to the learning process and peace of mind of other students and it is not fair to them. Greatest concern: repeated misbehavior. |
| 56 | Some misbehaving students can be a distraction and disruption to the learning process and peace of mind of other students and it is not fair to them |
| 57 | Stop caving in to parents. Appeals are ridiculous and consequences need to be served. The [redacted] grade [redacted] is very supportive [redacted], not so much. PBIS is not effective: Teachers already use PBIS strategies in their classrooms- reward systems, privileges- it's only being used to try to reward kids with habitual bad behavior. We just do what we're told to do, even though most don't agree. Greatest concerns: Workload, behaviors, cell phones, chrome books |
| 58 | Greatest concerns: Student respect with regard to peers, faculty/staff, and the process of learning and school safety. Although the number of students in need of more growth in this area is small, they have a large impact on morale. |

1

Independence Middle

Our school no longer uses a discipline matrix which makes it nearly impossible to ensure equity in discipline. Suggestions: Returning to a matrix that sets clear expectations for behavior and equal consequences. This will promote a safe learning and working environment for all. PBIS needs a strong discipline matrix to be effective, which we do not have. As a result, PBIS is something we talk about and try to use, but it ultimately fails as there are no clear consequences when students do not follow REPS/PBIS. Our school has a no cell phone policy that has worked wonders this year. Students must place phones in lockers at the start of the school day. There are no consequences, however, for teachers that do not hold students accountable for this rule, which creates some challenges. Greatest concerns: Unequal opportunities for students in terms

2

Suggestions: going back to disciplining the kids. Greatest concern: The decline of academic achievement and effort by the students.

3

Discipline practices: Inconsistency, favoritism among races, unwillingness to have our school look bad. Lack of leadership. Suggestions: Make consequences the same for all students. A BIP does not excuse a student from inappropriate behavior. PBIS: Rewarding student behavior that happens once when other students are good all the time sends a negative message to consistently good students. Greatest concerns: The lack of leadership, poor morale, inconsistent behavior expectations for different students. Our school used to be amazing and it is falling apart. I would never send my own children here.

4

Suggestions for improvement: consistent classroom management policies placed in each room for study hall/restrooms/lunch. more communication between admin. and students on expectations throughout the year; zero tolerance on smaller issues to halt spiraling. Greatest concerns: Consistent communication and

5

Suggestions for discipline improvement: Regardless of race, gender, ethnicity, or special needs, there needs to be standards for certain levels of discipline. These need to be followed consistently for ALL students regardless of the factors stated above. We are setting students up for failure in the real world if we continuously let them believe there are none or few consequences, or that consequences consist of a smack on the hand for poor behaviors or bad choices. There are not second, third, fourth, or fifth chances in the real world and the law is not going to care of the factors stated above. We have had students bring weapons to school and make threats of using them on students and others. I understand that there is no way of searching every student every day but making sure discipline action is taken and taken immediately might deter students from doing these things. With PBIS we are basically rewarding students who continuously show negative/poor behaviors when they do something right. Meanwhile the students who regularly behave and show great behaviors are seeing "bad" kids get rewarded or acknowledged for acting like they should! I have had students make comments about the poor behaviors and why they are acknowledged. I think this in the end is hurting the students who do behave as they should and are wondering why the students who don't constantly get second chances and then rewarded. This year is we implemented NO Cell Phones. It has been wonderful! It has had a strong positive impact in the classroom and during instruction. In previous years it has been terrible and had a very negative impact on classroom procedures, distractions, and behaviors. I would try many discipline actions starting with holding on to the phone for the rest of class, contacting parent/guardian, issuing detention (lunch or after school - depending on the offense), and then writing a referral. Discipline is a huge concern along with safety of staff and students. This is tied to discipline but also due to the structure of our building. A fence was installed in the breezeways but the fence doors have not ONCE been shut and there is not locking mechanism to provide safety. I'm not sure what purpose the fences are providing. I don't feel they have done anything and definitely have not made us feel safer. Another concern is with our administration. Our admin does not communicate. They are not on the same page and you never know how things are going to be handled. It makes doing our jobs as teachers much harder when we don't feel safe, protected, backed, or supported.

6

A

| | |
|----|---|
| 7 | <p>Too often negative student behaviors are not addressed at all under the guise of "building relationships." I am all for building relationships with students, but as with any strong relationship, there should be guideline for acceptable behavior. Ignoring minor issues encourages students to "push the envelope." Without clear specific expectations and consistent consequences, we are not setting up our students to be successful, responsible citizens later in life. I think the current discipline practices are pretty much the same from an administrative standpoint, but many teachers have given up trying to enforce expectations because they do not feel supported by the administration and fear getting a reputation as a "trouble maker" or "weak" teacher. I feel that expectations for student behavior must be laid out more explicitly and a clear cut system of consequences must be set, shared with all stakeholders, and followed in a consistent manner. Support is not consistent among all administrators or for all incidents. PBIS is not effective: PBIS can be an effective tool when used correctly. I do not feel that acknowledging everyone, or "finding" things to highlight is a genuine form of praise. I do not like that kind of praise as an adult, and I do not think students appreciate it either. We updated our policy to "no" cell phones in the classroom this year. Students are supposed to leave them in their locker. This has helped A LOT, but some students are still carrying their phones, and many have taken to messaging apps and work arounds on their chromebooks. Overall, distraction and lack of focus are HUGE problems. Greatest concerns: I am concerned that our school does not have a clear vision/set of expectations. Our leadership is often reactive rather than proactive. Staff is frustrated by the</p> |
| 8 | <p>Suggestions for improving discipline: Be consistent and follow through with stated consequences. Greatest concerns: Communication from Administration to staff.</p> |
| 9 | <p>Our referrals have been reduced because consequences for discipline infractions have been changed. Suggestions for improving discipline: Follow through for all referrals with communication back to the teacher about the consequences. Some students with BIPs disrupt class regularly without consequence because of their BIPs and because they can only miss so many days while still being in compliance with services outlined on the IEPs. PBIS is not implemented evenly throughout the school. Teachers need more training on PBIS. Greatest concerns: Students think it is okay to talk back to adults or argue when adults</p> |
| 10 | <p>Suggestions to improve discipline: provide consequences for students and parents. we have had an incident in the hallway that injured [redacted] students including [redacted] of my students because 7th and 8th grade students cannot walk in the hallway properly; a pepper spray incident in the 6th grade lunch; and an 8th grade student caught masterbating in a classroom for the [redacted] time! I believe that PBIS is ineffective since the focus is on positive reinforcement at the expense of providing consequences for students and parents. Greatest concern: a lack of ensuring that students know what is appropriate behavior</p> |
| 11 | <p>Suggestions for student discipline: focus on types of behaviors and have consistent consequences across grade levels so that students know what will happen if they break a particular rule. Example- class disruption 1st offense one day ISS, 2nd offense 3 days ISS repeated continued may need to do Saturday Detention or 1 day OSS. Class transitions throughout the building need to be smoother and students need to be monitored as they travel. Greatest concerns: Unsupervised student travel through the halls from electives to their designated areas of the building for both sixth and seventh grade. They travel as though they are the only ones in the building. We've had one stampede in the eighth grade hall with kids hurt. The new fence they put up is a hazard when we need to get kids out for drills, the gate closest to the buildings 400 hall has a gate that puts kids in a huge puddle when it rains or if there is ice, it creates a slip hazard. building a wall like the one that encloses the commons would have been far safer for everyone since it would enclose the breeze ways with doors that can be locked and opened in emergencies with key cards or keys. Safety measures that are being implemented make no sense and are more of a hazard than a</p> |

