

FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Safe and Supportive Schools Project

Prepared by Education Northwest



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Introduction

From September 2017 to December 2018, the Fairbanks North Star Borough School District partnered with Education Northwest to conduct a comprehensive review of its current school climate and discipline policies. The goal of this project is to facilitate a districtwide stakeholder engagement process to review and identify key priorities as the district begins revising its discipline policies and practices. Education Northwest will support the district as it selects and implements an evidenced-based approach to discipline that meets the unique needs of its families, educators, students, and leaders.

This project has six phases. This report describes phase 1 activities and findings. The remaining phases will be described in subsequent reports. All reports will be posted to the district website.

Phase I. Engaging Stakeholders: Understanding Strengths, Challenges, and Possibilities

Education Northwest will facilitate a series of focus groups and meetings that will allow stakeholders to more fully understand the current situation in schools. These activities will provide all interested stakeholders with an overview of the project; a summary of the research on effective school climate and discipline; and an opportunity to discuss the district's current strengths, challenges, and possibilities in this area. The activities will also provide district administrators and school board members with a deeper understanding of the benefits and challenges of creating a fair, consistent, and equitable student disciplinary system. All stakeholders will have the opportunity to provide input.

Phase II. Engaging Stakeholders: Setting Priorities

Based on the feedback gathered in phase 1, Education Northwest will lead a stakeholder engagement process focused on identifying the core values, vision, and priorities that will be incorporated into the district's approach to school climate and discipline. These activities will be carried out in multiple ways, including online surveys, in-person meetings, and virtual meetings. This phase will result in a set of recommendations, which will be submitted to the district leadership team.

Phase III. Affirming a Direction and Promoting Community Awareness and Commitment

Committee members and the district leadership team will meet to establish draft policy and practice recommendations and to agree upon a vision for the district's school climate and discipline approach. In addition, they will establish a plan for promoting community awareness about the project. Through written, face-to-face, and other appropriate communications channels, committee members and district leaders will share information widely within their networks to promote broad stakeholder input and support.

Phase IV. Incorporating Stakeholder Feedback: Proposals, Recommendations, Drafts

Stakeholders will provide additional input into the policy recommendations and revisions, as appropriate, through the stakeholder engagement process developed in phase 2. In addition, it may be necessary for district leaders to reengage and further inform decisionmakers, such as the school board and principals. Finally, during the May face-to-face meeting committee members will review survey data and make further policy and practice recommendations.

Phase V. Drafting and Implementing New Policies and Practices and Planning for Evaluation

Committee members and the district leadership team will review stakeholder feedback and make further revisions to the policy and practice recommendations. This phase will also include the initial development of an implementation and evaluation planning process.

Phase VI. Moving Toward Commitment and School Board Adoption

Committee members and the district leadership team will conduct a final set of in-person and virtual community engagement meetings. These meetings will focus on informing the community about the policies and practices that will be submitted for board approval in December 2018 and building commitment and support for the effort.



Phase I.

Engaging Stakeholders: Understanding Strengths, Challenges, and Possibilities

SUMMARY OF FOCUS GROUP ACTIVITY

As part of the phase 1 effort to “allow stakeholders to more fully understand the problem and current situation,” we conducted four focus groups and held three public meetings. These activities took place November 13–15, 2017. The meetings and focus groups were designed and facilitated by Education Northwest in collaboration with Fairbanks North Star Borough School District administrators.

Type of event	Participants
Focus group 1	Students
Focus group 2	Principals and assistant principals
Focus group 3	Alaska Native community members
Focus group 4	Counselors, health and social services representatives, and members of the judicial, legal, and law enforcement communities
Meeting 1	District leadership team
Meeting 2	District advisory committee
Meeting 3	Community kickoff meeting

In each focus group and meeting, stakeholders were asked the same six questions:

1. What are the strengths of the Fairbanks School District in making students feel welcome and respected? As you consider this question think about what positive things (for example, events, programs, initiatives) are happening right now.
2. How would you describe the school climate at schools in Fairbanks?
3. How is discipline handled in the district? How does your organization support this? What

types of situations lead to discipline issues? What works in regard to discipline? What needs improvement?

4. Imagine you had a family member involved in the discipline process at one of the schools in the district. What parts of the discipline process would be important? What values should be at the core of discipline policies and practices?
5. What recommendations would you make to improve school climate and the current discipline policies and practices?
6. Imagine it is five years from now and we've implemented all your recommendations successfully. What does it look like in schools? What impact is it having on school climate?

SUMMARY OF FOCUS GROUP FINDINGS

This section provides a brief summary of stakeholder feedback. The comments were reviewed and themed collaboratively by the district's advisory committee and the internal leadership team. The summaries were composed by Education Northwest staff members.

Question 1. What are the strengths of the Fairbanks school district in making students feel welcome and respected? As you consider this question think about what positive things (for example, events, programs, initiatives) are happening right now.

Stakeholders identified multiple ways in which schools help students feel welcome and respected, from daily interactions to formal counseling and annual events. Several stakeholders said annual events such as Ignition Day help students feel welcome during key transition points ("Ignition Day for incoming ninth-graders ... really empowers students"). In addition to school-led events, stakeholders mentioned the importance of student-driven programs, such as Military Student Ambassadors (a program to support students with family members in the military), Sources of Strength (a program to "recognize signs of suicide amongst their peers"), and various Alaska Native Education events. Stakeholders also identified positive teacher-student relationships, positive parent-teacher relationships, multiple student recognition activities, available counseling support, and good communication across the entire school system.

Question 2. How would you describe the school climate at schools in Fairbanks?

While descriptions varied from school to school ("this is very school dependent"), school climate across the district was generally described as safe and welcoming. Many stakeholders pointed to differences between elementary schools and secondary schools, often finding the former more welcoming. The physical appearance of schools was praised repeatedly ("well maintained and free from trash and vandalism"), and student recognition programs were identified as helping to provide both students and parents with positive reasons to interact with the school. Teachers were cited for having positive relationships with students, as well as having high academic expectations, thereby promoting a positive culture. Some focus group members raised concerns about incidents of bullying and racism, but a broad majority of stakeholders described the district as having a positive school climate.

Question 3. How is discipline handled in the district? How does your organization support this? What types of situations lead to discipline issues? What works in regard to discipline? What needs improvement?

Stakeholders generally described the district as having a “progressive discipline system,” meaning that discipline issues are counted cumulatively against a student and that this record is used to determine disciplinary measures. Many stakeholders cited examples of unfairness (“I hate to see what you do when you’re 12 impact you when you’re 17”) and inconsistency (“it all depends on who is giving the discipline”) in this system, and these factors were a source of frustration for many. Several stakeholders from different groups pointed to a lack of flexibility in the district policy guidelines, which they said leads to unfair punishments, including lengthy (5- to 30-day) suspensions. All stakeholder groups said that disciplinary actions are typically initiated by teachers, who then refer a student to school administrators. Stakeholders said the main problem was inconsistency from teacher to teacher about what constitutes a discipline issue in need of referral. In addition, a broad majority of stakeholders expressed a desire for discipline policies that are more supportive of student learning, less punitive (“be sure to look at the whole child”), and make a greater effort to engage parents. Restorative justice was mentioned repeatedly as an alternative to progressive discipline, and many stakeholders said they would prefer such an approach.

Question 4. Imagine you had a family member involved in the discipline process at one of the schools in the district. What parts of the discipline process would be important? What values should be at the core of discipline policies and practices?

Many stakeholders expressed a desire for a discipline process that better promotes students’ academic and social well-being. While safety was repeatedly stressed as a top priority, stakeholders said discipline should ideally be viewed as a learning opportunity for students. They also said an ideal disciplinary system would be extremely transparent and clearly defined (“have the person know they did something wrong ... and the consequences that relate to it”), while also allowing for flexibility. Stakeholders also cited timely and respectful communication from school staff members to students and parents as essential (“the communication piece is important and needs to be done within 24 hours”). Finally, in regard to out-of-school suspensions, all stakeholders cited the need for a thoughtful and supportive school-reentry strategy that addresses the root cause of the issue so that it is not repeated (“we should focus on aiding the student in recovering from the infraction, not just disciplining them”).

Question 5. What recommendations would you make to improve school climate and the current discipline policies and practices?

Stakeholders had a broad range of recommendations. Some called for minor revisions in the existing discipline guidelines to allow for more flexibility (for example, the flexibility to deal with violent and nonviolent offenses differently). Others called for major revisions or said the progressive discipline approach needed to be replaced entirely (“progressive discipline does not work as intended”). Given that teachers were cited as the initiators of the discipline process—and that some refer many students while others refer very few—many stakeholders pointed to a need for more teacher professional development on this issue (“workshops should be constant”). Some also

cited the need for a more unified vision (“We need a clear vision of what it is we’re trying to do—one that can be clearly communicated to staff, family, parents, and students”). Many stakeholders also pointed to budget cuts, which have resulted in staff reductions, as having a harmful impact on a school’s ability to effectively support the discipline process.

Question 6. *Imagine it is five years from now and we’ve implemented all your recommendations successfully. What does it look like in schools? What impact is it having on school climate?*

Many stakeholders described an ideal culture of respect and inclusiveness, in which students “have a voice” and are given the opportunity to understand the reasons for a disciplinary action and to “learn from their mistakes.” Stakeholders also expressed hope that teachers will receive more training and more support from administrators (“empowered to handle behavioral issues”), which will allow them to develop better relationships with all students. For school leaders, stakeholders expressed a desire for more flexibility to determine disciplinary action on a case-by-case basis, so they can better serve each individual student and make decisions that are fair and equitable. As part of this vision, stakeholders often mentioned the need to improve students’ academic achievement and raise graduation rates—reaffirming that school climate and discipline should not be viewed as separate from these efforts. Finally, the vision expressed by a majority of stakeholders can be grouped into three broad priorities: school safety; a focus on academics; and a commitment to student, family, and community engagement.



Phase II. Engaging Stakeholders: Setting Priorities

SUMMARY OF SURVEY ACTIVITY

As part of the phase 2 effort to identify “the core values, vision, and priorities that will be incorporated into the district’s approach to school climate and discipline” we conducted an online survey that was available to all stakeholders. The survey was designed to build upon what was learned in phase 1 and to serve as an opportunity to validate or further examine the findings of the focus groups.

While the focus groups identified numerous strengths of the Fairbanks North Star Borough School District and an overall positive school climate at many schools, there were many different opinions about the current approach to discipline and how effective it is at supporting students and staff members in creating a fair, transparent system that benefits all stakeholders. As a result, a survey was designed to expand and deepen our knowledge about how different groups of stakeholders feel about key issues.

The survey was designed over a two-week period in collaboration with the entire Education Northwest team. After an initial draft and revision process, we conducted beta testing to ensure survey fatigue did not lead to uncompleted surveys. Based on feedback in beta testing, the final survey included 28 items (see Appendix A). Those 28 items were separated into four categories.

Survey categories and survey items

Question Category (question number)	Question item (question type)
Demographics (2 questions)	1. How are you connected to Fairbanks North Star Borough School District? <i>(multiple choice, unlimited selection)</i>
	2. What is your race/ethnicity? <i>(multiple choice, unlimited selections)</i>

**Values
(2 questions)**

3. Please identify up to five of the most important values in driving the creation, implementation, and evaluation of the Fairbanks North Star Borough School District's practices in creating safe and supportive schools. *(multiple choice, up to five)*
4. If you have any other thoughts or opinions about the values driving the creation, implementation, and evaluation of the Fairbanks North Star Borough School District's practices to support safe and supportive schools, write about them here. *(open-ended)*

**Current situation
in schools
(22 questions)**

5. All schools are safe for everyone. *(likert scale rating)*
6. All students are welcomed in their schools. *(likert scale rating)*
7. Student-to-student interactions are almost always positive. *(likert scale rating)*
8. Teacher-student interactions are almost always positive. *(likert scale rating)*
9. Parent-teacher interactions are almost always positive. *(likert scale rating)*
10. Student recognition programs are important in schools. *(likert scale rating)*
11. Student-led events are important in schools. *(likert scale rating)*
12. Counseling support is available to all students. *(likert scale rating)*
13. Teachers have high expectations of all students. *(likert scale rating)*
14. Parents have positive interactions with schools. *(likert scale rating)*
15. Bullying is a problem in schools. *(likert scale rating)*
16. Racism is a problem in schools. *(likert scale rating)*
17. Students have a voice in the discipline process. *(likert scale rating)*
18. The current discipline process supports all students. *(likert scale rating)*
19. The discipline process helps students learn from their mistakes. *(likert scale rating)*
20. The current discipline system handles misbehavior consistently (so all students are treated equally for the same offense). *(likert scale rating)*
21. The current discipline system has fair punishments (the punishment fits the offense). *(likert scale rating)*
22. The current discipline system has flexibility (so school staff members can decide what's best for each student). *(likert scale rating)*
23. The district has a unifying vision for how and when discipline practices should be used. *(likert scale rating)*

24. The current system of progressive discipline (where offenses are added up and counted against a student over time) should remain in place. *(likert scale rating)*
25. A new system of discipline should replace the current system of progressive discipline. *(likert scale rating)*
26. If you have any other thoughts or opinions about the current situation in schools, write about them here. *(open-ended)*

**Next steps
(2 questions)**

27. Please identify up to three priorities that you believe are the most important to immediately improve our schools to be more safe and supportive. *(multiple choice, up to three)*
 28. If you have any other thoughts or opinions about the most important priorities to immediately improve our schools to be safe and supportive, write about them here. *(open-ended)*
-

To generate the greatest number of responses, the survey was available to the public through Surveygizmo.com from February 22–May 22, 2018. In addition to being available online, paper copies were available at in-person community meetings that took place February 26–28, 2018. In total, 1,069 people responded to the survey, with 842 fully completed surveys (79%) and 227 partially completed surveys (21%).

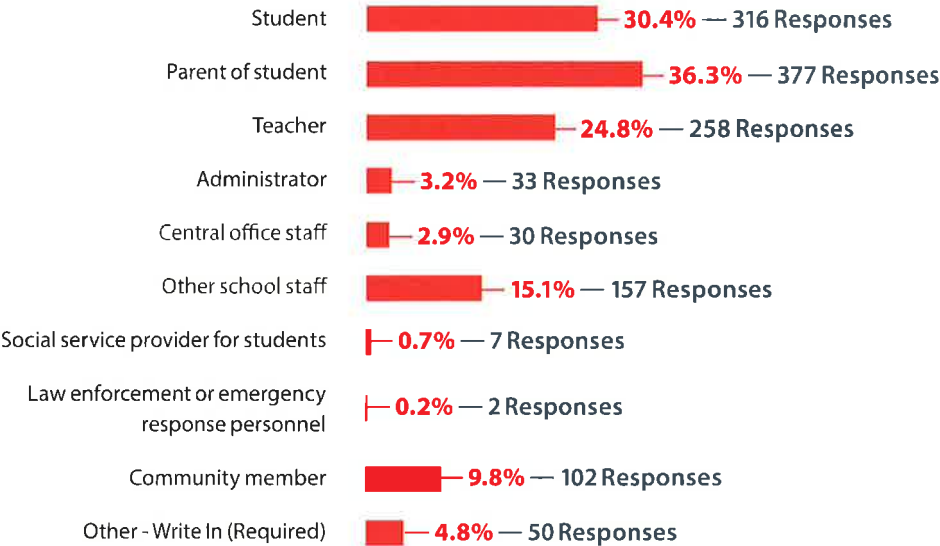
SURVEY FINDINGS AND ANALYSIS

This section provides a summary of stakeholder feedback provided on the survey. The results were reviewed by the district’s advisory committee at regular intervals during the survey administration period. An overview of the survey results is provided in Appendix B, and the responses to open-ended questions are in Appendices C–E.

