Essential Question #2
A core district leadership expectation is that each school features a clearly communicated and transparent system and process for the receipt and processing of referrals submitted by staff. Each school's system is expected to clearly communicate to teachers a specific timeline for the processing of referrals according to the level of the offense, a system for providing feedback to the teacher regarding the consequence assigned to the student, and that a process is in place that allows teachers to temporarily remove extremely disruptive students for the purpose of de-escalation. Is your school's process for student discipline consistent with these expectations? What are the challenges?

A district leadership goal is that each school features a clearly communicated and transparent system and process for the receipt and processing of referrals submitted by staff.

		Strengths:	Challenges:
The system/process at my site clearly communicates (to teachers) a specific timeline for the processing of referrals according to the level of the offense.	**Yes (23)** **No (23)**	• We do have referral forms. • System is in place to submit referrals. • Talk but no show. • I'm not aware of strengths or weaknesses because I have not had any issues so far this year, so I have nothing to base it on. I teach GATE this year, however last year I had mostly general students. I basically gave up on the process because of the amount of time it took to document issues, especially when a typical day had multiple incidents. There's only so much time. • There is a system in place for our site to use and it is effective when needed. • We are online school. We do have between 30-40 kids who come on campus to complete their coursework- but in the 3 years there I have yet to fill out a referral or need one. • Shared Code of Conduct • Clarity Training • Student Referral • Reviewed in PD each teacher given action plan. • I have never had a referral. • No other info from teachers at our site. • We have a collection of staff that do their best to support the referral process.	• No one to escort student to office. • Time to fill out form in order to have a student removed. • I believe that discipline is consistent with these expectations. Again, I typically do not experience this. We have been given the discipline referral flow chart that should help teachers follow the expectations. A challenge I have heard about is the communication once a referral/discipline issue has gone to admin. • Our school's process is consistent with the district's timeline. The challenges are still with disruptive students not changing their behavior. • I am unaware of any such timeline. We have a PIC room, but during leadership meetings, are told how the PIC room is being overused. I have sent a total of 4 students to the PIC room, but when they are told they can self-select the PIC room, how are we supposed to reduce its use? A very limited number of students use the PIC room as a way to get out of class. • I think we are getting closer to this ideal as time goes by. Again, I've not interactive much with this part of the system. • Faculty is largely unaware of a timeline for processing. • Information seemed fuzzy. • Not sure what timeline refers to? • I want to see a printed table timeline.

		- There is a system in place, I don't write many referrals don't know if the systems/process at my site clearly communicates a specific timeline, etc. - I think we were given forms. I usually get info back by the end of the day. - Received a PD on clarity. Behavior interventionist and principal help call home, document referrals, etc. - PBIS Disc. Team meets monthly. - PBIS Tier II - Tesoro's for Tier 1 implemented and supported by ASPE. - Admin willing to step up. - We have received training on the levels of offense and the timeline for processing referrals. - We have specific training on this which included the process for referrals as well as specific timeline. - More coherent, more support. - PD going over responsibilities of teachers and principal-clear. - Our PBIS lead makes sure we have a clear process for referral. - We have recently (this week) rolled out a much more efficient way of documenting and gaining feedback on processing referrals. - Teachers understand the effect of Dragon cautions and the levels. - Students are seen shortly after incident or within a reasonable timeline. - Teachers and students understand the expectations. - Clearly expressed, process is consistent with the district's expectations. - Admin is very supportive but… - For level 3+ is immediate. - Incidents are addressed almost immediately. We have a restorative approach, which helps to lower student infractions.	- No time. - Clarity referrals are frustrating and another thing for teachers. Teachers feeling too much weight/pressure. - Until today I was unaware there was a timeline for processing of referrals. I have emails from teachers stating that they feel that they deal with the same students and issues repeatedly. - Last year, different school, I sent emails telling admin that I felt stalked and threatened by a student and it was never addressed or follow up on with me. - Code of conduct has been strongly supported, but little access to disciplinary. (Work in progress). - Variety of supports isn't concrete, which leads to ambiguity. - No clear "timeline" but I know referrals are always dealt with immediately. - Lots of <u>changes</u>, hard to adjust implement, communicates in a timely manner. August is <u>VERY</u> BUSY. - Timeline regarding discipline is not as clear as it should be. - More PD (including Sat.) would be highly beneficial for new teachers. - New teachers need more help with behavior-clarity. - Not quite sure what timeline is. - Clarity is new to many teachers who struggle, time consuming to refer student to MTSS. - We have very few disciplinary problems at our site due to small population and a staff community that works together to keep expectations at highest. The mindset is that want to be excellent kids, have buy in. - Referrals by non-classroom teachers (e.g. monitors, bus personnel, etc.) not well communicated to teachers. Also, large school and lack of full time asst. principals can make timely responses an issue. - With ELEMENTARY being mandated that we have ALWAYS do a level less in the Code of Conduct, it is