| A | |
|----|---|
| 12 | Suggestions for discipline: Need Admin in the cafeteria all lunches, hire another security assitant. Admin is not as expedient as they could be when an issue arises quickly. Comments: Violent students not given proper discipline or too lenient. Greatest concerns: The leniency of the discipline when it comes to the |
| 13 | less effective discipline practices: inconsistency, failure to communicate. Greatest concern: many new initiatives without follow-through |
| 14 | having worked at this school for 7 years, I have to say it was worse last year, and worse again this year. In terms of # of incidents and repeat/same students sent to office for discipline. Our school has grown these two years while our class room sizes have also gone up. We lost several trailers 2 years ago to accomodate Thoroughgood. Greatest concern: Students lack of respect for teachers and Admin. |
| 15 | I feel that the teachers at our school are being forced to deal with the same students and the same behaviors over and over and that whatever consequence they are reciving is not causing a change in behavior because it is often too lenient. Students that cause frequent disruption and/or are insubordinant to staff, damage the educational environment for all of the students in the classroom. I suggest that students that do this need to be held accountable and if need be, removed from the classroom until they are able to work within the expectations of the environment. I feel like the admin at my school is supportive of me personally, however, I think they feel as if their hands are tied when dealing with students that have frequent behavior issues. A student has placed his hands on other students frequently and I have shared my concerns. He remains in the classroom and continues to display worrying behaviors. PBIS: In terms of teachers being postitive, I don't think that is the issue. We do a good job here w implementing classroom level rewards and postive reinforcement. Where I have concerns is with students that have displayed frequent significant behaviors such as putting their hands on other students and/or threatening to harm other students, being insubordinant to staff, or leaving the classroom without permission yet they still remain in class. I feel that there should be some other alternative setting for students that display |
| 16 | Too many chances are given before consequences. We need a time out for behavior that is not serious but distracting and disrupts learning. Continued physical misbehaving, i.e. smacking, inappropriate touching , grabbing, etc. needs to be delt with more severely. Inappropriate language and disrespect of staff requests is a continual problem. PBIS does not work. Greatest concerns: Student disrespect of rules and staff. When halls are crowded, physical misbehaving is rampant. |
| 17 | very lenient, although the has always been lenient. serious infractions need to have consequences. If a teacher writes a referral, it is usually serious. We are not supported with serious situations. Too many excuses and chances for students who are not following rules. We have students in the building who cannot be trusted. They have shown violent, abusive, dishonest tendencies. PBIS is not effective, I have not experienced challenges implementing in my classroom, but schoolwide, yes. The philosophy is good and I do think positive approach works but must be consequences for serious infractions. Greatest concern: Safety and those students who impede other students progress or |
| 18 | We have a growing special education population (many with significant emotional-social needs) and not enough resources to meet those demands. |
| 19 | Students are given too many chances to perform the same behaviors before there are consequences. Students should be held accountable for their behaviors after a warning there should be repercussions. I am most concern of the fact that students can say anything negative about a teacher and the teacher is the one that suffers consequences. Students have more authority then the teachers. |

| A | |
|----|---|
| 20 | <p>Students who have in ANY WAY demonstrated that they are a potential danger to other students must be removed from the environment. Not a special education room, not ISS. They must be removed. Students are promised a least restrictive environment for their learning and this ALWAYS means the safest environment. The rights of one student to an education do not supersede the rights of a classroom of children to a safe education. PBIS is an attempt to one-size-fits-all discipline. As with all such approaches it is doomed to fail. Additionally, there is the distinct appearance that PBIS is creating an environment where violent students are more welcome in the classroom. This should never be the case. Morale is low and dropping. Communication issues in the building and poor decision making at the central office level are</p> |
| 21 | <p>What factors are you told to consider when disciplining: student social emotional state, antecedent factors,</p> |
| 22 | <p>IMS does not have a school matrix for discipline. Students are all treated differently. Writing referrals has become a joke as they are not acted on and we, the teachers, NEVER find out consequences. Students come back to class laughing...I got a jolly rancher and was told to try harder. As teachers we discuss this in the hallways, how can we expect our students to succeed realistically? How many chances does a student get? Administrators are not in the hallway, but hide behind their office doors. After completing the spring survey last year, we recently received the results, but only in PAC. The administration is afraid to deal with the comments and try to make any improvements. So IMS is in a continuous struggle. Our current administration does not work together, it appears that they each are power hungry in their own way-not wanting to share. Recently, teachers have been asked to report on each other by a certain administrator. Trust is at an all time low at IMS. Communication is not happening. Our school climate is in the dirt. I question if employee relations needs to visit with the staff members at IMS. Our administration has sent out their own surveys to try to combat the survey sent out last spring, but they do not share those results. How can we improve if we do not look at the data? That is what we are tasked to do as teachers on a daily basis. Referrals pile up by teachers, then they will laugh about the amount they have.....If the administration would act on the referrals and take appropriate action our school would start to take on a different tone. Teachers do not feel supported or safe. Being buddy with the students is not the answer for administration. It seems that they are afraid of perceptions. Students acting out and then return to class after they receive a [REDACTED] is not very reassuring. Trying to discuss this with the admin team has gotten no where. I honestly feel that a staff member or student must get hurt for change to happen. If the admin would show support of the staff and the students and take action-behavior at our school would improve. The admin prides themselves on the low number, but that is a false number. So many are swept away. PBIS: The students think it is a joke. I understand the positive implications, but not addressing the behaviors is not a solution. Greatest concern: The administration not addressing serious issues at IMS. The trust has dropped to an all time low. Discussion of the survey, not just in PAC (which just happened last week), but letting the</p> |
| 23 | <p>Students do not finish their class-work or homework. Students loved to play games with their chrome book</p> |