Demographics

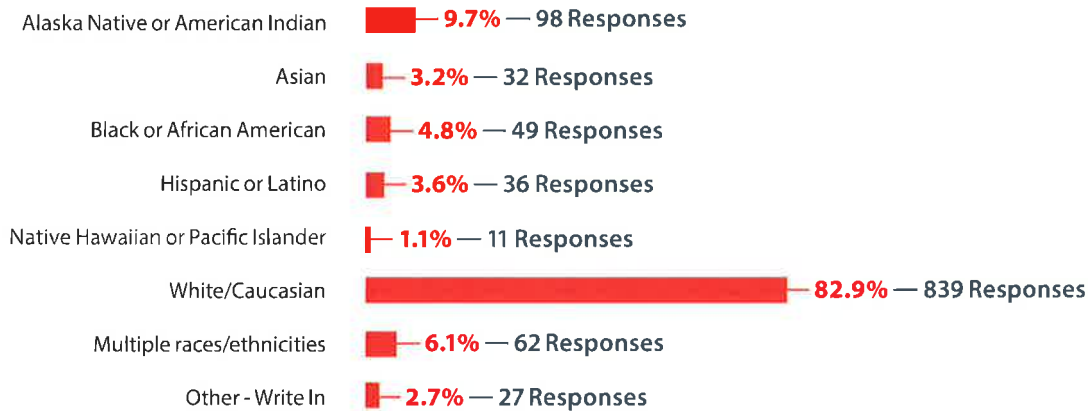
With 842 completed surveys and 227 partially completed surveys for a total of 1,069, the online survey was successful in obtaining significant numbers of responses from all groups of stakeholders. The following display shows the number and percentage of responses by type of stakeholder.

How are you connected to Fairbanks North Star Borough School District (check all that apply)? (survey item 1)



This strong response rate across all stakeholder groups suggests that the responses are reflective of the community at large. Similarly, the responses by ethnicity, as shown in the following display, are also reflective of the community at large.

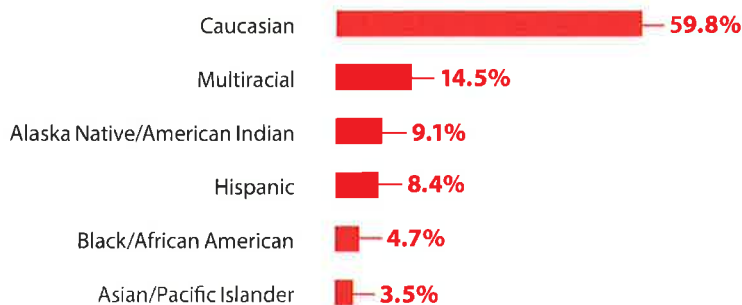
What is your race ethnicity? (check all that apply) (survey item 2)



According to the most recent U.S. Census **data**, the ethnic identification of survey respondents mirrors that of the population at large, with all but two ethnic groups within 2 percentage points of their census results. The two groups with significant differences between census and survey results were Hispanic, with a census result of 8.1 percent versus a 3.6 percent survey result (therefore an underrepresentation on the survey), and white, with a census result of 76.2 percent and a survey result of 82.9 percent (an overrepresentation on the survey).

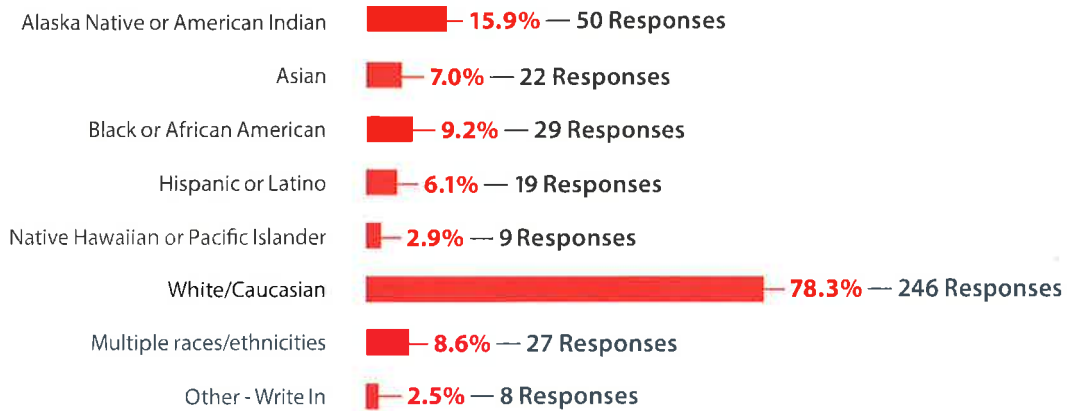
Given this project’s focus on students, we examined the ethnic identification of student survey respondents against that of the entire school district. According to the most recent data on the district **website**, slightly more than half the students in the district identify as Caucasian, as shown in the following display.

Race/ethnicity of Fairbanks North Star Borough School District students



For comparison, the following display shows the race/ethnicity of student respondents on the survey.

Race/ethnicity of student survey respondents



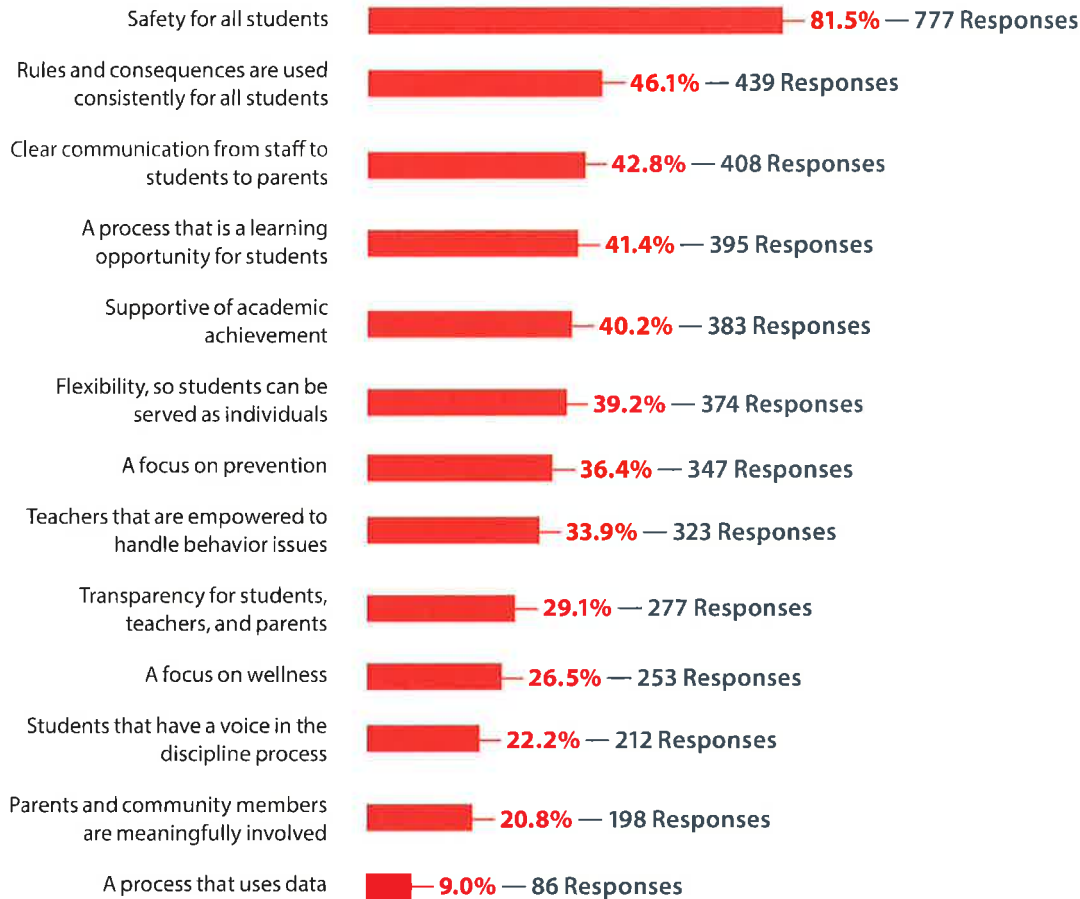
As in the results for all survey respondents, we observe an overrepresentation of White/Caucasian respondents, with 78.3 percent of survey respondents versus 59.8 percent of students in the schools. While there is a significant difference in these percentages, some of the variation may stem from the fact that the race/ethnicity categories in the survey were not the same as those on the census and those used in school district data. For example, respondents could identify multiple ethnicities. Given the potential overrepresentation and small sample sizes of other racial/ethnic groups, however, it is worthwhile to consider how this difference could have impacted the results when examining the survey data.

Values

In phase 1 of the project, participants in the focus groups were asked to identify the values that were crucial aspects in creating safe and supportive schools. Similarly, survey respondents were asked to identify up to five of the most important values that should guide this project (survey item 3).

Reflecting the same finding as our focus group activity, safety for all students was the most important priority for all stakeholder groups. Other key values identified by survey respondents included consistency, transparency, and clear communication. These themes—and their current presence (or not)—are important to consider in the next section, which examines the current situation in schools.

Please identify up to five of the most important values in driving the creation, implementation, and evaluation of the Fairbanks North Star Borough School District's practices in creating safe and supportive schools (survey item 3)



Given the possibilities in answering survey item 3, we designed survey item 4 (“If you have any other thoughts or opinions about the values driving the creation, implementation, and evaluation of the Fairbanks School District's practices to support safe and supportive schools, write about them here.”) as open-ended so that respondents had an opportunity to expand upon their thoughts.

With more than 250 written comments submitted, they offer a wide range of perspectives. Please review the full list of comments in Appendix C.

Current situation in schools

The next set of survey items (5–26) was designed to assess the current situation in schools. These items were phrased as statements that respondents could answer by selecting a level of agreement or disagreement on a five-point Likert scale. The items were created based on comments made in phase 1 focus groups. The following section examines both overall results and the results of certain populations for whom a given item was particularly relevant.

Questions 5-8. Student belonging

Survey items 5–8 addressed student belonging, or the extent to which students feel safe and welcome in their schools and the quality of their interactions with teachers and fellow students.

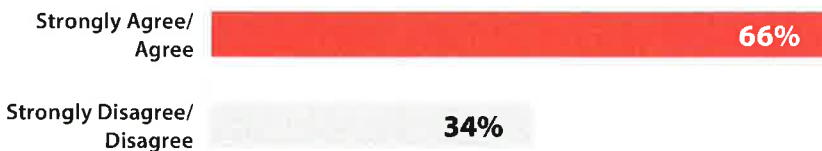
Given the high value that all stakeholders put on safety, it is noteworthy that only 46 percent of respondents agreed or strongly agreed that schools are safe for everyone. Looking at the different groups of stakeholders, administrators were at the high end, with 73 percent agreeing or strongly agreeing that schools were safe, while the rest of the groups were more divided, with students at 51 percent, parents at 41 percent, and other school staff members at just 39 percent believing that schools were safe.

All schools are safe for everyone (survey item 5)



We also asked stakeholders to rate how welcome all students are in their school. The most important population for this item was students, and their responses closely mirror those of all stakeholders, with 67 percent strongly agreeing/agreeing with the statement.

All students are welcomed in their school (survey item 6)



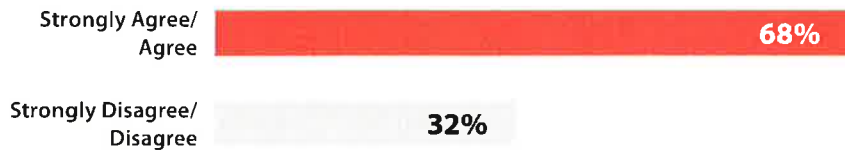
The student responses to this item again mirrored that of all stakeholders, with 51 percent of students strongly agreed/agreed with the statement.

Student-to-student interactions are almost always positive (survey item 7)



Interestingly, teachers felt more positively about this statement than students, with 73 percent of teachers versus 60 percent of students choosing strongly agree/agree.

Teacher-student interactions are almost always positive (survey item 8)

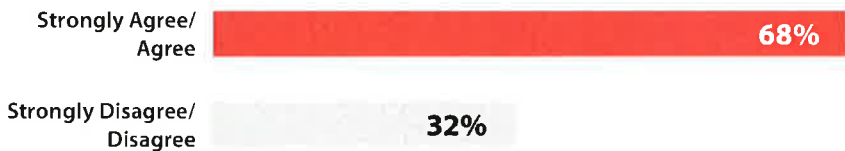


Question 9-16. Overall school climate

Survey items 9–16 were generated from phase 1 findings about elements of or interactions with schools that impact the overall school climate.

Parent and teacher responses are similar for survey item 9, with 72 percent of parents and 66 percent of teachers choosing strongly agree/agree.

Parent-teacher interactions are almost always positive (survey item 9)



Providing one of the most emphatically positive results, survey item 10 resulted in more than 80 percent of all stakeholder groups responding strongly agree/agree.

Student recognition programs are important in schools (survey item 10)



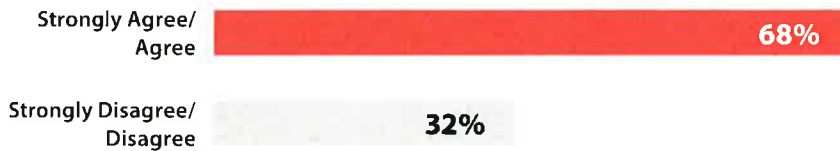
Similarly, survey item 11 provided an overwhelmingly positive answer for all stakeholder groups, with nearly 90 percent of all groups responding strongly agree/agree.

Student-led events are important in schools (survey item 11)



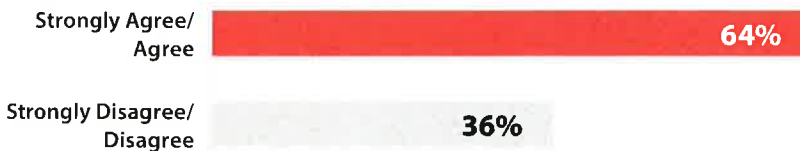
Students were the stakeholder group to respond most positively to survey item 12, with 84 percent identifying strongly agree/agree. Other stakeholder groups responded with less certainty, with administrators at 68 percent, teachers at 63 percent, parents at 61 percent, and community members at 53 percent identifying strongly agree/agree.

Counseling support is available to all students (survey item 12)



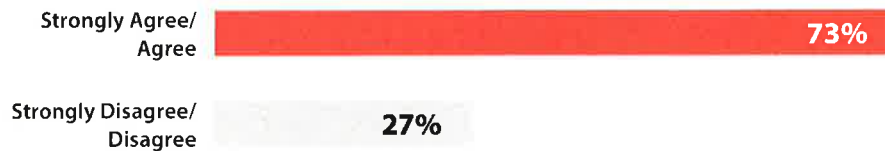
Survey item 13 provided an interesting contrast, with 87 percent of administrators marking strongly agree/agree, while the other key in-school stakeholder groups responded less enthusiastically, with 70 percent of teachers and 66 percent of students responding strongly agree/agree.