		- We have received training on that PBIS model at our site. - Administration is most of the time accessible to communicate if I ask for updates. - Given quick training and a laminated handout on inputting for Clarity. - Principal and support staff have communicated processing times. Any issues have a dealt with in a timely manner. - Admin is supportive and available to answer questions. - Communication is open with principal, small school site. - Focus on restorative practices, whole child focus. - Consideration of every instance. - There probably is one. - Covered at pre-services, reminder feedback trough department leads in IC. - All information available on Team Site Online, hard copies in pre-service folder. - Students are taken out 15 minutes to reflect so they don't miss instruction. - Referrals are usually quickly processed. - Things are running smoothly thanks to positive behavior reinforcement, cooperating teachers, students, and principal.

Continued (right column):

- leading to increasing behaviors by the same kids. This has been brought to TEA's attention because students who are doing a Level 3 behavior have to be dropped to a Level 2 and so on. Parents have event commented that was that was done? So I just see that this can become an even bigger problem that may lead to teachers having students in class that are not following rules and expectations more and more. Why have leveled behaviors just to lower it? Elementary kids are not the same as 5 years ago and behaviors we are seeing have escalated.
- Teachers have responded that they are unaware of the new student Code of Conduct.
- Most teachers ignore them, because they feel bogged down by the system.
- As a teacher not sure wish it was more explained.
- We need flow chart as a guide if this is expected.
- …never know what happens unless I ask.
- Lower levels can take time and sometimes there is no one to send student to.
- District Flow chart needed that can be tweaked per site.
- Teachers did not receive a copy of the code of conduct, with a clearly defined time line or feedback.
- I am not aware of any timeline for processing referrals.
- At the Middle school level it is difficult for other teachers involved to be informed of the situation.
- Teachers don't receive feedback, but have not heard the timeline.
- Teachers feel encouraged NOT to report in Clarity, it shows bad classroom management.
- Need a PD with more details on specific timelines to be clearer to everybody.
- Staff not at PD, how are they trained?
- Every teacher seems to have a different idea of what an office referral is and what warrants once.

			• Schools understanding is 3 warnings and then a think time. If student receives 3 think times in a week, it's an office referral, but that seems inconsistent with code of conduct. • I don't write referrals often so I don't know but often when we report (non-written) things we have to go ask about it. • Time for feedback process. • Feedback retrieval through Clarity is too clunky, email response is used but less time efficient. • The timeline is not specifically communicated. • No communication, unless student tells me or I track down admin.
The system/process at my site clearly communicates a specific timeline for providing feedback to the teacher regarding the consequence assigned to the student.	**Yes (25)** **No (28)**	**Strengths:** • We do have referral forms. • Most using Clarity to document incident. • System is in place to submit referrals. • Sometimes depending on the situation. • Administrator does communicate consequence but typically as student is being brought back to class. • Our administrator is proactive in restorative practices for student, teachers, and parents. • Share student behavior and end foal (e.g. goal for tomorrow, scenarios "if this happens, do this." • Our team excels at being hands on. • Most of the time the consequences are 1-3 days, no playing. • Always have quick timeline for feedback (less than 24 hours). This is due to my principal though, not sure it is really TUSD initiated. • Emails, text message groups. • The few incidents I have experienced, have been handled promptly and I received feedback <u>the next day!</u>	**Challenges:** • No feedback, once student has gone to admin. • Student still has not changed disruptive behavior. • Faculty is largely unaware of feedback/consequences after writing referral. • Perhaps this happens at time of infraction with all parties involved. • Sent email. • Let us know why they are being pulled. • I'm unaware of feedback timelines, but even with requiring three interventions, teachers are basically required to keep a spreadsheet on who did what and when. Again, with multiple incidents it just becomes too time consuming. • Sometimes in the middle of instruction so note may be left. • Again was unaware there was a timeline, emails from teachers and from personal experience, no feedback given regarding consequences. • Other interventions (student stopped in hallway for action on way to office) - affects timeline. • Not always communicating what students did or steps taken to restore PBIS.