| A | |
|----|--|
| 1 | Kempsville Middle |
| 2 | on |
| 3 | main office or in guidance waiting for discipline issues to be addressed. there is inconsistency throughout our building as to which classrooms allow cell phone usage and those who don't. Greatest concern: inconsistency of discipline |
| 4 | students |
| 5 | disruption. It will only create a hostile learning environment. Greatest concern: Not taking disruption or disrespect seriously. |
| 6 | Greatest concerns: Teachers are feeling like there is a lot on their (our) plates. They (we) have time to plan but there is a lot coming this way! |
| 7 | I've used PBIS in a different school system before. PBIS is effective but in my experience, it is only effective at the elementary level. Middle school students have too many variables that don't allow for consistent delivery of the PBIS method. All in all, the implementation of PBIS at the secondary level is incongruent with the VBCPS Portrait of a Graduate. It neither prepares students for jobs or careers after high school nor prepares them for college. The only thing that PBIS has done effectively at the secondary level is confusing students of their expectations with behavior management interventions that are constantly changing. |
| 8 | to be the main focus. Suggestions for improvement: The rules need to be clearly spelled out and the consequences need to be equal for everyone. Teenagers need clear rules and need to feel that discipline is fair for all students. Right now neither of those is true. Comments: Consequences seem completely random. Students behavior does not improve it usually gets worse or stays the same. There are several students in the school who seem untouchable. Their behavior has become scary in the classrooms and the hallways. PBIS not effective: Good teachers always compliment good behavior and look for opportunities to see the good. Students need a consistent set of rules and consequences. Teachers need support from the administration when they refer a student. We have already counseled the student, called home, given detentions etc. There are some students are are disruptive in all of their classes on a daily basis and this is not being addressed. Teachers and students deserve a classroom free of constant disruption where learning |
| 9 | at this school. Our administration is concerned with lowering the number of referrals by any means necessary - including putting multiple obstacles between teachers and the office, blaming teachers for students' choices, and sending students back to class when security has removed them for disruptive behaviors. |
| 10 | Suggestions for discipline: Make practices equitable for all students. |
| 11 | care about consequences because they know there arent very many. Teachers dont have time to hand out discipline for mild-severe incidents, but we are expected to and that takes away from the students who are not causing issue. I have students who are disruptive on a daily basis. Contacting the parents dont help and most of the time filling out the PBIS google form we use doesnt help. The students are right back to their disruptive behaviors the very next class. Greatest concerns: Minor to moderate behavior issues being continuously dismissed that will eventually turn into major behavior issues. The kids need to know there are consequences for all bad behaviors, not just the "big" ones. |
| 12 | Greatest concerns: Airpods |
| 13 | rule is rarely followed or enforced. Moreover, the rule is inconsistently followed from class to class. Some staff members allow students to use their cell phones to listen to music during class time, while others have the expectation that cell phones must be off and away. This inconsistency often creates confusion among the students about cell phone usage. Beyond just listening to music, students also often take pictures or video during class without consent to do so. |

| | |
|----|--|
| 14 | <p>part of administration seems to be the same. those in charge (redacted) (redacted) should really start backing up teachers and stop letting things slide just because they don't want to deal with difficult parents....they also could apply discipline more fairly and evenly across the board. ive seen children be aggressive towards those in the class and teachers and threaten them and they are back in school the next day. Greatest concern: the discipline....behaviors seem to be getting worse and teachers do not seem to be supported</p> |
| 15 | <p>much discipline is given and learning environment disruptions continue. Put systems in place for individual students who continually make it hard for learning environments to be safe and effective for all. If these systems fail, students should be disciplined appropriate to their actions/number of offenses. Again, there are students who are consistently disciplined for their actions, yet these interventions have not worked and the learning environment is impacted daily. Lack of discipline towards students who are disrupt the learning process daily.</p> |
| 16 | <p>become big issues when they are not addressed. Greatest concerns: Disrespectful students who are learning that this behavior is acceptable</p> |
| 17 | <p>If there was a positive or negative change, what factors do you think contributed to this change?:</p> |
| 18 | <p>decisions. The students who continually get into trouble are being sent back to class with an admin detention or a conference with the admin, but still continue to act out. Furthermore, when they act out, they are taking time away from the teacher being able to teach the other students in class. Additionally, the rules apply differently to students within the our school which makes it hard to follow. I feel that more students need to learn that their actions have consequences. Keeping students in class is a great idea; however, when the behavior continually happens, all it's doing is taking away from other students learning. Allowing students to continually come back to class after acting out or misbehaving also shows the rest of the class that the teacher is no longer in charge. Students start changing their behavior and aren't afraid to say or do something against the rules. We have several students that run through the halls and not much is being done to discipline them. There have been instances when students have run into other students walking out of a class. If this continues to happen, we will most likely see more instances of this occurring. Like I previously stated, I do agree with positive incentives for students within a class. I firmly believe that students who are doing what is expected of them should be rewarded, etc. for following the rules. However, when students continually exhibit poor behavior within the classroom, that student should receive some type of consequence to the behavior. When that student is allowed back into the classroom without any type of punishment because admin would rather keep kids in class, they are taking away the respect and authority of the teacher in the classroom. Cell phone use is getting out of control. Students need to know</p> |