Teachers have high expectations of all students (survey item 13)



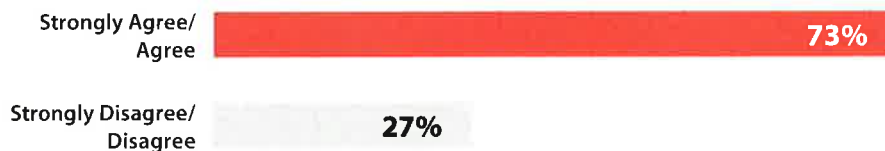
The key stakeholder group of parents responded with 74 percent in agreement mirroring that of teachers at 72 percent, while administrators responded in agreement at a surprising 94 percent.

Parents have positive interactions with schools (survey item 14)



Survey item 15 responses varied significantly between stakeholder groups, with students responding with strongly agree/agree at 58 percent, teachers at 81 percent, administrators at 52 percent, parents at 78 percent, and community members at 86 percent.

Bullying is a problem in schools (survey item 15)



Survey item 16 provided some differences of opinion between stakeholder groups, with 46 percent of students in agreement, 54 percent of parents, 50 percent of teachers, and 29 percent of administrators. When survey results were filtered to include only people identifying as non-white, 52 percent responded in agreement that racism is a problem.

Racism is a problem in schools (survey item 16)

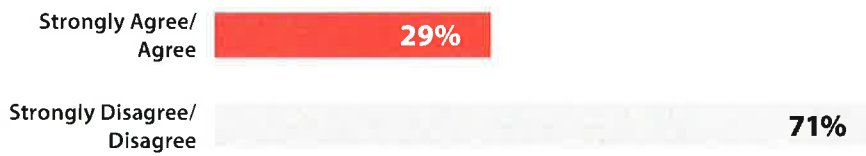


Question 17-25. The discipline process

Survey items 17–25 address different aspects of the discipline process, from how well the current system operates to whether the current system should remain in place.

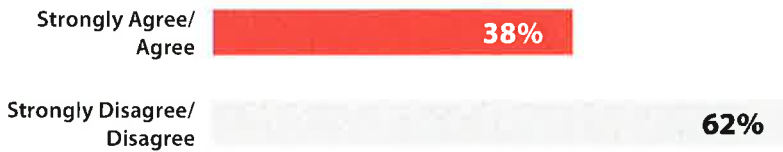
Survey item 17 indicates that the majority of respondents disagreed or strongly disagreed that students have voice in the discipline process.

Students have a voice in the discipline process (survey item 17)



Other school staff members (28%), teachers (30%), community members (30%) and parents (32%) offered low levels of agreement, while students (50%) and administrators (51%) were slightly higher.

The current discipline process supports all students (survey item 18)



There was a similar level of disagreement to survey item 19, with all stakeholders including students (37%), teachers (38%), and administrators (41%) believing that the current system does not help student learn from their mistakes.

The discipline process helps students learn from their mistakes (survey item 19)



Survey item 20 provided a curious range of opinions, with teachers (34%), other school staff members (34%), and parents (39%) offering the lowest levels of agreement, while students were in the middle (48%) and administrators were again at the high end of agreement (61%).

The current discipline process handles misbehavior consistently (so all students are treated equally for the same offense) (survey item 20)



Survey item 21 received less than 50 percent agreement for all stakeholder groups, except the central office group at 55 percent.

The current discipline system has fair punishments (the punishment fits the offense) (survey item 21)



On survey item 22, most stakeholder groups offered similar levels of agreement, with students (59%), parents (53%), teachers (57%), administrators (56%), and other school staff members (60%) within a few percentage points of each other, while there was only one outlier group—central office staff members at 41 percent.

The current discipline system has flexibility (so school staff can decide what's best for each student) (survey item 22)



Survey item 23 received low levels of agreement across stakeholder groups with parents (33%), teachers (27%), administrators (37%), central office staff members (35%), and other school staff members (31%) disagreeing that the district has a unifying vision. Interestingly, students at 53 percent were the group with the highest level of agreement.

The district has a unifying vision for how and when discipline practices should be used (survey item 23)

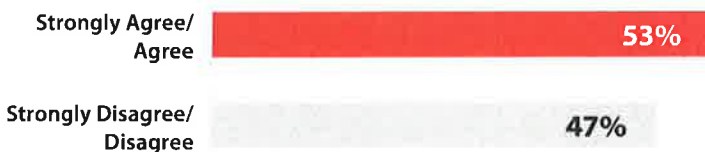


Comparing the responses to survey items 24 and 25 provides intriguing results. While 62 percent of all stakeholders agreed or strongly agreed that the current system should stay in place (see the first display), more than half of all stakeholders also agreed or strongly agreed that a new system should replace the current one (see the second display). Students were in agreement at 53 percent, parents at 51 percent, administrators at 53 percent, and other school staff members at 54 percent. Teachers offered the lowest score at 49 percent, while central office staff members provided the highest at 68 percent.

The current system of progressive discipline (where offenses are added up and counted against a student over time) should remain in place (survey item 24)



A new system of discipline should replace the current system of progressive discipline (survey item 25)



Survey item 26 offered respondents the opportunity to add their thoughts or opinions about the current situation in Fairbanks North Star Borough School District schools. There were more than 200 responses, covering a wide range of topics. These responses are provided in Appendix D.

Next Steps

Survey item 27 offered respondents the opportunity to rank their highest priorities for school climate and discipline, choosing from a list of 15 values.

Survey item 28 offered respondents the opportunity to provide their thoughts or opinions about the most important priorities for immediately making schools more safe and supportive. There were more than 130 responses, covering a wide range of topics. These responses are provided in Appendix E.

Please identify up to three priorities that you believe are the most important to immediately improve our schools to be more safe and supportive (survey item 27)



Recommendations

Based on the results of the Safe and Supportive Schools survey, the emerging voice from all stakeholder groups reflects a need to update the school climate and discipline policies in the Fairbanks North Star Borough School District. Overall, there is a lack of alignment between the values expressed as important and the effectiveness and fairness of current policies and guidelines.

The following recommendations are based on the data collected in focus groups and the survey, Education Northwest's review of the district's school discipline policies, and the U.S. Department of Education's *Guiding Principles: A Resource Guide for Improving School Climate and Discipline*.

- 1. Rewrite or remove current guidelines on disciplinary consequences to limit disciplinary consequences that remove students from classroom instruction.** The guidelines as they are currently written rely heavily on the use of mandatory suspensions and expulsions. In focus groups, administrators shared that they felt that they had limited discretion in determining disciplinary consequences given the current written guidelines. Students also commented on the uniform consequences for what they saw as significantly different infractions. In the survey, a majority of respondents disagreed that the current disciplinary system has fair punishments (survey item 21), while just over half of respondents thought the current discipline system has flexibility (survey item 22). Given the high-ranking value statements in creating safe and supportive schools (survey item 3) of "rules and consequences are used consistently for all students" (2 of 13), and "supportive of academic achievement" (4 of 13), there is a discrepancy between how people view the current policies and their value statements.
- 2. Develop a new set of guidelines that provide specific early intervention and prevention strategies that support teaching and learning.** While the district handbook states clearly that students will be provided "educational opportunities" to correct inappropriate behavior, we could only find one example: conflict resolution programs. In focus groups these programs were never discussed, and it is unclear when, how, and how often conflict resolution programs are used. Developing a new set of guidelines would better align the values of stakeholders with the disciplinary process, as stakeholders expressed that it should be "a process that is a learning opportunity for students" (4 of 13) and "supportive of academic achievement" (5 of 13). Although restorative justice was the system most often mentioned by name in both focus groups and open-ended survey items, the new guidelines could be designed around another model that focuses on social-emotional learning, student engagement, and culturally responsive practices.
- 3. Provide opportunities to engage students and families in planning and implementing strategies that promote a safe and welcoming school climate.** Because students and families are important stakeholders in a school community, learning about their perspectives and values is important to development of school discipline guidelines. They can provide important insights related to applying school rules and consequences consistently for all students. Student engagement is also critical for ensuring the safety of all students from physical, emotional, or psychological harm. Bullying was identified as problem in schools by over 70 percent of survey respondents (survey item 15). Any new guidelines developed as a result of recommendation

2 should include explicit strategies to reduce bullying. Although stakeholders did not identify student voice as the most important value (11 of 13), it is important to note that in the survey a large majority disagreed that “students have a voice in the discipline process (survey item 17). In addition, the U.S. Department of Education recommends involving “families, students, and school personnel in the development and implementation of discipline policies.”

- 4. Provide districtwide training so new guidelines are understood and can be implemented with fidelity, explicitly addressing bullying.** Currently, all stakeholders disagreed that the district has a unifying vision for how and when discipline practices should be used (survey item 23). This lack of clarity was voiced even more strongly by administrators and teachers—the very stakeholders in charge of implementing the discipline practices. In all three open-response survey items, teachers were identified as crucial personnel by all stakeholder groups (including teachers themselves), and many comments spoke about providing training for the teachers in different areas (such as trauma-informed pedagogy, classroom management, and social-emotional learning) to reduce disciplinary infractions. These comments were often written while addressing bullying on the survey, which highlights the need for training on how and when the new disciplinary practices should be used to prevent and intervene in bullying situations.
- 5. Collect and review disaggregated disciplinary data regularly to monitor changes and to ensure equity.** It is significant that racism was identified as a problem by just over half of survey respondents (survey item 16), and it would be beneficial to use data to determine if disciplinary consequences were implemented equitably. However, we did not find any references on using disaggregated discipline data to monitor the application of school discipline among different student groups. Although the district provides schools with guidance on collecting and reporting exclusionary discipline data, as required by the U.S. Department of Education's Office of Civil Rights, the use of these data to monitor changes in discipline practices is less clear. To provide one example of how reviewing disciplinary data could be of beneficial, in focus groups students and administrators agreed that certain teachers made numerous discipline referrals, while some teachers made none. This led to feelings of unfairness and inconsistency, as voiced by students, parents, and administrators. Fairbanks schools collect discipline data on the location, time of day, reasons, and educators responding to discipline incidents. Reviewing these data could help administrators, teachers, and other educators better understand how discipline incidents could be prevented. The data could also help administrators determine strategies to share with staff members through professional development, coaching, and other supports.



Phase III.

Affirming a Direction and Promoting Community Awareness and Commitment

While falling under the banner of phase III, significant elements of phase III, IV, and V were combined as Education Northwest held multiple meetings in Fairbanks on October 8 and 9. During those two days, Education Northwest led both district leadership team meetings and a community meeting to review the survey data and the initial set of recommendations. This process allowed stakeholders to discuss the specifics of the survey data and ask questions and provide input on the recommendations.

At the community meeting, those present focused their discussion on the survey data and how the discipline process looked from the perspective of parents and teachers. At the district leadership team meetings, Education Northwest facilitated a discussion that explored the survey data differences between sub-groups. Given the survey data around bullying, special attention was given to discussing the connections between school climate, bullying, and school discipline. In addition, the team had an opportunity to examine several other discipline policies from districts around the country and around the state. The content of the discussions had at the meetings can be summarized in the following ways.

SUMMARY OF STAKEHOLDER FEEDBACK

- The data identified bullying as a significant problem. All stakeholders noticed that bullying was a problem from the data. This data point generated meaningful discussion about which students were most impacted and how teachers and administrators have been addressing the issue. Some comments pointed out the increase in online or electronic bullying that suggest new guidelines and supports need to be identified.
- As written, the current code of conduct focuses on punitive consequences. The Board policies communicate the rights, responsibilities, and behavioral standards for students and appropriate due process guidance. Board policies allow the district substantial discretion

in determining disciplinary responses to behavioral standards violations except those requiring mandatory suspension or expulsion by state or federal law. The document that communicates current school discipline practices to district staff, families, and students is the 2017-18 Students Rights, Responsibilities & Behavioral Consequences Handbook. When examining the current handbook, stakeholders believed that current policies focused on listing out punishments, without identifying the supports that schools could provide. "Even the title feels punitive," one person commented. Furthermore, all stakeholders pointed out that parents really read the document only when their student experiences discipline problems.

- Based on the data overall, it makes sense to make changes to the existing policies. Given the all the data, it appeared that making significant changes to the existing policies is warranted. Both survey data and stakeholder discussion identified problems with the existing system regarding fairness and consistency in discipline for students. One suggestion that was explored was offering a handbook for students and parents that defined the philosophy of the schools and supports that were offered, and another handbook for administrators that further details how to handle disciplinary infractions. There was significant discussion if it made sense for the district to have a single set of behavioral expectations, or if it should be left up to individual schools. Another suggestion was rather than listing out all examples of disruptive behavior, to group them together in the appendix so that it becomes a more reader-friendly document.
- While consequences are provided, no defined list of supports are included in the existing policies. Particularly after reviewing other district policies and handbooks, stakeholders noticed that Fairbanks documents provide little to no information on discipline supports or how to implement them. While some supports are practiced at some schools, stakeholders said there is no coherence or consistency to utilizing supports to address discipline infractions.
- Based on the data and discussion, stakeholders identified the need for greater discretion for administrators in determining consequences. Based on discussion, stakeholders agreed that many administrators implement the punitive consequences outlined for each infraction, and that this led to similar punishments for infractions of differing degrees.
- While it makes sense to make changes to the existing policies, there still need to be consequences for students. When discussions about potential revisions emerged, stakeholders often took the opportunity to emphasize that students needed to understand correct from incorrect behavior, and for the policies to support teachers in facilitating student learning in classrooms. Discussion centered around how there could be supports while still ensuring that the negative behavior does not continue.
- A main goal of revising policies should be that there is consistency in discipline. Many stakeholders told stories about how one student did x and received y as a punishment, and another student did x and received z for a punishment. Eliminating this reality was identified as important for everyone from the School Board to individual students.

- Many stakeholders wanted to learn more about alternatives to suspensions that other districts employ. As a result of these comments, Education Northwest shared a number of example discipline policies and references from other districts that focused on reducing suspensions for behavioral infractions.
- Additional training for teachers and administrators is needed. Stakeholders agreed that, regardless of the outcome of this review process, teachers and administrators needed the opportunity for more training about how to deal with infractions at the classroom level. Several discussions focused on the potential helpfulness of using data to compare discipline issues across classrooms and schools.

Appendices

Appendix A: Fairbanks School Climate and Discipline Survey

INTRODUCTION

Dear Survey Participant,

Fairbanks schools seeks your input to prioritize what our community values most and what we believe the district should do as they take steps forward to improve safe and supportive schools, including discipline practices, across the district. We invite you to take this voluntary survey so we can better understand your beliefs about the current situation in schools, as well as your hopes for the future. This survey builds upon a series of focus groups with stakeholders conducted in late 2017.

Survey data will be used to build a communitywide voice in setting priorities. In later phases of the project, we will continue to engage the community alongside the advisory committee and district leadership to continue to affirm direction as policy proposals and recommendations are formulated. It is anticipated that the school board will adopt policies by the end of 2018.

The survey, which has been designed by Education Northwest, an educational nonprofit organization who is partnering with the school district, should take about 10 minutes. Your responses will be kept confidential and will not be shared with anyone except the research team. To ensure that no one is able to identify your responses, we will not use your personal information in any reports. You are not required to participate and there are no consequences or risks if you stop participating in the survey or skip any questions. Your feedback is valuable and is appreciated.

