

**Superintendent Focus Group Teacher Feedback
November 8, 2018**

**What have been your experiences with the reduction in
required classroom level interventions?**

<u>STRENGTHS</u>	<u>CHALLENGES</u>
<ul style="list-style-type: none"> • Immediate Feedback • Kids see consequences • More streamlined • Good start • Took liability issues from teachers • Some sites, no issues • In class interventions • Calm down time • Agave, mostly good students with supportive parents. • Personally felt like I had to force the issue in order for a student's behavior to be addressed. I have also reported what appeared to be a fight club near the second floor stairwell and never got a reply or understood any consequences. • Nothing from colleagues to report • On paper it is restorative • Having behavioral interventionist on site helps field the needs throughout the day. • A move in the right direction of giving students/teachers quicker support • Addresses the need for support....the TEACHER can't provide all the different needs....TRAUMA? • Clearly communicated system • Principals are supportive • More coherent • More support • Referral process is streamlining • Effective use behavioral interventionist and having admin support • Staff likes reduction of steps • More efficient & effective • Levels 1 & 2 can be managed • Synergy 1st for notes, Clarity for higher levels and allows faster communication, understanding • One school does this, 3-part referral forms/ i.e. pink/yellow/white- one to home, to MTSS fac., and one to teacher. Help keep teacher in the loop. • Mixed bad- more behaviors, but not all have to be dealt with by teacher. • Vandalism, minor aggressive acts out of teacher responsibility. • Each behavior doesn't have to be documented more than 3 times. • Gives younger students more opportunities and a restorative approach. • Protects support staff and administrators so they can ask the teachers what they have done. • Depends on administrator 	<ul style="list-style-type: none"> • Restorative circles aren't always the answer • Who makes the decision? • Judge infraction based on kids • Miscommunication about who might be calling home • Time can lapse • What is the follow up • Documentation is unclear and time consuming • No time to document at time of incident • Agave, n/a • I have not gotten a printed copy of the student code of conduct nor was I informed of changes Dr. T Discussed. • To my knowledge we were not informed of the changes in the movement of infractions to the admin level or of the change in referral management. • There is NO feedback from various teachers via email, follow up to notes in synergy (training for clarity took place this week and didn't go over well) follow up with emailed behavior reports and concerns. • Multiple infractions seemingly not addressed. • Some on synergy and clarity, not a lot of training for some on clarity • After 3 interventions it kicks up higher and many suspensions have been moved through 11 teachers- waiting for asst. sup to call back principal for meeting with mother- Addressing this student others are missing learning • Boys who don't follow directions from women • Every classroom Intervention style is different • School intervention styles are different, such as red cards vs. no cards (what is the intervention system?) • Lots of individuals and independent • All classroom cohorts do not have the same level of need. The systems should address, 1 high need 28 ok, 5 High need 24 ok, 10+ high need 18 ok. • Admin may blame the teacher if the interventions don't work and the may not have the support they need to address all the issues. • Clarity- (program) • Lacking time to input minor behavior issues • Academic interventions come first but need to roll out behavior documentation • Feedback • Learning Clarity • Lack of transparency vis-à-vis intervention results • Site- process • Staff is reactive, no interventions in the classroom • Too much documentation required & student movement • Clarity not user friendly • Reduce to one or the other • MTSS required clarity- but HUGELY frustrating! • Chronic behavior problems not receiving focus • Streamline documentation systems • Referrals by non classroom personal (e.g. monitors, bus personnel, etc.) are not always well-communicated to teachers. Teachers feel out of the loop and don't feel they know the whole discipline/behavior picture. • New system beginning- clarity • "With proper documentation", not taking the time to document in the system • Burden to document • Concerns of Teacher if system is followed with regularity, teacher might be seen as not being effective in classroom management.

**Superintendent Focus Group Teacher Feedback
November 8, 2018**

	<ul style="list-style-type: none"> • Inconsistency on Code of Conduct teacher training. • Most behaviors happen outside of the classroom (recess, lunch, before or after school) • Repeat offenders that have 70 or more offenses • Stopping his lesson to input data • Students curse at each other and at adults multiple times w/o repercussions in K-5. • Implementation at the pre-school level?
--	---

Is this change being implemented with fidelity?

Yes	<p align="center">Evidence:</p> <ul style="list-style-type: none"> • Community where parents and students and teacher participate • Less referrals than most schools • Cheerful Children and classrooms • Positive environment • EQ1- Quick response from admin • PBIS • Buddy system • Time sheet • In some ways • We don't think there is fidelity • Check in/check out charts • Low number of referrals and infractions. 	<p align="center">What are your strategies for success?</p> <ul style="list-style-type: none"> • Restorative circles are • Restorative practices • Conscious discipline • PBIS- "trust cards" • For some kids but not for those with bigger challenges • Admin support is key! • Support of colleagues and PD support staff. • Trauma informed teaching practices (counselor, Behavior Interventionist, Dean of Students, Soc. Worker, Comm. Liaison, Restorative Practices Facilitators, PIC Room, ISI) • Experience! • Home visits! • Strong community within school, staff, kids, families • PBIS • CREW (caring and kind, Respectful and Responsible, Excelling Every day, Working together • Parent involvement • In lak'ech you are my other me. • Need to be familiar with the code of conduct • Mentorship for pairing of experienced/new staff • 3-part referral form (pink/yellow/white) for multiple parties. • At the elementary level it is. Immediate response with infractions. They have a restorative approach.
------------	--	--

No	<p align="center">Evidence:</p> <ul style="list-style-type: none"> • Same consequence for two different acts • Lack of Feedback • Refresher class • This is a growing year • Repeated instruction no necessarily helpful • 3 out of 4 schools didn't go over code well. • No formal training for staff- many teachers, especially new teachers, aren't aware of this process. • Not consistently required by admin.- am not aware of how to document classroom interventions (clarity)- haven't heard • Teacher feedback • Teachers witnessing other teachers not using fidelity • Our teachers use walkie-talkies to call for help 	<p align="center">How can district and/or site leadership support you?</p> <ul style="list-style-type: none"> • Treat others the same • Look at each infraction • Timing of training for educators • Follow ups and reviews between teachers, administration, and parents • Provide the information, make it clear, and follow up. • Teachers feel "isolated" and "frustrated" with no sense of support. • More scenario training • Too many moving parts (synergy, clarity) • With LACK of CLEAR COMMUNICATION • MTSS needs revising • PD on procedures • Site- Leadership needs to enforce the 3 interventions in the classroom. • We need to stop allowing kids to be "kicked out" of the classroom • Train teachers on the code of conduct. • More training is needed • Differentiate P.D. for various levels of experience. • Support in reporting to teacher • Consistency/inclusion on who see MTSS info • Support while things move to clarity • New system always leads to problems in the short run. • The teachers were informed at the first PD but need refreshers because they feel uninformed.
-----------	---	---