A

| | |
|----|--|
| 19 | <p>level. If a student is in one of the target areas, they are treated differently. Suggestions to improve discipline: It is insulting to assume that a student behaves differently because of their race. It is insulting to assume that a student from a poor family doesn't know how to behave appropriately. Why are we perpetuating these stereotypes? Comments: Some students are given a free pass to do whatever they want, and they know it. These students are addressed as "██████" by the administration, even when they are being walked down to the office by security. For example, "Awww ██████, what happened?" to a student who was verbally abusive to a teacher. Students are allowed to run wild in the hallway, especially after school. Teachers ask for them to slow down/walk to the right, etc., but one voice among the the hundreds running through the halls at the end of the day cannot be heard. I have witnessed several students get knocked down, as well as a teacher. PBIS is great when implemented effectively. It should not mean that students of color have their referrals thrown away to skew our statistics. Students feel that they are treated differently by administration based on their race. I have heard African-American students say that they won't get in trouble because, "Black kids don't get kicked out." I have heard Caucasian students say, "Why did XXX go to Renaissance and YYY didn't? Is it because he's white?" Students should NEVER feel that they are treated differently because of that. It promotes racism to have that sort of environment in our school.</p> |
| 20 | <p>find time between classes to call the parents. If no results, assign a morning detention with teacher and student (which creates more work for the teacher). Only after those steps are all in place are we allowed to refer to administration. In a nutshell, PBIS. It's not working. In fact, it's had a detrimental effect. Release some of the onus on the teachers to walk through all the discipline steps (which completely disrupts the teaching itself) and let administration take back some of the discipline duties they used to have in years past. Constant selfie videos and pics observed, social media cruising during class, Air Pods in the ears listening to music. It's become epidemic this year. And no real discipline for doing it, so of course more and more ARE doing it. Greatest concern: Lack of consistent discipline, and the implementation of PBIS.</p> |
| 21 | <p>allowing teachers/ staff to write referrals when it is extremely necessary for students who continue violate policies and disrupt the class rooms. my suggestion is policies should be enforced after the student has been given verbal warnings and he/ she continue to violate rules. This should be instrumented across the board and not for just a few students. The administration should stop blaming the teachers for the student's behavior and take care of the problem which is in most cases the student is being disruptive in class, disrespectful to teachers and other staff. The administrator should stop taking up for the child when he / she are wrong and support the teachers. I am very concerned when students voice threats and display violent behavior towards other students. My greatest concern is in the area of safety for all.</p> |
| 22 | <p>administrator since my arrival at this school ten years ago and it continues to be a great concern of mine to this very day.</p> |
| 23 | <p>practices are less effective: Not being able to discipline, admin not supporting staff, students are ALWAYS right, allowed to do anything at this school! Suggestions for improvement: DISCIPLINE, follow the school board code of conduct, LISTEN to the teachers. Comments: Students are sent right back to class a lot of the time so teachers don't use referrals. We are encouraged to not refer, that is why the discipline record is so prestige! Students have been in numerous fights and I don't put it past a student to do harm to any staff member. Instead of PBIS, why don't you go back to DYS (discipling your students)? The school system is steadily setting up our youth to fail, they don't know how to follow rules or be respectful. Greatest concern: Student behavior, admin participation in bullying teachers, has anyone done ANY research into WHY so many people are transferring out of this school? So very sad how this school and VBCPS has gone so downhill since Superintendent Brickell!!!</p> |

| A | |
|----|--|
| | Suggestions for discipline: Clear guidelines and expectations Effective communication |
| 24 | Refinement based on data |
| 25 | also have to consider which parents will report us (for doing our jobs). PBIS not effective: We are constantly trying new ideas and methods while the student behaviors worsen. Greatest concerns: The student and parents have developed attitudes which make discipline almost impossible. It's not worth writing detentions or even calling parents. |
| 26 | <p>What factors are you to consider when disciplining: We are mainly encouraged to think about how the discipline would make the student feel and/or how the parent/guardian would react to the discipline. There honestly is very little consideration to the actual action (problem) itself. PBIS: I believe that the full "roll-out" of the PBIS practices have negatively impacted this change. On paper and when orally explained, PBIS seems to be an extremely viable option. However, I have experienced that it does not seem to work when applied practically to a school setting. I would suggest to actually have consequences for behaviors. Students repeatedly are allowed to get by with "minor" behaviors such as disruption or defiance, making it difficult to actually teach them anything. I would like to see teachers be able to refer students to the office again (we don't have a referral form this year, just a "PBIS Google Form" in which we have to input any behavioral issues we are having with students). This practice is seemingly ineffective as the behaviors continue. It seems we live in a time where [REDACTED] is too worried about being sued to actually discipline students. There are multiple students in the special education department that are in regular classes that are behaviorally challenged. We are repeatedly told that that is "just how the student is" or that it is their diagnosis and we are not allowed to discipline that student. However, this disrupts the entire class and allows the other students to believe that they can get away with the same things without consequence.</p> <p>Furthermore, if action is taken (such as an office referral which now must be written by an administrator AFTER teacher has filled out Google PBIS Form satisfactorily), the cooperating teacher never finds out what discipline actually took place (if any) as a result of the referral. This is frustrating and I personally have had students come back to class the next day after a referral acting worse than ever. As mentioned before, there are seemingly not consequences for some students who ardently and continuously act out. However, due to the inability to address those behaviors and/or discipline them, I worry for my own safety and those of other students in the building. PBIS is, in a nutshell, ineffective. Although there are "expectations" that are posted everywhere and drilled into the students, they seemingly do not experience consequences when the expectations are not met. PBIS seemingly has replaced the traditional tiered levels of warning, parent contact, detention, then referral and beyond (ISS, OSS, etc.)</p> |
| 27 | PBIS is less effective due to the PBIS discipline matrix. Suggestions for discipline: Holding students and their more accountable for inappropriate behavior in school |
| 28 | There are some students who have had too many chances after getting in trouble and they know they can get away with things because of how they are handled. I do not think that all students are treated fairly when an issue is being addressed. Sometimes it feels like administration sides with parents or does what is easiest, so they do not have to deal with the parent. Consistency should be key. |