If you have any questions, you may contact Bernie Sorenson at Bernie.Sorenson@educationnorthwest.org or (503) 275-9617.

DEMOGRAPHICS

1. How are you connected to Fairbanks North Star Borough School District? (check all that apply)*

- Student
- Parent of student
- Teacher
- Administrator
- Central office staff
- Other school staff
- Social service provider for students
- Law enforcement or emergency response personnel
- Community Member
- Other - Write In (Required): _____*

2. What is your race/ethnicity? (check all that apply)

- Alaska Native or American Indian
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White/Caucasian
- Multiple races/ethnicities
- Other - Write In: _____ *

VALUES

3. Below is a list of values, cited as crucial aspects of school climate and discipline practices, that were captured from a broad group of diverse stakeholders during the first phase of this project. Please identify up to five of the most important values in driving the creation, implementation, and evaluation of the Fairbanks School District's climate and discipline practices.

- safety for all students
- transparency for students, teachers, and parents.
- a process that is a learning opportunity for students.
- clear communication from staff to students to parents.
- teachers that are empowered to handle behavior issues.
- students that have a voice in the discipline process.
- parents and community members are meaningfully involved.
- supportive of academic achievement.
- rules and consequences are used consistently for all students.
- flexibility, so students can be served as individuals.
- a focus on prevention.
- a process that uses data.
- a focus on wellness.

4. If you have any other thoughts or opinions about the values driving the creation, implementation and evaluation of the Fairbanks schools district school climate and discipline practices, write about them here.

CURRENT SITUATION IN SCHOOLS

Please indicate your level of agreement with the following statements.

5. All schools are safe for everyone.

Strongly disagree Disagree Agree Strongly agree

6. All students are welcomed in their schools.

Strongly disagree Disagree Agree Strongly agree

7. Student-student interactions are almost always positive.

Strongly disagree Disagree Agree Strongly agree

8. Teacher-student interactions are almost always positive.

Strongly disagree Disagree Agree Strongly agree

9. Parent-teacher interactions are almost always positive.

Strongly disagree Disagree Agree Strongly agree

10. Student recognition programs are important in schools.

Strongly disagree Disagree Agree Strongly agree

11. Student led events are important in schools.

Strongly disagree Disagree Agree Strongly agree

12. Counseling support is available to all students.

Strongly disagree Disagree Agree Strongly agree

13. Teachers have high expectations of all students.

Strongly disagree Disagree Agree Strongly agree

14. Parents have positive interactions with schools.

Strongly disagree Disagree Agree Strongly agree

15. Bullying is a problem in schools

Strongly disagree Disagree Agree Strongly agree

16. Racism is a problem in schools.

Strongly disagree Disagree Agree Strongly agree

17. Students have a voice in the discipline process.

Strongly disagree Disagree Agree Strongly agree

18. The current discipline process supports all students.

Strongly disagree Disagree Agree Strongly agree

19. The discipline process helps students learn from their mistakes.

Strongly disagree Disagree Agree Strongly agree

20. The current discipline system handles misbehavior consistently (so all students are treated equally for the same offense).

Strongly disagree Disagree Agree Strongly agree

21. The current discipline system has fair punishments (the punishment fits the offense).

Strongly disagree Disagree Agree Strongly agree

22. The current discipline system has flexibility (so school staff can decide what's best for each student).

Strongly disagree Disagree Agree Strongly agree

23. The district has a unifying vision for how and when discipline practices should be used.

Strongly disagree Disagree Agree Strongly agree

24. The current system of progressive discipline (where offenses are added up and counted against a student over time) should remain in place.

Strongly disagree Disagree Agree Strongly agree

25. A new system of discipline should replace the current system of progressive discipline.

Strongly disagree Disagree Agree Strongly agree

26. If you have any other thoughts or opinions about the current situation in schools, write about them here.

NEXT STEPS

27. Please identify up to three priorities that you believe are the most important to immediately improve the school climate and discipline process.

- try to create a positive school climate.
- use evidence-based prevention strategies to promote positive student behavior.
- provide training to all school personnel on how to engage students and support positive behavior.
- collaborate with local partners to share and provide resources, prevention strategies, and intervention services.
- ensure that school-based law enforcement officers focus on improving school safety and reducing referrals to law enforcement.
- set high expectations and adopt an instructional approach to school discipline.
- involve families, students, and school personnel in the development and implementation of discipline practices.

- make sure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.
- create policies that include appropriate procedures for students with disabilities and due process for all students.
- remove students from the classroom only as a last resort.
- train all school staff to use school discipline policies in a fair and equitable manner.
- use data and feedback from families, students, and teachers to identify and reduce unfair discipline practices.
- find ways to engage youth on different aspects of school climate and discipline.
- give youth opportunities to partner with adult allies that strengthen relationships among students and between students and staff.
- promote culturally responsive teaching and learning that improves engagement.

28. If you have any other thoughts or opinions about the most important priorities to immediately improve school climate and discipline practices, write about them here.

THANK YOU!

Thank you for taking our survey. Your response is very important to us.

Appendix B: Report for Fairbanks Safe and Supportive Schools Survey

RESPONSE STATISTICS

Complete  **78.8%** — 842 Responses

Partial  — 227 Responses

Disqualified **0%**

Totals— 1,069 Responses

**Question 1. How are you connected to Fairbanks North Star Borough School District?
(check all that apply)**

Value	Percent	Count
Student	30.4%	316
Parent of student	36.2%	376
Teacher	24.9%	258
Administrator	3.1%	32
Central office staff	2.9%	30
Other school staff	15.1%	157
Social service provider for students	0.7%	7
Law enforcement or emergency response personnel	0.2%	2
Community member	9.8%	102
Other - Write In (Required)	4.8%	50

Question 2. What is your race/ethnicity? (check all that apply)

Value	Percent	Count
Alaska Native or American Indian	9.7%	98
Asian	3.2%	32
Black or African American	4.8%	49
Hispanic or Latino	3.6%	36
Native Hawaiian or Pacific Islander	1.1%	11
White/Caucasian	82.9%	839
Multiple races/ethnicities	6.1%	62
Other - Write In	2.7%	27

Question 3. Below is a list of values, cited as crucial aspects in creating safe and supportive schools, that were captured from a broad group of diverse stakeholders during the first phase of this project. Please identify up to five of the most important values in driving the creation, implementation, and evaluation of the Fairbanks School District's practices in creating safe and supportive schools.

Value	Percent	Count
safety for all students	81.6%	777
transparency for students, teachers, and parents.	46.0%	438
a process that is a learning opportunity for students.	42.9%	408
clear communication from staff to students to parents.	41.5%	395
teachers that are empowered to handle behavior issues.	40.1%	382
students that have a voice in the discipline process.	39.3%	374
parents and community members are meaningfully involved.	36.4%	347
supportive of academic achievement.	33.8%	322
rules and consequences are used consistently for all students.	29.1%	277
flexibility, so students can be served as individuals.	26.6%	253
a focus on prevention.	22.2%	211
a process that uses data.	20.7%	197
a focus on wellness.	9.0%	86

Question 4. All students are welcomed in their schools.

Value	Percent	Count
Strongly disagree	3.8%	33
Disagree	29.7%	256
Agree	51.8%	446
Strongly agree	14.6%	126
Totals		861

Question 5. Student-student interactions are almost always positive.

Value	Percent	Count
Strongly disagree	9.5%	82
Disagree	42.8%	369
Agree	44.6%	385
Strongly agree	3.1%	27
Totals		863

Question 6. Teacher-student interactions are almost always positive.

Value	Percent	Count
Strongly disagree	3.7%	32
Disagree	27.6%	237
Agree	59.9%	514
Strongly agree	8.7%	75
Totals		858

Question 7. Parent-teacher interactions are almost always positive.

Value	Percent	Count
Strongly disagree	2.8%	24
Disagree	26.3%	225
Agree	62.1%	531
Strongly agree	8.8%	75
Totals		855

Question 8. Student recognition programs are important in schools.

Value	Percent	Count
Strongly disagree	2.5%	21
Disagree	12.3%	105
Agree	55.8%	478
Strongly agree	29.4%	252
Totals		856

Question 9. Student led events are important in schools.

Value	Percent	Count
Strongly disagree	2.4%	21
Disagree	11.2%	96
Agree	56.9%	489
Strongly agree	29.5%	254
Totals		860

Question 10. Counseling support is available to all students.

Value	Percent	Count
Strongly disagree	9.0%	77
Disagree	23.1%	197
Agree	50.4%	430
Strongly agree	17.6%	150
Totals		854

Question 11. Teachers have high expectations of all students.

Value	Percent	Count
Strongly disagree	4.9%	42
Disagree	30.6%	261
Agree	50.4%	430
Strongly agree	14.1%	120
Totals		853

Question 12. Parents have positive interactions with schools.

Value	Percent	Count
Strongly disagree	3.6%	31
Disagree	23.8%	203
Agree	66.7%	569
Strongly agree	5.9%	50
Totals		853

Question 13. Bullying is a problem in schools

Value	Percent	Count
Strongly disagree/ Disagree	73.0%	623
Strongly agree/ Agree	27.0%	231
Totals		854

Question 14. Racism is a problem in schools.

Value	Percent	Count
Strongly disagree	7.3%	62
Disagree	41.6%	353
Agree	39.0%	331
Strongly agree	12.0%	102
Totals		848

Question 15. Students have a voice in the discipline process.

Value	Percent	Count
Strongly disagree	13.7%	116
Disagree	57.3%	484
Agree	26.3%	222
Strongly agree	2.6%	22
Totals		844

Question 16. The current discipline process supports all students.

Value	Percent	Count
Strongly disagree	15.9%	134
Disagree	45.5%	383
Agree	35.2%	296
Strongly agree	3.3%	28
Totals		841

Question 17. The discipline process helps students learn from their mistakes.

Value	Percent	Count
Strongly disagree	18.3%	155
Disagree	43.3%	367
Agree	35.0%	297
Strongly agree	3.4%	29
Totals		848

Question 18. The current discipline system handles misbehavior consistently (so all students are treated equally for the same offense).

Value	Percent	Count
Strongly disagree	18.0%	151
Disagree	40.3%	337
Agree	38.1%	319
Strongly agree	3.6%	30
Totals		837

Question 19. The current discipline system has fair punishments (the punishment fits the offense).

Value	Percent	Count
Strongly disagree	14.4%	121
Disagree	40.0%	336
Agree	42.9%	360
Strongly agree	2.6%	22
Totals		839

Question 20. The current discipline system has flexibility (so school staff can decide what's best for each student).

Value	Percent	Count
Strongly disagree	9.3%	77
Disagree	34.8%	288
Agree	51.9%	429
Strongly agree	4.0%	33
Totals		827

Question 21. The district has a unifying vision for how and when discipline practices should be used.

Value	Percent	Count
Strongly disagree	13.6%	110
Disagree	47.6%	385
Agree	36.3%	294
Strongly agree	2.5%	20
Totals		809

Question 22. The current system of progressive discipline (where offenses are added up and counted against a student over time) should remain in place.

Value	Percent	Count
Strongly disagree	9.6%	80
Disagree	27.9%	233
Agree	50.7%	423
Strongly agree	11.9%	99
Totals		835

Question 23. A new system of discipline should replace the current system of progressive discipline.

Value	Percent	Count
Strongly disagree	6.3%	51
Disagree	40.6%	328
Agree	38.5%	311
Strongly agree	14.5%	117
Totals		807

Question 24. Please identify up to three priorities that you believe are the most important to immediately improve our schools to be more safe and supportive.

Value	Percent	Count
make sure that clear, developmentally appropriate, and proportional consequences apply for misbehavior.	37.8%	312
try to create a positive school climate.	34.3%	283
provide training to all school personnel on how to engage students and support positive behavior.	30.8%	254
set high expectations and adopt an instructional approach to school discipline.	28.4%	234
use evidence-based prevention strategies to promote positive student behavior.	24.4%	201
involve families, students, and school personnel in the development and implementation of discipline practices.	21.0%	173
train all school staff to use school discipline policies in a fair and equitable manner.	17.9%	148
give youth opportunities to partner with adult allies that strengthen relationships among students and between students and staff.	15.9%	131
promote culturally responsive teaching and learning that improves engagement.	13.8%	114
find ways to engage youth on different aspects of school climate and discipline.	13.1%	108
ensure that school-based law enforcement officers focus on improving school safety and reducing referrals to law enforcement.	11.2%	92
collaborate with local partners to share and provide resources, prevention strategies, and intervention services.	10.5%	87
use data and feedback from families, students, and teachers to identify and reduce unfair discipline practices.	10.3%	85
create policies that include appropriate procedures for students with disabilities and due process for all students.	9.6%	79
remove students from the classroom only as a last resort.	9.3%	77

Appendix C

Question 4. If you have any other thoughts or opinions about the values driving the creation, implementation, and evaluation of the Fairbanks School District's practices to support safe and supportive schools, write about them here.

- Foundational expectations need to be established as early as kindergarten. Regardless of how life happens outside of school, students and parents need to understand that school comes with a high level of academic and behavioral standards. These need to be district wide with ample support for teachers from all levels of administration and all teachers and staff need to work in concert to achieve this goal. One of the most impactful decisions we can make for learning and safety is the removal of cell phones from the classroom. The vast majority of students are not using their phones for educational purposes. They are texting, watching You Tube and Net Flex, playing games and even surreptitiously photographing staff and students. Staff who ask students to put their phones away are met either with arguments and outright refusal or apparent compliance only to have the phone hidden where the student can continue to use it. Incredible amounts of learning are being lost to these devices and students are becoming even more addicted to their phones. Additionally, cell phones pose a safety concern. Illicitly obtained photos can then be used in a plethora of hurtful, demeaning and illegal activities. Many teachers and support staff are continuously bombarded with profanity and disrespectful comments from students. No one should be subjected to that every-day in their workplace. It also creates stress and loss of learning for the students who are trying to concentrate on the lesson. Furthermore, upon seeking employment students will find this type of behavior makes them unwelcome in many businesses and industries. We keep it out of elementary school, why has it become status quo in middle and high school? Remember CHAMPS? The district spent a lot of money on that training. Let's implement it at all levels. Clear boundaries equally and consistently enforced may not be enjoyable to all students, but they do respect them. Thank you for the opportunity to add my input.
- I don't know
- Continue to review teaching and learning methods that will involve greater parents participation. B) Need for teachers to assist in developing the capacity of students that may perform beyond their scope but do so in line with curriculum.
- Academic success for all students is more important than following a discipline grid step by step.
- Accommodate teachers and students needs in classes with high enrollment of high risk students.
- Add a focus on wellness to the above.
- Admin. should not be scared of downtown undoing discipline and just administer the consequence for the action.
- Administration needs to support staff and teachers.