		- This year I have been lucky to not have had any incidents, but I l do know from last year, feedback was provided in a timely fashion to me. - Clarity has made communication much easier. - Principal will come and ask for details and info on child. - We have recently (this week) rolled out a much more efficient way of documenting and gaining feedback on processing referrals. (Same as above). - Principal/others talk with teachers about consequences. - Carbon copies of referrals. - Teachers are quickly informed face to face with the student and principal. - Discipline Flow charts for K-5 and 6-8. - Office staff is always giving feedback to teachers. VP is also giving principal. - They eventually do get feedback of consequences. - Teachers are informed of the consequences the same day that the infraction occurs. - We are aware that there is a code of conduct. - Administration is most of the time accessible to communicate if I ask for updates. (same as above) - I didn't have any experience with this year's administrator- no behaviors that needed handling beyond the classroom. - Email, notes, referral notes, PD with PowerPoint at beginning of the year, for student Code of Conduct. - Clear communication between principal and teachers about consequences. - All referrals are processed. Immediate feedback for Levels 3 and above. - By end of day or rarely by next morning. - Usually admin provides feedback as student returns to class, immediate.	- Communication of redirection from other staff is virtually non existent, with no record to be followed up on. - Number of students at our schools requires sorting by offense before anything can be done. - Some kids get extended times that seem excessive. - So many students to juggle, so little time. - Always improving on communication between staff, students, parents, and the principal. - Students who have in house suspension miss instruction needed to be in class. - Proficient students miss out because trying to catch up students who are out. - Not sure about a specific timeline set for providing feedback however, our principal is always available to discuss and support teachers. - Consequences sometimes do not reflect what the child needs. - Some kids may be regular to the office and don't take it as a consequence. - Lack of full time help in this area makes timely feedback/responses a challenge. - Teachers have complained that they did not know what happened to the student when they were in the office, and if parents were notified. - Discipline Flow Chart doesn't specify a timeline for feedback. - We need a referral form that is in line with Code of Conduct. - Didn't know there was a timeline. - Large school so getting feedback is difficult but necessary. - Teachers feel they seldom receive feedback and that chronic behaviors keep them from teaching. - Specific feedback is not given to the teacher. Teacher is not told what happened with a student who is removed from the classroom.

			• At the Middle school level it is difficult for other teachers involved to be informed of the situation. (same as above) • No true feedback on consequence just that "I took care of in accordance with district guidance." • Little to no feedback regarding consequence assigned to the student. • I believe this admin would communicate and provide feedback. • Consistency with plan for all students and teachers. • Communication between specialists and teachers about behaviors. • Not exact timeline for lower level offenses for feedback beyond your referral received. • Some issue with referrals, do not allow us to get "feedback" to teachers. <u>Frustration</u> for teachers. • When admin is unavailable, the teacher has to ask about consequence. (remind) • No communication unless student tells me or I track down admin.
My school has a system/process in place that allows teachers to temporarily remove extremely disruptive students for the purpose of de-escalation.	Yes (46) No (6)	**Strengths:** • For middle school PIC room is used more. • Behavioral Specialist restorative practice is used more on elementary. • De-escalation helps. • This happens. • It happens and records when student leaves and how long removed. • Yes, from what I remember last year. • Administrator is supportive of removal at anytime (could just be for behavioral calm down). • Our site is well versed in conscious discipline, restorative discourse and a strong PBIS program. As well as community of parent, teachers, and students. • We do that but again the student is generally not "extremely disruptive" its more like they are annoying other kids in lab and need to go work in another area.	**Challenges:** • There isn't always someone available to escort student • Student returns with no change in behavior. • Overuse by teachers • Potential abuse by students. • Is it effective for helping chronic attendees? • No feedback. Sometimes no one is available to escort the student out. When he or she is escorted back in, the issue continues the following days. Disruptive because we have to stop teaching to fill out the form in order to send the student out of the classroom. • Who should I call, students wont leave. • The kids won't leave! • May cloud actual system/process expectations. • Second year in the district/school where expectations/processes are assumed to be known. Hard to answer these questions.