A

Discipline practices are less effective: We have a new PBIS tracking system in place for all incidents and staff don't take the time to fill out the form b/c students don't generally get disciplined. Staff don't really understand the form and how to complete it either. The expectations need to start from the [redacted] down and we don't have that at this school. Students are allowed to get away with a lot of things or they are overlooked. Our [redacted] is all about PBIS and wants everyone to work through things instead of really disciplining kids. Our [redacted] is amazing and will address things that are brought to [redacted] attention. However this new reporting system isn't timely so addressing things may be a day or two later on things that need to be immediate for both of them. Rumors were going around that a student made a threat to shoot up the school. I assume it was unfounded but then [redacted] met with all of the 6th grade students and teachers for a brief meeting at the end of the day. The meeting was vague but after talking to another staff member who had been at one of the previous schools where a child took his own life, [redacted] perspective was very different and [redacted] was concerned that we weren't told. I understand you can't share all the details of every investigation but people need to feel safe. That same week a kid tried to take scissors to a tutor.

We are also one of the older schools so we still have a breezeway which is incredibly unsafe. During class changes students are constantly going from building to building and anyone could enter. Our gates are always open to the public also, even the one from the rec center side which seems strange if we are trying to create a safe environment.

29

Discipline practices are less effective: There is no consistency and teachers are held more accountable than the students are. There needs to be clearly defined policies on phone usage, ear buds, and homework guidelines. There is not one clear cut definition for any of these that are applied school wide. No one knows the exact policy and this creates confusion and disparity within classrooms. Students are quick to tell a teacher they are allowed to listen to music in another classroom which is sometimes valid and sometimes not. Students act out and many times there is no consequence or communication between administration and the teacher. Teachers never know what happens with discipline referrals. The lack of consistency leads to behavior problems and issues. My greatest concern is lack of consistency. Other schools have policies that are implemented as a school whereas our school has so many policies it is impossible to keep track of

30

31 Suggestions for discipline: hold students accountable and adhere to the district policies

Suggestions for discipline: Consistency among rules and staff enforcing those rules and for all students. Even students that follow the rules struggle with phones. Even with clear expectations, students misuse their technology. If we wrote them up for every time they had their phones out that is all we would do. As far as the school district, I feel as though it is very quick to side with parents with strong opinions over supporting

32

take a second chance as a chance to make a positive change in their behavior but more often than not students see a 2nd, 3rd, 4th, chance as "I got away with it again". Suggestions for discipline: Enforce the rules that are established from the start of the year. I feel that there are too many layers of protection for students from being disciplined for breaking rules. By the time students suffer any consequences for breaking rules it is May or June. By that time the damage has been done to the classroom. Greatest concerns: Declining behavior in students and improper use of technology.

33

A

| | |
|----|---|
| 34 | <p>The [redacted] has been inconsistent in her discipline practices. Some [redacted] and [redacted]-grade students would REPEATEDLY be sent back to class after teachers wrote referrals without consequences or teacher follow-up. Some teachers with difficult students were not supported by her. [redacted] displays unprofessional behavior toward specific teachers and has created a hostile work environment. Suggestions for discipline: Start listening to teacher feedback and pay attention when more than 15 teachers leave a building in one school year. Hold students accountable for poor/disrespectful behavior. Throw out PBIS before we ruin more kids. STOP pointing fingers at teachers and support teachers when they are verbally attacked by aggressive parents. Have a place to send disruptive students during class. Start prioritizing the 29 other kids in the class. Lower class sizes so teachers can implement quality classroom management. We have been directed by [redacted] that we are not allowed to tell students they cannot have phones or make them power</p> |
| 35 | <p>Suggestions for discipline: Students have their phones out too often. The hallway lockers are old and do not lock, so students do not put their phones in their lockers in fear that they will be stolen. This has caused an issue with phones being out, along with earbuds, when not authorized. Allowing students (at least 6th grade) 100% access to chromebooks has brought more distractions in the classroom than it does help. Greatest concern: The amount of distractions that chromebooks bring to the classroom, students want to play games instead of doing work. We use Go Guardian, but the students seem to have found a way around that and are able to play games without us knowing about it.</p> |
| 36 | <p>Greatest concerns: My greatest concern is the disrespect displayed by some-but not all-students in the classroom and the disruptions and interruptions while trying to teach. At first, I felt that the students committed to learning would become concerned with the continued disruptive behaviors of others, but now, I am beginning to sense that the good students feel that this is normal and to be expected.</p> |
| 37 | <p>Suggestions for discipline: Discipline ALL students equally without being scared of their parents. Greatest concern: Lack of discipline</p> |