- Administrators across the district, especially at the secondary level, need to ALWAYS follow the discipline policy that is put in place, not favorites, biased wishy-washy.
- Administrators in our school are unwilling/incapable of enforcing our school rules. Administrators at Lathrop do not - collectively - agree with all the rules and are not all self-confident enough to address students of different racial backgrounds as them.
- Advocate for children. Allow school to be a safe place for children that has their best interests in mind. School is a resource serving & guiding our youth- support them as they become better humans- don't over criminalize them. Teaching tools for academic & social success
- All good here
- All students need to be protected from the small number that are violent and defiant. It is wrong to give repeat offenders extra chances while the rest of the classroom is prevented from learning.
- Allow students a more heard voice before deciding to cut our classes
- Alternative placements need to be available for students that are disruptive to the learning environment. All students have the right to learn.
- Although I agree in consistency in rules and consequences, I do believe there can be exceptions
- An armed person at each school would be an excellent deterrent for an attacker. Schools should be safe places, not soft targets.
- Arm the teachers
- As a classroom teacher, safety concerns often move academic growth and achievements to a secondary goal, while I teach appropriate social skills, reinforce expectations, model, and outline behavioral norms. Open communication with parents assumes all the parents we work with are responsible and have the necessary parenting skills to fix the problems. Open communication with parents in denial or who lack parenting skills quickly becomes pointless. Maintaining an academic focus on educating a classroom of students, while trying to bribe, develop behavioral epiphanies and reward a student with extreme repeated bad behavior has its costs. I know two parents pulled their children out of public school and moved to homeschool or private schools this year because of academic and safety concerns. My colleagues shared that three of her families are not planning on returning next year because of concerns. One family in my classroom shared they are not returning because of academic and safety concerns. Frankly, telling a teacher that if we only give a badly behaving student more choices, time to work out his/her feelings and help them develop better strategies while the rest of the class tries to bury themselves in their work or wait in silence while one a classmate again loose control is ludicrous. A teacher is not a sociologist, therapist or psychologist. Please take back the classroom, reward excellence and focus on creating a safe learning environment.

- As a teacher, I feel that discipline problems are taking over our classroom. Each year discipline issues become more and more of a problem and we are left to figure out how to get them to conform, all the mean while, giving less and less attention to those students who can follow directions and behave. Teaching isn't teaching any more because most often I spend more time dealing with problematic children than I do with those who want to learn. Something needs to be done about this...Many of our students are cheated of an education because of the chaos that is allowed to happen in our classrooms.
- As an ELL tutor, I would love to see all discipline materials translated into the major language groups of the Fairbanks area.
- Barnette narrowly avoided two lawsuits due to bullies not being dealt with by the new principal. Bullying is at an all-time high in the school district and needs to be reigned in. Expel the little shitheads from the district.
- Because all students are such different individuals, and have such different circumstances that can lead up to discipline problems, these have to be considered when disciplining....
- Behavior issues experienced by individual students should not impact another student. If one student consistently does not follow the rules then that student should deal with consequences not the entire class.
- Better communication- more transparency amongst staff and administration. Everyone needs to be on the same page.
- Better support for students with behavior issues and the effects it has on the classroom as a whole
- Building principals undermine teachers in the discipline process. We've been told at staff meetings that downtown has directed them to keep discipline data low. Building principals do not trust building staff. Parents are in charge of discipline at our school.
- Choose the battles wisely. Do we really want kids to miss school because they are smokers? Or because of a clothing issue? Let's focus on the things that are really important to student safety and learning. Let's get creative with the other (like above) issues. Let's enforce the no cell phone during class mandate. I think parents would be sick and angry if they realized that in at least one high school students are allowed to sit in class and play with their phones day after day. Don't know which school? Look around. It's not a safety issue but it is a learning issue. I think all but a few of the values listed in the survey are very very important. Good list.
- Connect first - seek to understand the needs behind behaviors. Then correct - focus on harm done, rather than rule broken. Seek ways for student to be returned to the fold of the community. Help them remember when they were contributing to the smooth function of the community. Empower to do good. (Partner with them to change unjust conditions, if and when such exist.)
- Consequences that match incidents of misbehavior.

- consistent rules make a big difference with students, but we must be flexible in the sense that what is going on at home, iep's etc. The biggest concern is safety as we almost had one school shooting at RSM.
- Detention or other non out of school consequences should be the norm for all but the most serious offenses. Taking kids out of instruction is counter to ensuring our kids graduate.
- Difficult process-use the trauma-informed school materials as a guide
- Discipline is no doubt important, but hopefully it can be transformed into more of an educational experience. For example, we suspend students, but are we teaching them preventative strategies and coping for the future?
- Discipline policies should prevent recurring behavior. Mitigating and extenuating circumstances must be considered.
- Discipline training at all levels for all school staff
- DO NOT continue with the ALICE system. Active shooter drills are WRONG!!!!
- Do not overreact in the name of safety! There is no one size fits all answer. Make sure all teachers support and encourage individualized education. No complaining about "extra work" to give each student individual attention. Encourage activities outside school. They currently don't do either very well.
- Do you think increasing class size will help support any of these values?
- Drugs must be removed from the schools. Remove drugs and all aspects of schools safety and student behavior will improve.
- Eliminate suspensions except for firearm/weapons mishandling (bringing serious weapons to school with an intent to use). Suspending kids who don't want to be at school is just negative reinforcement which increases behavior problems. Most kids act out because they are unhappy or lack prerequisite skills. What are we doing to help them?
- Encourage speaking up, probably.
- Ensuring discipline is a learning opportunity and using restorative justice practices is important to creating supportive learning environments for everyone.
- Equal treatment- Native and Black students feel like they get harsher punishments in this school district, not particularly West Valley but across the district.
- Every student is truly an individual, even at their younger ages. In today's society, children are expressing themselves at these younger ages moreso than we did at their ages, but we must hold them professionally accountable for their actions. Children are for learning, not for shaping their own system. We must be careful in today's policies with how children are valued in their disciplinary actions, there is no "right" universal answer, remember that!

- Explicit communication of expectations from adults to students in school would diminish discipline referrals. Consistent expectations across school settings make it easier for students to navigate through the day and behave responsibly.
- Flexibility and common sense should be used when disciplining students. It should not be a 'one size fits all' without regard to student circumstances and history.
- Flexibility for students to be individuals
- Fully staff Assistant Principal positions and ESSA staff to allow discipline to be carried out. No assistant Principal and not enough staff for discipline at my son's school.
- Get kids out of school that are a danger to other students. Find alternative placements for kids that disrupt the learning of others.
- Get teachers that actually teach instead of sitting around and giving us confusing online programs and videos because they are incapable of doing their job
- Good stuff
- Gshrnd
- Gun control demonstration should not be allowed on school district property. If we want to keep our school safe all school door need to be locked, door monitored. A sign on the door to check in at the front office does nothing to prevent someone walking in unwanted
- Harsher punishment for bullying that's how you stop Suicides from kids and gun violence in schools
- Have a longer lunch.
- Have almost all teachers use Canvas and ConnectEd. Therefore students could do their homework with Canvas when they forget it at school on Fridays. ConnectEd for when the student can't carry all of their books from school.
- Having discipline/behavior issues dealt with in a timely manner. Focus on the positive. Make it a point to recognize those who fly under the radar because they don't make waves in class.
- Having students actually take responsibility for their action instead of just giving them a grade or a slap on the hand...
- Hire great teachers and let them teach.
- I absolutely hate that the schools are allowing walk outs. That is not keeping my child safe at all!!
- I am a strong proponent of incorporating restorative practices to both meet the needs of students with trauma backgrounds and to build relationships with Indigenous students.
- I am excited about personalized learning as a way for students to each work on their own level and for teachers to get more time with individuals and small groups.

- I asked a group of about 10 students all of the "value" questions and they said no to all of them except for teachers being empowered to handle behavior.
- I believe strongly in the principles and procedures that guide the Restorative Justice movement in schools. I teach high school at Lathrop and at one point at least 1/4 of my world history students were in OSS and it's a disaster to catch them up. I grew up on the East Coast and never experienced public school discipline procedures.
- I believe that a big part of the behaviors are the lack of respect that the community and parents seem to have with the school district right now. And it seems to be continuing to grow. It is disheartening!! This all starts at home.
- I believe that each individual student should be dealt with within the parameters of the discipline code but academic and social/emotional needs should be heavily considered as well. Out of School suspension as a consequence should have meaning and be implemented in a manner to decrease the behaviors. In so many cases I had seen this year OSS is EXACTLY what the student is hoping for and ultimately the undesired behaviors are unintentionally reinforced. Research has shown that school wide Positive Behavior Interventions geared towards a community of safety go SOOO much further to change the need for discipline than any number of punitive consequences. Our students with the greatest needs are the one being sent home and that is the LAST thing they need as far as their education is concerned. I feel strongly that a district-wide positive behavior support system should be the focus in the future. A rigid code of consequences is antiquated and ineffective.
- I didn't see a box for "fairness" and "justice" Those should be there. Thanks
- I do not support arming teachers, as has been put forward elsewhere. I support increasing resources for schools to include early intervention and wellness programs.
- I do not understand why you are making student's take this survey when you aren't even going to change any of these rules even though you think it's "Helping".
- I don't
- I don't have any other thoughts or opinions.
- I don't support lunch detention for being tardy in the morning.
- I don't.
- I feel SOME younger students in primary grades should cover Social Skills Curriculum if they are struggling and need help.
- I feel that principals need to understand that they have more options within their school for discipline issues. It seems that suspension is used as a way to "solve" discipline issues with some students. There needs to be more proactive behavioral programs in place IN the schools so that suspension can be a thing of the past. Principals and teachers need more hands-on behavior training and preventative plans.

- I feel there is a lack of respect from older students in the community and to the members of that community.
- I have concern for Mcknney-Vento students who get "OS" (out of school suspension)... some are staying at shelters, etc. and are not allowed to stay there during the day.
- I have experienced multiple children that have exhibited behavior that is unsafe for THE MAJORITY of the students in the classroom. The students leave with Behavior Aid and they come back and it is almost as if they have been bribed with fun activities, fun food such as fruit snacks and whatever else INSTEAD of addressing the behaviors that are putting the MAJORITY of the students in these classrooms at risk for physical or emotional harm at the hand of these few students. If a child says something that gives the indication the he or she will inflict harm on themselves or any other person THEY SHOULD BE SUSPENDED immediately regardless of age, until further evaluation can be done. Let kids be kids. Let them be there to do what they are there to do which is learning. Please focus on the majority.
- I have no other thoughts.
- I just don't think many students have enough trust in the adults to go to them if there is a safety problem, I think there needs to be more of a discussion for stuff like school shootings and suicide.
- I know that both "flexible for the individual" and "consistent for all" might seem opposites but I think both are possible especially if the "flexible" is driven by what's best for student (not driven by parent complaint, "good kid" etc.)
- I realize it's mostly the national system that's at fault here but I think that there should be more of a focus on actually learning and taking classes that students are interested in rather than merely farming for GPA.
- I think it is important about the safety when the students are getting home.
- I think it's difficult to come up with a one size fits all and depends very much on the perspective you have. For example, my student is in elementary school, I imagine my concerns will differ when he is in high school.
- I think parents should be enforced more to deal with their own disrespectful children.
- I think teachers should offer a more in depth look at what to do, and when to do so.
- I think that teachers should learn how to open carry a handgun and be trained in that sort of stuff. I don't want to get shot bro. guns stop criminals with guns meat shields and more gun control doesn't, figure your shit out.
- I think that we should look at how to reduce the amount of repeat occurrences of behaviors that we see a lot of. We need to have families engaged so that there is a consistent message given to students about the expectations at school and not undermined.
- I think there should be McDonald's in school, that's all I have to say.

- I want academic excellence to be the focus in our schools like it was.
- I want the whole district to make a sturdy sustainable commitment to becoming fully trauma-engaged & to incorporating this approach into discipline policies & everyday implementation
- I want to take this opportunity to address proposed dress code changes. As stated above, safety for all students is a crucial aspect in creating safe and supportive schools. If hats and hoods are allowed to be worn in school as is being considered, that creates a potentially unsafe environment. When a student has a hat or hood on it changes their looks and in the halls, you do not know if they belong in the school or not. This could create a potentially dangerous situation. Please consider school safety and security.
- I wish behavioral aides would contact the parent immediately if the child is in any sort of trouble even if the parent works at the school. Not notify them after the event has long occurred
- I would hope that more teachers and parents would choose to be involved.
- I would like policies that are consistent between buildings at the same grade level; ABC elementary has the same policies and enforcement as XYZ elementary. Policies don't seem to be interpreted or enforced consistently across the district. I am NOT in favor of ISI for tardies - please keep kids in class whenever possible. Lunch detentions and other social consequences seem better alternatives.
- I would like to participate in a "discipline" model like that described by Roxanne and Ron Claassen in "Discipline that Restores." I would like to see a pilot of the program at one or more of our secondary schools.
- I would like to see leadership transparency.
- idk
- ldk
- If we are more proactive with our students, we will see less and less need to be reactive with punishment. We must be clear and consistent in our expectations, and recognize students for what they are doing correctly instead of giving all of the attention to students after they've misbehaved.
- I'm concerned about McKinney-Vento students (students experiencing homelessness) who get out-of-school suspension and don't have a supportive place to go. I understand that safety of all students is important, but I'd like to see students' individual situations taken into consideration when disciplined, esp. those who are unaccompanied youth. We need alternative forms of discipline.
- I'm pleased that this discussion is happening. Discipline and behavior is a top priority. I encourage the district to treat this as a priority, creating training for all and providing time for it to be implemented in all schools.

- Implement more relationship based practice in the schools. Increase training and support for teachers and behavior aides. Enforce that councillors spend more time in classrooms to educate and work with students on positive social emotional skills and behavior.
- In a resource-constrained environment, which is true for government-funded Alaska, policies and decisions are necessarily quite different from the status quo approach. Therefore, every policy might be accompanied by a mandate that it occupy or require less resources from that point forward. Everything we decide to do must comfortably fit in a smaller fiscal box.
- In Norway they start out in the earliest years with caring and helpfulness for all. Norway has a multitude of ethnicities and all are taught acceptance of people who are different and to be respectful to teachers. We hosted some Australian skiers last year who attended high school and were appalled at how students treated teachers and surprised that teachers put up with it.
- In regards to values, at a recent public gathering, it was very disturbing to hear the superintendent read the following statement, "If there were more kindergarten teachers like her, there would be fewer single parents." Granted, someone else wrote it, but the superintendent chose to read it in a public forum. It was a prejudiced and insensitive comment, especially in consideration of the father who died in a car accident recently, leaving his widow as a single parent.
- Inclusion by teachers of parent-assistance in the classroom is beneficial to students in many ways. I'm finding only a select few teachers encourage parental involvement (as tutors) in the classroom.
- It is important that classroom sizes from K-3rd grade is manageable and we have good teachers in those areas. That is the most important years of children's academic learning. If we can keep these children on grade level passing reading, math and science we had done a service to them. Really need to focus and concentrate heavy on those grades. Less SP, behavior problems and less drop out rates.
- It starts with the parents that make up the community.
- It would be nice if any board meting out discipline were culturally diverse.
- It would be nice to see options besides out of school suspension for non-violent behavior. When students miss 10 days of schools it is a huge set back in their academics and can cause discouragement.
- It's important to remember that while the community may have a broad set of "values" we have to work to a safe environment for ALL students, especially those students that follow the rules on a daily basis. Personal beliefs in the home don't always translate to a community environment such as a school. Don't forget about the kids that are doing things right.
- Keep them safe with bodyguard
- Lack of transparency has endangered our school community and lost community support. It is most vital to inform students, parents and the community of all that transpires in order for them to get involved in the solutions.