	- Call the back gate and they dispatch security. - Addresses the other kids in class (majority) - Opportunity for restorative practice. - All teachers willing to work together, but they want open communication about wanting to be "buddy teachers". - Remove to a PIC (positive intervention) room for the period. - I am proud of our school's efforts to utilize inclusive practices (motivation station, buddy teachers, on campus advocates). - Students are identified by repeated offenses in multiple classrooms. - We can call the office if necessary. - We have a Behavior Interventionist who is always available to remove students and work with them. - PIC Room, front office, Hallway (1-5 min.), picnic table to do work. - Multiple staff members are always available and provide support each other. - We have an awesome staff at our site, between teachers, admin and office staff there is always a helping hand. I feel very lucky to be at my site! - Very necessary to continue education. - Quick response from leadership. - Our site has strength of being an inclusion school we have many supportive para-pros who assist and calling for emergency help with student always there right away. - PBIS is in place. - We have a number of people who can help with de-escalation of student behavior. - Allow all student to learn and supports a child that is having a difficult time being in class. - Principal/others is prompt- they never question. - Teachers and staff work together well to support each other.	- There are many students who have social/emotional needs that academics don't address. - Sometimes is a significant time to arrival, but in emergency, teachers feel they hustle. - Students abuse the removal, seen as a "treat" or reward. - What if the student continues to disrupt? Do we send everyday? Dealing with a students has been moved from one class to another. - Truancy has been a terrible side effect, and severity of infractions isn't met with redirections that are effective. - We are experiencing ex-gent circumstances with difficult amounts of restructuring with staff. Pleas be advised that every member is investing their best in TUSD. - Some students really just need social-emotional support/therapy to cope with home life and trauma. What resources do we have to support these students? - How to move away from temp. removal. - Not enough coverage before/after school to keep student violations from happening. - Sometimes students are placed in other rooms where they may disrupt other classrooms. - Chronic behavior problems still exist and cannot be properly addressed. - We need schools within schools or alternative education programs to support the small percentage of students in this area. - When student repeats behavior when coming back after de-escalation it feels like a dead-end. - Other students view students disrespect to teacher and then come back, can give the illusion that it's okay. - Because of the small size of the school there are limited resources. - Not enough personnel/manpower to deal with all disruptive kids.

		- Think time teachers, resource teachers, counselors, and admin work together to support the child and teacher. - Can be helpful in small doses, but some kids are habitual, frequent flyers and tend to clog up the system. - We have walkie-talkies so teachers call the office for assistance with disruptive students and receive immediate removals. - The RPPF manages the middle school PIC. - The MTSSF manages the Elementary PIC. - Staff is supportive of each others. - We respond very fast to students who need removing. - Short time out in neighboring teacher's room. - Extreme disruption, to office. - When office isn't crazy, monitors can come and remove them, over trusting them to go somewhere. - Teachers are aware that they may call the office to have a student removed if there is a need for de-escalation. - Administration will come if available. She is our only behavior support. - There is no specific process, but admin will remove students who are disruptive if we call. - We have support staff for this. - Can move to another classroom NTE 30 minutes. - Principal and teammates are supportive of a student being removed temporarily to de-escalate a situation. - Teachers are supportive of each other. We can always call the office for support. - Plenty of people on board. - Time out room with Teacher across the hall, counselor if available. - We have a big staff and people available to respond in a timely manner. - Removes them.	- Some students are sent to the PIC without proper documentation some students are sent daily and even more than once per day. - Want to know more about removing extremely disruptive students for de-escalation. - They get sent back! Really?! So they can be more disruptive? - Sometimes there is no one to take student, nothing to do but keep him/her in class. - Space for removed students to go. Lack of monitors or personnel to take students somewhere. Buddy Rooms only work for students that clam themselves down and just need a breather. - Admin is not always available. - Feedback is not given as to what happened when student was removed. Some students come back with candy or other rewards. - Teachers feel that the behaviors continue because there are no consequences. - Inconsistent, not across the board. Works for some teachers. - Student returns and so does misbehavior. - If there is a system/process it's not clear. I've seen several student (not with IEPs) screaming in the hallways, hurting children on the playground, and the teacher is supposed to take care of the situation. - We have our "buddy class" but not an official system of who/ where to send the student. - Teachers do their one thing, which is good but not consistent. - Repeat offenders need to go to different teachers/different rooms. - Since we have a large staff, sometimes you don't know who to contact. - They Return.

		- De-escalation steps in speaking in a positive manner, then student is removed to speak with MTSS person or admin to use restorative practices and ready to return to class to learn. - Counselor works with teacher to let them know some students will have special signs for students to leave it they feel they are feeling disrupted. - Teachers feel supported. - Yes, for Level 1, teacher handled offenses, students are sent to a buddy classroom to do a reflection letter.	- Some teachers are not quite sure when it is appropriate to remove a student- what is disruptive for one may not be for another. - Some teachers are biased towards others because of what they have heard. - Difficulty when there is not staff available to help. - Sometimes teachers send students out when it could have been handled in the classroom. - No, some student refuse to leave room for reflection letter. - Admin takes excessive time to respond to requests.