| A | |
|----|---|
| 1 | Plaza Middle |
| 2 | PBIS is a good concept, but it is not consistently or clearly implemented. |
| 3 | I have been told to pick my battles. Safety is most important. |
| 4 | I feel a negative change. I feel that students don't think they will have any real consequences and that is true. When I am going to write a referral to a student it is after several discipline steps (calling home, moving seat, lunch detention, conference with the student) that I have implemented for the student, but I am always told it is not enough and the offense is not bad enough to write a referral. But it disrupts my class and prevents students from learning. I think the same rules show apply to all students. I think that when I write a referral I should be trusted that I have exhausted all things in my power to do. I am always told that I need to do more in my own classroom. I have had a bigger problem with bullying this year. I feel that cell phone are used a lot in class and they are so sneaky about it that I cannot always catch them. I see students being disrespectful to teachers and administrators without consequences. I feel that administrators fear being sued or something by the parents, so they do not discipline as much as should be done. |
| 5 | Students must injure or cause harm to another student prior to referral. Suggestion: Consistent practices. Back teacher. Do not cower to students and parents, you are not here to be their friend. They feel mediation is always the best answer. Even if students threaten teacher. |
| 6 | Suggestion: Practice consistency for ALL students. Greatest concerns: The number of possibly suicidal students who end up in the Counseling Office. Sadly, this is s trend that continues to rise. |
| 7 | Cell phones: It is very distracting and a serious problem. |
| 8 | Looks like Administrators are scared of parents. First, we need to be consistent Second, students needs to be wearing appropriate cloths to do not cause class distractions. Cells phones, bottles of drinks are out of control in this school. Students bring Red Bull, Gatorade they play with the bottles, they ask permission to fill their bottle and they get mad when you say NO. Last, do not intimidate for parents, or tutors. |
| 9 | Suggestions: hold students accountable. |
| 10 | If we write a referral, we should be taken at our word. Administrators should be responsible for contacting the parent. One referral that I submitted was never acted on. PBIS not effective: Rewarding positive behaviors has little effect on the negative behavior of students who are acknowledged. Greatest concerns: Too many students are OK with doing little to nothing. |
| 11 | Crack down on it, instead of loosen it. Zero tolerance, Action=consequence. We have had several new administrators in our building over the past few years. This has added to confusion of what procedures to follow, focus on and/or enforce. Also several students have been discipline issues, but they are somehow still in the building. Need to do extra for the students who are doing the right thing, not reward students for being good once or twice. Chromebooks are fueling the feelings of not belonging, and opening up students to cyber bullying. Google Docs are being shared as notes between students. Dress code, bookbags, heavy jackets are a safety concern. Threats have been placed on this school no less then 3 times in the past two school years. PBIS not effective: Olweus anti bullying was a much better program. This is lost at our school with MYP traits being pushed. I do not believe that educating the masses is the #1 priority of school. 6th grade students are not coming to school with the prerequisite skills of reading, writing and arithmetic. I feel this is because students have no grades and low standards to pass, creating future discipline problems. |

| | A |
|----|---|
| 12 | <p>Consistently disruptive students need to be removed from the classroom even if their behavior is just talkative and ignoring classroom rules, not violent or over the top disruptive. There is more than student safety at risk. We need to consider the learning environment. I feel sorry for the student who are there to learn, who follow directions, and are not behavior problems. This is not new this year and is not limited to just this school. Teachers are not to write referrals and when they do, the follow up is very weak. Students know they won't really get in trouble. The key to successful education is removing disruptive students from the classroom. There are a lot of students who are interested in learning. Let's make sure they are given</p> |
| 13 | <p>The teachers and administrators tend to be very compassionate here. This is a good thing. The problem lies when students see their classmates acting out and receiving little to no punishment (due to circumstances listed above). They see this and it infects the other population because there seems to be no consequences but in reality the other students just do not see them because the other students are getting modification to their IEP or BIPs created which are confidential. Mentoring and counseling is also a population option which is researched based and can be effective but it does little to provide visible consequences for students. There are very few visible punishments which leads to increased negative behaviors because students so not think there will be a consequence. I am not concerned about my student's physical safety but I am concerned with some of their emotional safety. The students are asked to sit next to students that have legal written documents that state they the student can say bad words and teachers are supposed to ignore them and they the students can have outrageous emotional outbursts in class and teachers are supposed to ignore it. I completely understand that all students have the right to a free and appropriate education but it is not appropriate to place students in a classroom and have them endure the situations with how some of the 504s/IEPs/and BIPs the way that they are written. My greatest area of concern is that teachers are getting frustrated because there is TOO MUCH jargon. At Plaza we have IBMYP, AVID, and PBIS. Although they can all exist in harmony they do not here. when each program insists on seeing their specific vocabulary and their specific structures they cannot exist in harmony. There is so much overlap it is crazy but AVID and PBIS are being thrown aside in most classes because IBMYP has been the most present and vocal program in the building. Teachers cannot constantly flop their class based on who is coming to observe, which is what happens and what is expected. When PBIS is here we are asked to prep the kids and make sure we are using that vocabulary which is not authentic because the kids do not get it all year. When AVID is up for evaluation we are asked to switch and use that vocabulary which is not authentic because again, the kids do not get it all year unless they are in the AVID class. The rest of the year we are told to incorporate as much IBMYP as possible. If IBMYP is dominate, then the rest of the programs need to be using this vocabulary and they need to be addressed that way. Having all three programs with three</p> |
| 14 | <p>Greatest concern: Staffing and securing subs when needed.</p> |
| 15 | <p>Greatest concern: Student behavior and their academic mindset.</p> |
| 16 | <p>Greatest concerns: Society's lack of empathy and respect affecting our students.</p> |
| 17 | <p>I feel like many times, students have been given too many "warnings" and the behavior escalates to serious violations when a strict, initial punishment is more effective as a deterrent. The students think that because they can have their phones on them, they can play music, games, and use them during class. Bluetooth headphones also make it difficult to enforce policies because students can control their phones from inside</p> |