- Learning should be more content based instead of grade based
- Less intervention
- Less stressful crap, I swear adding more stress using so much homework only makes people more suicidal
- Longer Lunches
- longer lunches.
- longer lunches
- Look at what the group Engaging Schools (formerly Educators for Social Responsibility) has to offer for helping stop bullying, discrimination in discipline, and other issues. The use Anchorage schools as one of the districts that use their programs.
- Lots of choices and options
- Make sure teachers and staff are trained and supported in implementation of new policies/practices.
- Many rules in place now are not enforced consistently, which makes it hard to enforce any of them. Any rules which are put in place should have a clear purpose, and be enforced consistently.
- meep meep meep meep meep meep
- More communication about grades and test with parents.
- More fire drills, when there's a real fire in school we should run as fast as we can. Better food in lunch. More things to do. Less more for poor kids that can't afford sports.
- More money to sports
- More parents and teachers need to be involved
- More staff needed.
- More understanding
- Mrs. Benson, Mr. Paskvan, and Mr. Pierson of West Valley High School are terrible teachers who are confusing, wasting my time, and I haven't learned anything from Paskvan for the last 2 months!. 2 months of my math down the drain. I have gotten worse at math because of him.
- My daughter says that poor behaving students have hurt her education. Please protect my little girl and the MAJORITY of students from the students with bad behavior. - protect their rights first!
- My student feels he has been discriminated against by both staff and students because of his religion and is at the point of feeling school is useless.
- N/A

- N/a
- N/A
- N/A
- N/A
- n/a
- N/A
- Nah.
- No
- No guns for teachers. Focus on inclusion of all students and building community within schools.
- None
- None
- None
- Not suffering through school
- nun
- Often, the learning of others is impacted by the misbehavior of a few. An important value that should be taken into account when planning for safety is protecting the educational rights of those who don't misbahave or break the rules.
- On the topic of prevention of discipline problems, I think those teachers who struggle with classroom management need support in setting boundaries and responding to small instances of disrespect early, rather than waiting for behaviors to get worse before responding. No matter how much media encourages aggressive, exploitative, disrespectful behavior, standards in the classroom should remain at a high level of respect. When possible, we should instruct students on respect more in the small daily moments, than after something big or harmful happens. On wellness, students should not be shamed into good behavior.
- One of the big supports our district needs is addressing truancy. Children have a right to, and legal mandate requiring, an education, yet we see consistently that some children do not get to school on a regular enough basis to access the learning process. Truancy has a huge impact on student success. I don't know the answer to this pressing problem.
- Our school behavior aid is not utilized effectively.

- Our society as a whole is one that has punitive consequences. It would be remiss of us to not prepare our students to be productive members of society. However, teaching our children how to be mindful and deal with situations early so that they can avoid circumstances that lead to punitive consequences is imperative. I know that is the current plan, but there are better methods that we can be utilizing.
- Parents need to be brought in and encouraged to work with the teachers, staff and with each other. So frequently the staff is harped to handle all of the issues separately and parents are not encouraged to work together with each other to solve problems. If my child is hit or attacked by another, or injured in an altercation by another student, I need to be able to contact that parent and work with them to help solve the problem. I know they all think parents want to attack other parents verbally for their child being injured, but we need to work together to understand and aid each other. It takes a village.
- Parents should enforce the same values at home so that students are having the same consequences at home when behaving badly.
- Parents who declare their children cannot have detention need to be dealt with sternly. Their child must be subject to all rules or be expelled.
- PBIS, CHAMPS, or Discipline in the Secondary Schools Training for all teachers and expectations from building administrators. The principal needs to be visible to monitor teachers' progress and offer constant feedback to assist teachers with behavior expectations.
- Planning and collaboration for teachers in consistent procedures for bully occurrences in the classroom teachers being consistent in their discipline
- Please make the school safe for my child. The choices above seem like you are MORE concerned with the offenders. The school needs to be more concerned with creating a safe learning environment for the 29 kids in a class and not the bully or kid fighting
- Principals and Head Teachers should have leeway in making decisions for their building and students. A one size fits all policy does not serve students well.
- Principals must be held accountable for the safety and wellness of ALL students. Principals who are lenient with some students and strict with others are not being ethical and this breaks down the trust and integrity of the entire school community. Principals have too much liberty - hold them accountable and only hire the BEST.
- Purpose. If each student saw themselves as having a purpose, and each school staff member saw themselves as a key to helping students reach that purpose then perhaps they would not feel the need to act out. Why go to school? Why do homework? Give students a direction.
- relaxing
- Respect for students from teachers.

- Restorative Justice is an evidence-based practice with an effective track record in reducing the school to prison pipeline traffic.
- Restorative Justice Principles that are tied into the community should be included as options for consequences.
- Restorative Justice! I'm so tired of losing good kids to OSS because they mess up. We have GOOD KIDS! With issues! School is one of the only places some have structure, care, and support. We need to work with them, not push them away.
- Robert Harley (of AK Krav Maga) has offered active shooting response training to the district. PLEASE consider making it available to interested employees. It's a hands-on experience that can't be duplicated elsewhere. It focuses on responding WITHOUT a firearm.
- Safety for all students includes the policy in place or new to be enforced regardless of special circumstances. Meaning a student that is disruptive, harmful to others (including teaches) or other should be disciplined the same.
- Safety for all teachers and staff is of equal importance to "safety for all students."
- school staff members need to know at all times when safety is compromised, ie., dangerous people, weapons, threats, drugs, weather conditions, missing students, issues that affect the school environment. Too much emphasis is placed on a "need to know basis" and/or "confidentiality". This misconception is making all school members an unknown target for anything.
- Site glitches after this question so am unable to complete survey. Tried numerous times, same problem. Please fix.
- Smaller class sizes have been proven to decrease discipline issues, improve teacher morale and safety. Lower class sizes.
- social skills for gen ed students as well as the special ed students. Tired of seeing bullying by students because they fail to see themselves as equals, but as superior to children with learning disabilities or physical limitations
- Stop wasting money on obscure curriculum gimmicks or buzz-phrases ("personalized learning") and return to classroom management that'll be sadly needed as class sizes increase. There seems to be NO value attached to helping students with life challenges make it through the school year, only in punishing them. We should be doing more than feeding the school-to-prison pipeline with fresh inmates - wouldn't it be more effective to break the cycle?
- Student should be able to have phones in class to play on and should be able to drink soda/pop in school.
- Students are going through different things and should be understood on a case by case basis while maintaining high expectations for things that the children can control, but not punished for things the student cannot. Being clear about rules and expectations helps students know what is expected of them and understand the consequences so they aren't surprised and feel cheated

when being given those consequences. I wish I could check more than 5. Clear communication supports prevention. Supporting achievement provides positive reinforcement which can deter misbehavior. Students having a part in establishing disciplinary processes can give them a sense of voice and not feel powerless. This might help in acceptance of consequences as well.

- Students should not be having Walk-outs. This is creating a rebellious spirit. Adults should be the ones to protect the students. Provide communication with all children and arm the schools with an officer at the school and arm a teacher without letting the children know. Therefore, they maybe not search for the item If we can secure banks and jewelry stores that have just mere cash and rock minerals, how much more should we be protecting our children. Most High schools are too large as well. Kids feel like they are a number. Kids should be taught self defense not expelled from school if you are protecting yourself or another. Kids are treated all the same and this is wrong.
- Students who are suspended for drug/alcohol issues- there should be ONE intervention specialist downtown instead of one in each school.
- Students who have demonstrated for more than 50 day's an inability to comply in a regular classroom should be moved out of that room and into a classroom that can be the best environment for that student as well as the others whom have lost instructional time due to the student at hand.
- Support and safety can be achieved by having a smaller class size, and a larger staff-to-student ration. Students feel safe and supported if they have a personal relationship with adults in their life. Connection is necessarily diminished when the staff gets smaller compared to the student body.
- Supporting students with chronic and on-going behavior problems in general education classrooms will require more than just the school staff members. Our school counselor, for example, has way too many students, as it is now, to provide for. Many of the behavior issues I see in class stem from learning issues and/or stressful home situations. How do we address these issues as a public school system? I think sometimes students and their families need out of school intervention and schools need to support and encourage this. Schools and school staff cannot do it all!
- TEACH how to do better next time, NOT punishment
- Teacher input is essential because they are the front line in discipline and class room management; if good teachers are not supported with reasonable, consistent consequences for students, EVERYONE loses!!! (The teacher looks for a new job, the other students in the classroom lose their educational time, the offending student learns it is okay to violate the rules and disrupt our community of learners or worse.)
- Teachers need to be allowed to adequately address behavior problems without fear of recourse from parents or admin.
- Teachers need to be more connected to students and help them through the little things they dont get. Also, there needs to be more behavior control in the classrooms.

- Teachers need to be the authority figure in their classroom. Parents and teachers need to work together consistently to maintain discipline. Overuse of behavior aides and suspensions is detrimental to student learning and overall positive classroom behavior. Students who consistently show appropriate behavior should also be appreciated and recognized. Negative classrooms are not good learning environments!
- Teachers should feel safe coming to work. Students should feel safe going to school. A firm but fair disciplinary policy helps with both of these things. Conflict avoidance to minimize district liability is the least helpful approach to creating a safe and secure educational environment.
- The current high school discipline system isn't taken seriously by the problem students because the consequences aren't meaningful to them. The consequences are only a deterrent to the students who mostly behave already.
- The discipline should fit the crime. One size fits all does not suit individual circumstances. And the "everyone present gets punished" is ludicrous
- The follow through on discipline. I have seen too many disciplines that were not handled because they sat in the bin too long. I know we are busy, however, I think it speaks volumes to the students when they know that they won't be disciplined for dress code or less severe behaviors that potentially lead to larger issues.
- The further our country and our community distance themselves from Judeo-Christian values, the more difficulty and trouble there will be, and the more impossible it will become to contain and fix problems that arise.
- the last 3 options are very vague
- The safety of all students must be a priority. If there is a student who is disruptive or threatening then he/she needs to be taken OUT of the classroom. Particularly with larger class sizes, the safety of the LARGE numbers of others must be the priority.
- The school district has no respect for teachers. If the school district were to actually pay attention to data (one of the values in the last question), teachers would not be overloaded with too many students per class as small class size is the only data proven method of improving overall student achievement. If we focus on prevention(also mentioned), small class sizes should be a priority so that each student can be seen as an individual by a teacher who has time to really pay attention to the student's needs.
- The school system is too soft. Anyone with an opinion is called a bully. The kids of this generation are soft and will never grow up with this kind of over protection.
- the students need to be safe
- There are some schools that are not safe. Some schools have students that need identification and more support, but the students do not receive it because admin is overwhelmed, formal identification is a somewhat slow process for elementary students or those new to the district, and district admin has not prioritized their own actions about this in the past. Other schools have

functioning systems, but no funds, and little training, for creating needed programs for students with high Adverse Childhood Experience scores and low academic achievement. We want to personalize the learning but some students have already given up trying. It's tough to hold them to the line of achievement when home life is too chaotic to support it.

- There are unique environments for dealing issues within each individual school and the lack of consistency is troublesome. I have 2 students in 2 different schools currently as well as a spouse that teaches in another. From this small sampling group I have had an opportunity to hear about the inner workings regarding discipline of 6 schools. Elementary, Jr. High, High School and K-8. I realize there are personalities on both sides of a conflict/resolution, but the wildly varying steps to mitigate and correct are troublesome. For instance, a child in one class came in and spoke of killing as many students and teachers as they possibly could. The child was reported to the office and was given a "talking to" and sent back to class. In this day and age this is just negligent. In another school this student would have been issued a psych evaluation and immediately removed before the possibility of danger arose. I hear stories of teachers crying on multiple occasions because they cannot control their classes. This is not limited to just one of the 6 schools I have contact with. Where can a student, free of being rebuked or retribution let the administration know when a Teacher is too emotional to be an effective educator. There needs to be communication in both directions. Lastly, the edible cannabis craze has hit the Jr and Sr Highs with a vengeance. What are the plans to deal with this?
- There has been huge successes by having mindfulness and meditation added to the discipline process. It would be great to see this implemented here in our local community school.
- There has to be an alternative to leaving a perpetual bully in the classroom
- There is a fine line between having students empowered and helping students respect their teachers/adults...too much empowerment and they feel entitled and quickly become disrespectful. We don't do kids any favors when they think they aren't held accountable. Reasonably consistent discipline needs to be well communicated.
- There is a huge disconnect between a student's negative action and the appropriate disciplinary reaction. Therefore, students do not change their behavior but teachers and principals encourage the students and teachers to adapt to the inappropriate behavior. It has led to increased bullying.
- There is disrespect everywhere in high schools. I am nervous bringing my grandmother to day concerts and award ceremonies. Policies keep being concerned with the offender and "healing" them. I am more more concerned with the good kids and creating an actual safe place. Protect my kid from the the naughty ones who fight, curse, ignore teachers and do drugs. Increase how many kids you expel.
- There is no consistent discipline process at Lathrop. There is no consistent, full time ISI teacher which results in a fun nap time for students in ISI. There is no fear of not following school rules, as there is nothing effective in place at this time. Because there is no adequate consequences, teachers (in my opinion) are less likely to pursue disciplinary actions. Cell phones also need to GO.

- There needs to be more parent and community involvement. Steps need to be taken to make it easier for parents to volunteer in the schools. Without parental involvement, school staff can only do so much.
- There was recently an incident at WVHS that involved a student having a gun in their vehicle on school grounds. I was informed of it by my student, and later the media. I never received any communication from district administration regarding the incident.
- This is so wordy. What is the point?
- To just help out kids with their difficulty (English, math, science etc.) that makes a student value
- Too many times, I see students on the high school level, get 2nd, 3rd, 4th chances with their behavior. They aren't held accountable. They've learned if they cuss and pitch fits the schools will bend over backwards to fix things. We aren't helping them when they don't have to live with the consequences of their actions.
- Too much emphasis on kids learning to read in kindergarten, tests, etc. More focus needs to be placed on playing, getting along w/others, problem solving, etc, especially in the younger grades.
- Too much for just a few words. This should be a long term discussion as it probably has been. Where did these values come from? Who was included in this discussion?
- Too often students who stand for their own personal views that are not supported by staff and other peers get ostracized and feel targeted (a good example would be a student being singled out and ridiculed because they support the 2nd Amendment, and are not marching for gun control). These students should be able to SAFELY voice their opinions even if it is not supported by staff or other students.
- Treating the students as individuals is important. Letting them figure ideas out for themselves is an important practice for their future.
- Uh no
- Unconsciously/consciously teachers speak badly of students they have not taken the time to know or that they are prejudice against and spread incorrect rumors to teachers of the next higher grade, improperly labeling the student as a problem which leads to unnecessary and negative judgement. It magnifies every unintentional act of that student robbing them of childhood mistakes and opportunity for growth through natural failures. These improperly spread rumors follow the student throughout their school years sometimes leading to a lack of motivation and/or depression. Implement a safe environment for these students who are preyed upon by teachers without any support except that of an outside parent or mentor who is seen by the teaching staff as overprotective. The parent/mentor knows the student and should be respectfully heard.
- The relationship of teacher-student-parent should not be a dictatorship from teacher downward especially when there is a respectful parent and student who desires to be heard and not bullied because of labeling and stereotyping.
- Values that support our future leaders.