| | A |
|----|---|
| 18 | Suggestions for student discipline: I have been here for several years. One of my suggestions is allowing staff to drive our policies and practices, with input from administration. We had a PBIS based system in place several years ago that was yielding positive results and our culture was improving. The new administration made unilateral changes, we lost what was gained, and it left students and staff confused. Although our current system is PBIS based, it seems dramatically different. Another suggestion, is to include a process that alleviates inconsistency among staff when implementing practices,. Comments: oftentimes I do not process referrals. I cannot trust I will be supported, I am concerned I will be blamed, and students will have limited consequences. Through my experience with multiple administrations, I feel many administrators have lost sight of what it is like to be in a classroom. In addition, they do not fully understand current challenges that have arisen since leaving teaching themselves. I notice a fair amount of blaming staff and expectations that are unrealistic. I am concerned that classroom observations hold a lot of weight, when student behavior dramatically changes during observations. Students inappropriate behaviors are escalating. I feel our ineffective discipline has emboldened and empowered children to behave in a way that is unacceptable at times. I think we should expect more from our children. to improve classroom dynamics |
| 19 | Almost 38% of our referral data came from 1.4% of our students. Not a true reflection of our student |
| 20 | Rules should be clearly stated and more importantly enforced on a regular basis. The emphasis needs to happen in 6th grade with new students, so they are aware of the school policies. |
| 21 | New admin makes it hard to figure out reasons for change |
| 22 | Suggestions: Take some things a little more seriously and maybe they will not continue to happen |
| 23 | There needs to be less chances for students. They general student body understands that the can continue a behavior for a while until they will receive a significant consequence. The one question asked when referring a student is what have you as a teacher done to correct the behavior not what behavior the student has exhibited. Accountability is definately there for the teacher but not so much for students. |
| 24 | Enforce schoolwide policies in each classroom. Policies are different in each class and enforcing them becomes difficult when they are adhered to in classes or are different in the hallway. |
| 25 | We need strong support from the administration. We need to make students feel that the administration is there to support the teacher all the way. It is too difficult and stressful to control discipline when the kids see no consequences to their actions on the part of the administration team, Students need to be disciplined by the administration promptly and effectively or you will have a lot of stressed-out teachers, prone to get sick along the way or quit for good. PBIS: The process is way too long and ineffective. Students know they have infinite opportunities to misbehave with no serious consequences. Greatest concerns: Students are not putting any effort in their work and try to intimidate teachers using their parents power to get an undeserved grade or status. Students are cheating with technology and blame their teachers when they do not get good results for lack of effort. |
| 26 | Suggestions for discipline: do not expect the teachers to do it all - remove students from the classroom environment when they are causing too many disruptions (especially when a substitute teacher is present) No one wants to sub at a school when student behaviors are atrocious. Our school has a lot of students that read below grade level, struggle to keep up in class, etc. We need to focus a bit more on these students. |
| 27 | Suggestions for discipline: Train students into being honest and say what happened. For example, when a teacher gives a detention/referral to a student for a bad word said in class and the student says to the AP they didn't say it, ask some other student about the situation and behavior of that one student in class. Greatest concerns: How many students they put in the class. There are classes with too many students and there are classes with too few students. Administration says that if numbers fall below a certain number, I am losing my job. I also wish they would look at the students progress in other classes before they would |

| | A |
|----|---|
| 28 | I believe our administrators are responsive to referrals and follow district protocol; however, I feel that we would be more effective if the system was designed to provide students more support in learning different responses to certain situations. PBIS is not effective: PBIS is difficult to implement because it is one of many initiatives we are focusing on at our school. Every new initiative cannot be a priority and often, PBIS takes a back seat to other things we are working on. We don't take the time to have continued discussions with students because there just isn't enough time with everything else that needs to happen in a classroom each day. Cell phones are distracting and not needed in the classroom. I believe the district should implement a no cell phone policy in our classrooms. We have technology in the form of Chromebooks if |
| 29 | Greatest concerns: Increased organized use of time (duties, meetings, etc) that require my attention |
| 30 | We used a mentoring system last year that wasn't perfect but I thought provided students with a positive relationship with an adult in the building. We haven't implemented any mentoring, as far as I know, this year and it feels like a step backward. Cell phone comments: It's less of an issue since one-to-one, but Chromebooks have just replaced the device they misuse during class. Staff are not knowledgeable or mindful of incorporating trauma-informed practices in their classrooms. This extends to staff-student relationships outside of the classroom as well (hallways, cafeteria, etc): |
| 31 | Room clearing does not help, as students are returned to the classroom. I have observed the returning students mock the disciplinarian. Greatest concern: low work ethic of students |
| 32 | Whenever there are substitutes, students sometimes take advantage and are not doing what they are supposed to. It would be great if there are ways to check in with these classes through out the day. |
| 33 | My greatest area of concern in my school this year is that of physical confrontations |
| 34 | |
| 35 | |

| A | |
|----|--|
| 1 | Salem Middle |
| 2 | <p>Suggestions: That ALL students are held to the same standard in regards to consequences for their actions/negative behaviors. It is frustrating as a team member to enforce our school rules only to see that other faculty members do not consistently enforce them. It would be helpful to see consistency throughout the school among all faculty members.</p> |
| 3 | <p>Teachers are supported when it comes to maintaining safety and protecting the learning environment. Suggestions: Maintain consistency and hold students accountable. Cellphones are an issue as students give in to temptation. Often, a student will text/call a parent if they receive a referral and the parent will show up unannounced and inhibit the investigation. I understand the safety concerns with having a student carry the cellphone to/from school, particularly if its at night time. However, during the school day it should not be on their person, they should be required to maintain the cellphone in their locker. We have also seen students video other students in the locker rooms, coordinate locations to meet up during instructional hours, and pay more attention to the cellphone than instruction.</p> |
| 4 | <p>Salem is amazing and I'm confident if I had any concerns, my administration would eagerly address those</p> |
| 5 | <p>Suggestions: For student leadership to uphold recommendations of discipline/consequences coming from school site administrators.</p> |
| 6 | <p>It's very hard to continue using PBIS strategies with students who don't respond to it. And who are downright rude constantly. Cell phones should not be allowed in classrooms. Now that students have chromebooks, there is really no need for them. Students think it's OK to text during class and/or go to the bathroom to make phone calls to get parents to pick them up early from school. They are distracting to instruction. Students aren't mature enough to not use them during class time. I feel we have a number of students who different types of "mental" issues (threatening parents, threatening themselves, mental health issues). I don't feel that the general school environment is right for them as we aren't equipped to handle their unique needs. I wish we either had a trained psychologist/psychiatrist on staff so they can help students with issues. Although we have counselors, they too are not trained in dealing with major mental health issues (not saying our counselors are bad - we have excellent counselors here).</p> |
| 7 | <p>Discipline is less effective: It is not because of leadership at my school. It is due to [redacted] allowing misbehaviors as manifestations of disabilities when they are just rude and disrespectful students who are mean to teachers and other students. System wide- Stop letting ONE person on a committee decide the outcome for expulsion. Start thinking about the "regular" students and protecting them. Make the teacher-student ratio smaller for hands on classes with inclusion students. Stop tying the principals hands. Central office needs to back good school administrators. Middle school needs smaller classes if you want us to build relationships with these kids to PREVENT discipline issues. Greatest concerns: OPEC! Cell phones! Social media. Middle school is hard enough on these kids and allowing phones makes it so much worse</p> |
| 8 | <p>student behavior at school is not followed through at home. Parents often accuse staff of being unreasonable. It seems to get a little worse every year. Staff that is not often on campus should listen to the staff that work day in and day out with a student during a manifestation meeting. My administration communicates often and supports me when I need it. We have had more fights this year. I have also seen an increase in mental health concerns including selfharm and an increase in time away from school due to longer stays in behavioral health institutions. PBIS: There is only so much positive attitude one can have when a student is testing you. Referrals and other discipline need to be implemented.</p> |
| 9 | <p>Greatest Concerns: Students not completing assignments.</p> |
| 10 | <p>PBIS is not effective: I sense a rise of disrespect from students to staff. I hear more complaints from staff about students.</p> |