- We can start with prevention immediately by putting up posters on anti-bullying. This is effecting many students.
- We have a huge drug problem and teachers/ admin and coaches are ignoring it.
- We have great plans in place. I feel like the follow through is inconsistent and unbalanced for all students.
- We must have Central Office personnel and school administration that ACT to help keep schools safe, and not just state that they do. It is all too apparent that in many areas, the safety and security of students and staff are NOT the top priority of this school district, even though the school district states this as fact, over and over in memos and parent and staff communications.
- we need more strict guidelines on behavior and consequences.
- We need safety personnel in the halls that enforce the rules and administrators that support the safeties.
- We need to address trauma. We need trauma informed schools and practices.
- We need to better meet the needs of students and families and move away from a punitive, one size fits all system. We also need to do a much better job supporting our students in long term status.
- We need to place more value on positive mental health for students (and staff by being supportive to their needs as individuals who spend their career giving to others.)
- We need to promote and glorify students who work hard in they're classes. I would like to celebrate MAP score increases. Perhaps a bulletin board of increases throughout the year. Celebrating student growth is a huge piece of getting students to grow.
- We pretend a lot.
- West Valley High School has a big problem with drugs, bullying, disrespectful behavior (such as the heil Hitler salute during the Pledge of Allegiance, anti Semitic anti LGBT racist remarks; and apathy towards learning. Students who do the right thing and report problems get further bullied for being snitches. Students who want to learn have to listen to kids make cell phone calls during class. West Valley should not allow the use of cell phones in any class. Collect them at the front door. Huge bullying and sexual harassment problem with cell phones. My kid heard a teacher make jokes about students who smell of pot. I have heard teachers feel unable to manage the entitled talkative classes- so have dumbed down the curriculum because they can't teach due to the lack of respect. Locking the boys bathrooms because students are smoking pot and or doing lines in the bathroom is not a solution. This is no longer a healthy environment where kids can focus on learning. More discipline is needed.
- Whatever is decide upon by the district has to be enforced by school admin.
- When a student has behaved violently, and they move to a different teacher or school, the new teacher(s) need to be informed of the history and potential for future dangerous situations.

- When a teacher puts his or her hands on a student the parents should be informed of who the teacher is so charges can be pressed against that individual and the school district for allowing this to happen.
- When we say "teachers that are empowered to handle behavior issues" I hope it means for teachers to be trained in prevention. Consistently implementing CHAMPS, having a consistent positive approach to behavior- maintaining the integrity of the teacher-student relationship. Engagement and motivation should be protected by teaching the whole child. I know this is difficult and challenging but with our drop out rates these seeds of doubt are planted here in my school as early as Kindergarten. Teachers must be better trained and equipped to handle the various issues children bring to the classroom before we can expect them to sit and learn academics.
- While I do believe rules should apply to every student, I do not believe equal is fair. Many students behaviors are driven by different motives and they need to be addressed differently
- Who ever decides what the policy is, this group needs to be diverse, not just a group of people from admin.
- Whole school positive reinforcement system seems to really help improve behavior and prevent the need for significant discipline.
- You need to take time and visit high schools then middle schools. Meet with seasoned well experienced safety assistants and IF there is a staff member that facilitates ISI/PASS program SPEAK WITH THEM DIRECTLY. Have a set of 10 pointed questions to be answered then have a 30 min discussion with those staff members that actually have student contact on a day to day hour by hour contact.
- You should not focus on the mistakes they make because kids are kids they will mess up. You should focus on what the do good and well, they will feel they did good.
- Zero-tolerance and one-size-fits-all approaches are unrealistic because students are not widgets. Many have tremendous challenges they are attempting to overcome, often imperfectly, and may need appropriate support to do so... while also making sure that all other students are safe and able to learn.

Appendix D

Question 26. If you have any other thoughts or opinions about the current situation in schools, write about them here.

- You need to have a kind of agree box.
- You need a "don't know" option in your survey.
- Work to establish positive relationships and high expectations in the schools in all schools- elementary through high school ... catch the younger kids so they can grow up in that type of school community.
- When someone enters the school, they need to be addressed by a human. Not just allowed to sign in to a computer and go where ever they wish. Also, NO PARKING in FIRE LANES and in front of HYDRANTS needs to be enforced at all hours of the day. If there was an emergency, in a daily basis, there are cars parked blocking the hydrant at Ladd for hours at a time.
- When children are disciplined it all depends on the teacher and the way they treat a student whether they are like or not like by the teacher. If they a problem child will they get fare treatment? I think it's important that teachers are trained on disciplinary code of conduct. We need to have a strong code of conduct not only for students but for teachers and principals and their interactions with children. Is it a positive or negative? Are they courteous to the student, do they treat each student with respect? This also go three ways—student, teacher, and parent. I also know a teacher must have good control over their classroom in order to get the respect and positive response from students. If you have no control you most likely your students aren't going to learn or have a positive school year.
- What are the proposed alternatives to the current system?
- We swim as a class we sink as a class is meant to work early in the year so a class works together. When it is not working by December it should no longer be an option and individual students need to deal with their individual punishment.
- We often listen with the intent to reply instead of to understand. We need more understanding and more programs for parents to get involved with their student's education and discipline and to discuss as a group how to manage this situation and parents, students and staff to listen with the intent to understand instead of reply and lay blame.
- We need to follow through with discipline. If we have students who keep breaking the rules, then they should be home schooled. A lot of time the parent(s) don't have control over a student who misbehaves all the time.
- We need to be able to do something about the many, many behaviors classroom teachers are expected to deal with on a regular basis. More time is spent disciplining that teaching. That is a MAJOR problem!

- We need stricter guidelines for students. Many are very disrespectful towards the way they speak about a certain teacher.
- We are teachers so understand the complexities - but can see why so many parents are pulling their kids out of school to homeschool. The quality of education has been compromised by disrespect, apathy, drugs, a sense of entitlement. Teachers give up and kids can sense it. Our kid has only had negative consequences from reporting things like other students doing drugs to staff- and nothing ever seems to change. So, the good kids who are there to learn—like our kid—don't want to be there anymore. Cell phones need to be banished from schools and all students need to take a required cybersafety course.
- Waiting until the last month of school to begin disciplining students for attendance issues is ineffective. A pattern was distinguished with the student prior to that point and they should not at the end of the school year be removed from the classroom again to serve time for missing class in the first place. The amount of time missed should have a punishment, but if the student is not making adequate progress in attempting to finish a class pulling them from a class is not going to correct the behavior.
- Uh, no
- This school sucks.
- There needs to be a separation between discipline in the middle school and high school. The building up of consequences over 6 years is unrealistic for children. Progressive discipline works, especially for kids that don't have a structured discipline in the home.
- There is no flexibility and administrators are too afraid to use common sense involving minor disciplinary issues.
- There is no consistent program for disciplining students and keeping teachers accountable. Here is a day in the life of one of my children. My child is in class. The teacher announces that bathroom passes are no longer available as some of the students have been abusing the privilege. The students left class and did not come back in excess of 30 minutes. Of course, the teacher is upset. Hearing this one student says: "If I can't go to the bathroom then I will just take a \$%@! on the floor." The students were amused and obviously the teacher was not. After an argument with multiple students the teacher broke down in tears. No discipline was exercised on the insubordinate student and no future respect will be had for the teacher from the students in the background.
- There is no consistency when it comes to discipline. Students know this so there is no change in their behavior. Students know nothing will happen to them when they make certain choices.
- There is inconsistency from principal to principal and teacher to teacher.
- There is currently not access to actual counseling (i.e., mental health, behavior) for all students who need it. There is very little awareness of how severe and pervasive bullying is. It requires schoolwide action; not just case-by-case Reaction.

- There is a lot of policy and practice that appear on the outside to be the right thing to do and yet, it is not focused on students as individuals. Where is the personalization and how does this overlap with that initiative (personalization) - discipline is not a one-size-fits-all thing. Yet, I know we need consistency.
- There is a little inconsistency with discipline from teacher to student, but once the discipline is dealt with at the admin level things become more consistent.
- There has been a pattern within the school system that has not proven to be equal and fair treatment of some students, where I feel like the color of their skin is considered in their discipline. When students of color feel like white students get less discipline for the same offense, this should be seriously looked at. When a white family tells me that they see white students granted more leniency and less discipline than Native or Black students. For example, one white student said that when Native or Black students are late in the morning they get detention, but she is always late but never gets detention. This is extremely concerning to me. This seriously needs to be addressed.
- There are too many students in our classrooms. Students do not feel that they are recognized as individuals, but rather just one in a crowd.
- There are pockets of students who seem to get less tolerance when it comes to how situations are handled. Alaskan Natives, African Americans to name a few.
- The system of discipline is fine on paper but must be enforced. If rules are not followed and there are no consequences behaviors won't change.
- The schools are horribly understaffed to handle student discipline problems and their root causes. Counselors can hardly handle hundreds of students AND have to have a traveling proactive message that cycles through all classrooms repeatedly. There need to be more social services managers in each of the school's full time to help students deal with life challenges.
- The progressive discipline process is fine, but the consequences need to escalate more quickly. Also, the consequences need to be delivered quickly. As it is, it takes so long for something significant to happen that there is little deterrent effect.
- The progressive disciplinary process is VERY ineffective. It does NOT allow students to redeem themselves from past difficulties. 10 days OSS for a 10th grader with his first offense in high school because he was naughty in 7th grade a few times is inappropriate. Kids do learn from their mistakes and repeatedly punishing them for past transgressions is counterproductive and INEFFECTIVE in changing behaviors.
- The one time my student was disciplined, it seemed like he didn't get much out of it. I thought there would be a chance for him to talk to an adult during his recess detentions about his behavior, but it seems he just sat in a room. It seemed like a lost opportunity and punishment for the sake of punishment- simply doing time.
- The last two questions make me worried, that you are not going to punish bad behavior. You are going to counsel and talk to the offender and the bully or misbehaving kid will be back in the

classroom to pick on my child. Please make protecting the majority your biggest priority.

- The discipline system is definitely not fair at all.
- The discipline questions seem to be misleading... If the system has been in place forever, then maybe it needs an overhaul.
- The discipline categories are too broad leading to discipline that is more harsh than should be applied. Also, there is not the flexibility to effectively deal with chronic misbehavior (bad habits affecting learning success). Research has shown that small discipline consistently applied is more effective than large discipline inconsistently applied which is the case with our current discipline policy.
- The disciplinary consequences are not scary enough for the students that don't care to succeed in school. Removing the disruptive student from class is a start. My son says some of the scary (strict) teachers are the best teachers. The integration of technology into the classrooms is starting to be used correctly by some teachers. This motivates more students to succeed in school. The new personalized learning only works when properly supported by the teacher.
- The current system needs to be improved and expanded upon, not thrown out.
- The current system is not being administered. Students are walking all over other students and the teachers. These students have files on the database with over 100 entries by staff, yet they remain in a reg ed classroom with behavioral issue that interrupt the learning of typical peers.
- The current system is imperfect with the biggest hole being opportunities for learning/counseling and follow-through. Without a concrete suggestion for what the replacement would be, throwing out the progressive discipline approach has the potential to move the schools backwards.
- The current discipline system is very clearly stated and implemented. There is a push to change it to allow students who are repeatedly choosing to not engage in the school system positively and are disruptive to a regular classroom and with their peers to allow them to continue to do so. I feel strongly that there is a line to not cross and if a student does, (many times) it is necessary to understand there are natural consequences to such choices being made. The school atmosphere should be safe for all students at all times. If a student's actions are making themselves unsafe to others, they shouldn't be with the others, to endanger them.
- The current discipline system for student-athletes doing drugs is way too loose. 3 strikes is way too many, and being allowed back on sports teams after an online drugs survey is ridiculous
- Teachers should be empowered and supported to handle issues in their classes. Principal's and Head Teachers should not have to follow a blind policy just because it's a policy.
- Teachers need to be empowered with more trauma informed approaches, ACEs trainings, and restorative practices in handling class management and discipline.
- talking back to staff and other people

- Studies say we should expect more discipline issues not fewer with current social, drug and violence issues in our families and communities. We need to take an objective view of how we can serve the needs of our students in all areas including discipline.
- Students who fight, bully, or have drug offenses should be removed from schools on first offense. Protect the majority of kids and create a safe environment. These kids can be moved to correspondence and then given another chance the following year or after completion of some out-of-school behavior program. Protect the 98 percent of kids from the 2 percent!
- Students who are late or absent a lot should not be given ISS or out of school suspension because then they just miss more school. Which is a dumb punishment.
- Students who are a threat and disruption should be taken out of classroom.
- students shouldn't be disciplined equally, they should be disciplined accordingly
- Students should not receive multiple punishments for the same offense. There should be a system in which they can earn their way back to positive reinforcements.
- Students should be serving punishments as community service. Clean up your mess, fix what you broke, pay for what can't be replaced, etc. Suspensions are vacations for the kids who get suspended. Keep them in school and make them make it right.
- Students in my school are feeling empowered to be disrespectful and insubordinate, which negatively impacts learning.
- Students grow and change over time. Having an offense follow them from middle school is not best practice
- Students generally reflect our adult community. I have sympathy for the SD staff as they struggle with diminishing resources and increasing dearth of parental engagement.
- Students disrespect teachers and it is a reoccurring problem that needs to be solved.
- Students are openly talking about using and abusing drugs and alcohol in the classroom within earshot of teachers and students. Some teachers are even joking it smells like pot. Students need to be disciplined for talking about this in class. Students are going into the restrooms to use drugs, sometimes vaping in the face of my child while they are trying to use the bathroom. I am extremely fed up with this practice. Shutting the bathrooms down every time someone complains is not working ... try something else. Students are getting way too many chances for getting caught with drugs/alcohol and being allowed back on sports teams. These kids are still abusing drugs and talking about it with my athlete. Try regular drug testing of your athletes... Students are saying extremely racist and anti-religion comments, including some alarming Neo-Nazi comments, and Hitler salutes during pledge of allegiance... disgusting that teachers would watch this and not say anything. I have had 3 kids go through this school and it has always been top notch until this year. I am not sure what the problem is, but it needs to be fixed. Bullying and drugs are a huge problem at this school and it appears to the public that there is a head in the sand mentality.

- Stressed kids with mental health issues need more support, and that support needs more support from district admin.
- Someone who tears down a flag and burns it gets one day of iss, but someone who steals a pizza and then gives it back gets 3?
- Some Teachers still use punishment unfairly.
- Some students are multiple offenders and keep getting chance after chance after chance. It seems as though some of the lesser behaviors are treated worse than some of the worst behaviors.
- Social media bullying is a difficult area for students. Parental bullying of staff occurs.
- So many discipline issues are a lack of self-awareness or self-regulation issue or lack of interpersonal communication skills issue. (Lack of trust in self in community.) With emphasis on academics and testing and tightly orchestrated schedules, teachers feel unable to address these things with the time needed to build true supportive, trusting and respectful learning community. Teachable moments come all day long. Fear and worry and defiance come from lack of self-efficacy - "I can't handle or do what I'm being told to do." We have to slow down and move at the speed of trust; allow for the preventive work of social and emotional literacy.
- Since I felt unsure about several of these, perhaps teachers should be given more information about what the current policies are.
- Several times I hear, in the local stores and diners, kids bragging that they got away with something, and their parents finding it "funny."
- See APA (2008) study regarding the in-effectiveness of zero-tolerance policies and progressive discipline. Research does not support progressive discipline as addressing the core issues and reducing future offenses, rather some findings indicate further harm in alienating students and removing a sense of connectedness to the school, which may be linked to future drop-outs or criminal behavior.
- Schools fear parents and the children who bully their peers and challenge their teachers.
- Schools could do more to emphasize to parents that they MUST take responsibility for their children. What if parents had to share in punishments for their children's errors?
- School makes kids suffer and teaching isn't built around how kids nowadays learn best.
- Safe, Respectful and Responsible are great values but the district still needs clear rules and consequences. There are some significant concerns with restorative justice and how it is being implemented. Not all disciplinary action seems to be recorded or the progressive discipline is not being followed.
- Restorative justice should be implemented, along with community service.
- Restorative justice.