| | A |
|----|---|
| 11 | We have a couple of students who have BIPs that indicate that they throw things, use inappropriate language (curse words), and have anger issues, etc. These students are mainstreamed in regular education classes, and I worry about the safety of the other students in the room. It is difficult for the other students to learn if a student is banging his/her head against his desk, cursing, throwing his/her materials, etc. because he/she doesn't want to do something or has been told "no." The other students' learning environment is suffers because of the behavior of one child. |
| 12 | be more consistent with sped vs general ed students |
| 13 | I think that students with special education accommodations are treated differently when it comes to discipline. They are not held to the same standards as other students and I do not believe this is right. We are not teaching these students that their are consequences for their actions and we are not preparing them for the real world. I have written several referrals in the past for students that have a special education accommodation and not much is done. The issue is swept under the rug. These students are not given the same consequence as other students and I do not believe this is right. All students, no mater if they have accommodations or not, need to be held accountable for their actions. When these students get into the real world one day, no one is going to give them a free pass because they had special education accommodations when they were in school. We are not preparing future ready students if we continue |
| 14 | Some students with behavior issues are in regular ed classes with large enrollment numbers and no additional paraprofessional support. Student safety is sometimes a concern in these instances. |
| 15 | There is always a little fear of students and how they may react to discipline, but I feel supported by my admin that they would protect me. |
| 16 | Our administrators are very helpful and work well with staff members to resolve issues in an effective and expedient manner. |
| 17 | Our Assistant Principals are amazing at discipline. Fair, firm, and consistent. This makes a huge difference in the school. |
| 18 | The staff and admin work well together to keep consistency with discipline. We are in the 5th cohort for PBIS, this program is only now being discussed at our school, we have not fully implemented PBIS. Greatest concern: Class size, students who can not afford school supplies. |
| 19 | My biggest area of concern is the misuse of technology such as using the Chromebooks to take pictures and/or videos in the classroom or playing on game sites that are not correlated with instruction. |
| 20 | It is my opinion PBIS has not reduced the number of discipline problems due to the nature of PBIS approach of not making the student responsible for their behavior. PBIS: For some students, this kinder, gentler approach may be appropriate, but with the hard core student, the PBIS strategy falls short. Children want and need bounderies and at times "tough love". Again, as I have stated on previous surveys, I am a firm believer is self-control and self-discipline. I am not a big fan of any student who is disrespectful and feels they are emboldened to act, say, or do whatever they want during the school day. These students are disruptive to the teaching and learning environmnet and should be removed from the school setting. |
| 21 | PBIS has not yet been implemented in our school as we are still in the planning stages. Implementation will begin at the start of the 2020-2021 school year. |
| 22 | This is our first year with PBIS, I am on the school support team. We are still working on "rolling out" the school matrices. Staff buy-in hasn't taken place because we really haven't trained them on what PBIS is vs. what it isn't. (Some teachers have expressed concerns that PBIS means we "can't discipline" and this is frustrating). I hope that we (PBIS team) get the opportunity to really work to help the staff understand the benefits of PBIS. Greatest concerns: Lack of writing. Poor attention spans and inability to complete tasks from start to finish in an appropriate amount of time. Average to below average students do not seem to have an immediacy or priority about their school work. |

| | A |
|----|--|
| 23 | One or two students have given me cause for concern for other students' safety. These students have both been expelled. |
| 24 | Due to swift discipline students learn that disruptive behavior will not be tolerated at our school. We have transfer students w/24 referrals before any real consequence is given. We have not fully implemented PBIS. From views from other schools and how it has been implemented, our teachers have a negative view of PBIS. Students CONSTANTLY ask to go to the bathroom when they have a phone. If you ask them to leave the phone, al of a sudden they don't have to go- "never mind then". They are distracted by merely having the phone with them. During an unexpected fire drill, students thought it was real and wanted to call parents. If it were a real emergency, how would I control 30 students who pull out a phone to call home or video the emergency. They can upload faster than I can walk over to them-and they have done so! Check our any school name on You tube. Greatest concern: That our Principal and AP will be reassigned. You are punished in this school district for doing a good job. We have had many admin folks be sent to other |
| 25 | Administrators deal with issues quickly and fairly |
| 26 | I think our administrators are amazing when it comes to supporting and reinforcing the policies. I believe they communicate this from day 1, as well as reinforce the policies and rules at mid year. There are students who come from elementary school that do not know how to follow the rules and policies, because elementary schools do not have the resources middle schools do. |
| 27 | Students need the structure and the ability to rise to the chalk. PBIS does not work well in middle school. Greatest concern: If you are a good principal or administrator- you are removed to other schools. |
| 28 | I feel that we have a VERY supportive administrative team- this goes beyond our APs and principle and extends to our SAC and SIS, as well as coaches, security and all most every staff member in the building. I have never felt unsupported. |
| 29 | When students come in as 6th graders they have not been prepared for middle school. They have a very hard time working independently, often have no idea how to get started on basic assignments and need constant reassurance from their teachers. |
| 30 | I was all for device usage prior to one to one roll out. Now that every student has a chromebook, I feel that cell phones are only a distraction. Unless they are specifically needed for a class lesson, it would be easier to control if all cell phones were powered off and in the students locker during the school day. |
| 31 | No concerns. Administration is very supportive in my building. I believe that cell phone should not be aloud during classroom. Students should not be aloud to have cell phones at all during the day. Cell phones should be off and in their lockers at all times. |
| 32 | We are just getting started with PBIS. I don't think it has had time to make much impact yet. |
| 33 | Many times it is a student with sped services and only so much can be done. In those cases, all other students in the classroom sacrifice instruction time or safety for the one |