- Recess should not be taken away from students as a punishment and is against state law. However, this district's policy has not been updated and it is VERY common practice.
- Really trying to understand "the current situation." We allow a student who is a known (by safeties and administrators) methamphetamine addict to remain in our school. He has been involved in fights and is confrontational with staff. What message does this send?
- Racism, bias isn't actually thing it's an excuse to throw at someone even if you're in the wrong not saying that there's racism in the world but not everyone's racist.
- Racism is inherent in our current system particularly toward Natives. You almost NEVER see a Native boy recognized for achievement (not that those are great programs) or on teams etc. There is often a voiced concern by many staff that Native kids must be FASD etc. Often incorrect "facts" are taught about Native history.
- Questions 10 and 11 are too vague to answer correctly; should we interpret these to mean "student recognition programs are currently valued in our schools," or to mean "student recognition programs are important in theory, regardless of what is currently happening?"
- Punishment should be the same for all students no matter what. If one student punches a student and gets in school suspension so should the student with any type of ADHD. They should all be created equally. It's what's fair. No special treatment where one keeps getting more and more chances.
- Punishment matches incidents of misbehavior appropriately.
- Progressive discipline that is fair and equitable is needed across the board.
- Progressive discipline should be used when appropriate. Discipline should have a specific protocol, but there should be different routes for different students in their discipline measures since fair is not always equal. People should receive the same opportunity to reach a specific objective in regard to discipline while specific considerations are in place for that student's offense, background, past interventions, etc. Equitable is not the same as equal because you have to make specific considerations for every case.
- Progressive discipline should be tougher for more than 2 offenses
- Progressive discipline isn't appropriate. The students feel like they keep getting a pass to do whatever they like. The flexibility to deal with each student individually is important for SPED and 504 students, but often it's used as a means to get students out of punishment because their family has connections.
- Progressive discipline is solely dependent on paper trails and a history. I am tired of sending students to our office (which I do not do often) because they were a problem, just to hear that they were "talked to". "Next time discipline will occur". Should be established discipline for established types of behaviors. These could then increase with number of occurrences.
- progressive discipline is not applied equally across schools, leading to serious bullying issues; it's a great idea if implemented fully

- Progressive discipline is how the real world works. Sheltering students from real-world consequences is the surest way to ensure failure upon leaving high school. Students should know that good choices and bad choices add up to determine how the world perceives you. Please do not abandon a firm-but-fair disciplinary approach and instead show students that misbehaving is acceptable as long as you have excuses.
- Principals need to be put on disciplinary plan as well for not following through and thinking he/she can get away with anything they want.
- Principals in general seem very reluctant to suspend elementary students for violations such as physically harming another student and only after multiple or progressive occurrences. I believe this sends damaging messages to victims and other students when they observe from their point of view, 'nothing happening'.
- Positive reinforcement is the best way to change behavior and motivate students.
- Please fire Mrs. Regan at hutch
- People just need to chill out, try meditation
- people judge people for who they are. this needs to STOP
- Parents should have a say in the discipline process.
- Parents need to be contacted and there should be a districtwide discipline procedure so it is not up to the principal's discretion. There should be consistency, the same punishment for the same crime in every elementary school weather you go to badger road, north pole or Upark.
- Our school is very negative. Some teachers scream at students while demanding the students show respect. It seems that the biggest part of the time and attention goes to behavior problems. Little time is spent recognizing "the positives." Learning should be engaging and purposeful. Schools should be full of energy and active learning. Schools should not be full of negativity, busy work and burned out teachers. Administrators should be positive leaders who are involved in their school. I agree that "repeat offenders" should be tracked, but the current progressive discipline system is inappropriate. For example, a senior who might have had two issues/fights in middle school, but no issues in 9th-11th grades should not face possible loss of scholarships, etc. for another offense in 12th grade. One size does NOT fit all!
- Our policy at my school is that if you are Tardy 2 periods in a day the rest of the day is in ISI. I feel like the students that are always tardy tend to be the ones that need to be in class for the lessons the most. Rather than not allowing them to go to class why not give things like lunch detention, because if they cannot properly use free time they start to lose free time.
- Our current policy is good but not enforced due to many various situations. IEPs 504s FBAs these students can cause instances that other students learn from and then when the offending student has no strong consequence then the others feel like they are not protected.
- One specific example I've seen in my school of rules not being enforced equally is when it comes

to tardies. Students receive lunch detention after a certain amount of tardies, but if you skip lunch detention, it's unlikely you'll ever get caught. Sometimes the lunch detentions summons never come.

- One discipline account should not prevent a student from going on a national field trip as it did with my son.
- Not all kids should be punished for some low life kids that mess up thing.
- Nope
- None
- None
- No other thoughts.
- No, I don't have any other thoughts or opinions.
- No comment
- N/A
- N/a
- N/A
- N/A
- N/A
- N/A
- N/A
- My student has a disability and was disciplined a number of times extremely unfairly. I feel this was primarily due to her relationship with the staff and the fact the I, the parent, went to the district with disagreements with school staff. It's very reassuring when the district can't even return a phone call when there is an issue. FNSB student handbook too vague and leaves too much to the staff's discretion. Which in my situation was a complete failure for my student.
- My daughter was bullied in school and ended up needing treatment. Bullying was reported by others at her school, and still continues. This was at the grade school and jr. high level.
- My daughter is currently being bullied at Hutchison High school. It is in a coed gym class. And the boys in the class are calling her names. The principal and Vice principal have been notified. They spoke to the students involved. However, two other boys started in as well. We will be taking this further.
- My child is being bullied. He has been attacked multiple times but because he fights back, he is punished right along with his abusers. Principal Winford likes to imply that my child is lying to me about these things and gives me the brush off. EVERY parent I know at NPE has said the same thing--there is a bullying problem and Winford just blows us off. I will not punish my child for

defending himself. I will not force him to stand there and take a beating and I will not force him to run for help because that will just encourage the bullies.

- My answer for almost all of these questions is: "I don't know." I have opinions about what they should be, but I don't really know how it is now. From what I hear from my son, everything is okay.
- Mrs. Benson, Mr. Paskvan, and Mr. Pierson of West Valley High School are terrible teachers who are confusing, wasting my time, and I haven't learned anything from Paskvan for the last two months! Two months of my math down the drain. I have gotten worse at math because of him.
- Most of the racism I see is not what typically is thought of. Much of the racism is opposite of the typical racism where it is individuals of "minority" ethnicities exhibiting more instances of that behavior.
- More focus on prevention, counseling, relationships, teaching kids to get along. Stop stressing so much over how they do on tests. Treat kids like individuals...instead of a kid who's never been in trouble accidentally brings a pocket knife & is suspended bc of "no tolerance."
- Minimally I don't believe that middle school actions should carry forward with them into high school.
- Many students do not get what they deserve from teachers due to disruptive classmates who are allowed to remain in the classroom.
- Lots of times the parents that are irate or come to school yelling and screaming have the sweetest kids. What can be done for the kids that have sucky parents? I work at multiple schools. at school a kid is sent to the behavior specialist for not following directions and they show back up to my classroom 20 seconds later. and other kids are in ISS and are playing games on the iPad (which seems like a fun way to spend your day not working on school work) even if it is educational it should be boring and stale. At other schools you see kids in the behavior aids office with their books open and they are working on homework or writing apology letters to their teachers. Never are they doing "fun" things to kill the time while they are being punished. The behavior specialist needs to be consistent across the board. Weller for example has a great Behavior specialist. When you send a student to her, stuff gets done and the kids learn from what they have done. Some of the other schools like pearl creek are not as effective and its more of a buddy-buddy situation where the kids want to go spend time in the behavior specialist's office.
- Look into restorative justice.
- Look at the racial makeup of SMART and tell me that there is no racism (inadvertent or not) that affects the discipline of students of color.
- Longer lunches.
- Longer lunches.
- Longer lunches.
- Kids will fight on the playground but no adult sees it or stops it.

- Kids don't seem to be learning from mistakes.
- I've heard some students discuss how they've been dress coded unfairly, such as wearing a modest tank top under a flannel shirt (not see through) being against the dress code compared to wearing short-shorts (way above mid-thigh) during school hours.
- It was very difficult to fill this form out. Some of these questions I had absolutely no idea whether it is true or if I would agree, but I had to either agree or disagree. Some of my agree choices I am actually clueless or neutral on. Some of the agree choices are actual agrees. I have no way to show which is which.
- It should be noted the restorative justice practices, beginning in elementary schools, can assist in addressing behaviors. However, we cannot expect any/all school staff to implement these practices without the recognition that it takes tremendous time during the school day to successfully use these practices fully. It will take time out of the classroom from students and staff, it will require us to employ more counselors, especially at our larger schools, and it will mean training teachers and support staff how and when to stop doing what they are doing and address behaviors between students/students AND students/adults with this very different approach. It's good practice that would pay long term dividends, but it's not something learned in one training - it's a philosophical shift completely.
- It is not adequately funded or given enough weight. Cell phones need to be OUT of our classrooms.
- It does matter if the behavior is a pattern or a one-time thing. APs already avoid progressive discipline by determining misbehavior to, for example, be "non-compliance" instead of "flagrant disrespect" because the student already had "flagrant disrespect" three times in middle school. They already do that - when they feel like it. The APs wield a ton of discretionary power. That's only good if the AP is without prejudice, and superhuman, using their power perfectly every time. It's a broken system. The answer begins with smaller classes. Basically, the opposite of where we are heading.
- I'm not sure an entirely new system should be set in place, but it should certainly be improved.
- If you have any other thoughts or opinions about the current situation in schools, write about it here.
- If you are going to create a discipline system, then it needs to be enforced by all. What has been happening is only some teachers enforce school rules while many others do not. This needs to stop.
- If the staff at the school cannot fit a disciplinary action for the situation then why do they bother trying discipline any student.
- If feel in our building our discipline and behavior accountability has been so lax that students now are well aware that they can likely get away with behaving the way they do, which has hurt the climate significantly. I think our current system would work better with more consistent implementation. We just don't have that in our building. Kids don't think anything will happen if they report problems like bullying. Change is needed at the building level for sure, just not sure it's a district issue.
- If a student is not taught the choice they've made is "bad" and taught how to make a different choice in the future, then how can they be expected to do different in the future? Discipline

means to teach. Also, taking child development into consideration progressive discipline should be made at the principal's discretion. restorative discipline should be explored.

- idk
- ldc
- I would like to see training for all staff, not just teachers, on trauma informed practices, restorative justice practices in the classroom that begin very early in our K-12 schools. You cannot implement something new and different at secondary only - consistency and practice and experience with how things work in terms of behaviors and expectations.
- I would like to see the district move to a Restorative Discipline approach.
- I would like to see more unification between First Student and the schools. It seems like on buses where bullying and teasing are issues, an aid should be assigned to that bus until the problems are resolved so driver's do not have to take their attention off the roads to solve problems with kids and that way there is an adult who knows exactly what happened and can relay any issues to the schools.
- I would like to see more emphasis on kindness, participation, helping and giving, perhaps even as consequences for discipline issues.
- I would like to see more emphasis on eliminating drug and alcohol use, strategies against bullying and control of social media during school hours. Too much attention is given to attendance records rather than creating consequences for serious offenses.
- I would like to see less progressive discipline and more education and restorative practices at the lower grade levels. By high school, I truly believe students need to own their behaviors and understand there are consequences that impact their choices to include suspension from school and school activities.
- I would like to see full glass doors removed from main entrances and eliminate the ability of anyone off the street being able to walk into any school at any time. Even if it is just the main entrance, there should be a buzzer system operated by well-trained front desk personnel. Safety of every student should be first and foremost, especially with the trend today of school violence. Thank you for taking the time to read this.
- I think West Valley did a good job of handling the gun situation we had a week or so ago.
- I think the staff does a good job handling disciplinary measures.
- I think the questions above offer a faulty premise that you can only agree or disagree. No middle ground.
- I think the district should strongly look at Restorative Justice and how it can be used in the initial stages of issues with students that can be handled at the classroom level but can also be used in higher levels if needed. Do that and keep the current system in place if the person or student does

not want to participate.

- I think the current system of adding up creates situations where staff choose to misname discipline in order to have the flexibility they need to help a student. There is not enough assistance for students to learn from their mistakes. Some students are given alternatives to time out of school depending on if they are considered likable or have a skill that is appreciated. Out of school should not be used for issues like tardies or absences. If a teacher is fed up with a student, their discipline can add up quickly.
- I think that we need a proactive approach to discipline in order to help avoid problems before this occurs. The idea of CHAMPS was great, but there was not much follow through after the first year it was introduced.
- I think that sometimes the root of the problem is overlooked. Children are disciplined, but no one looks at why the child is acting out to begin with. You cannot treat all the children the same. They are not the same. That is why there are IEPs to begin with. Music, Gym and Library teachers not privy to children's IEPs treating children like they should have better control over their bodies, and then disciplining as such, when the reality is they can't. Again, leading to discipline issues with a child that should not be discipline, but refer back to a behavioral plan. Yes, there has to be a guideline to unacceptable behavior, and consequences for their actions but some children are being disciplined when they need to be counseled. Failure on the part of teachers, staff and principles to take preemptive measures to stop bullying in the schools seems to be a problem. I would like to see this addressed. I realize that maybe not all schools are this way, but the issue of bullying is real in our schools. It starts in elementary school. By the second grade my child was done with school. Kids making fun of my child daily. These kids have not stopped. They have only gotten more empowered over the years because they were not disciplined as if the offense was worthy of discipline. Calling a child fat, stupid, uni (as in unisex), retard, or other offensive names weekly, tripping them or shoving them causing them to fall into others, and then laughing. These kids are not even in middle school. Yet every day there they are in school, not in detention or expelled like the child that hit or kicked. Progressively getting more and more, meaner as the grade levels go higher. Even from the beginning of the school year until the end things have gotten worse. So, it goes back to the question of what drives them to bully? Do you counsel these children or do you discipline them? I think that either way, the bullying needs to be stopped. It needs to be taught in all grades, if nothing else, by simply modeling for the children kindness and respect. This starts with the teacher and that isn't always the way the children are treated. When a teacher treats the student less than others, it empowers children to bully that child. I think that when a principle is doing an assessment of his teachers instead of sitting in the classroom and watching. He should sit in the hallway first and listen. I have learned a lot about the teachers in my child's school by simply standing out in the hallway or walking into the class and the teacher not see me.
- I think that many of our students need social services we are not able to provide as a district. We need to be better about partnering with community supports and working with parents to get the support they need.
- I think teachers should have more authority over discipline in their classrooms. I think the district

should show more trust in letting the teaching staff manage their own classrooms. Presently, I feel that the district micro-manages so much that teachers aren't able to be as creative in all/any areas and it has caused some of the low morale in teachers across the district.

- I strongly believe that progressive discipline must be utilized.
- I really don't know a whole lot about the discipline system in our school district so I'm basing my answers on my elementary experience where I remember getting in trouble for a couple things that were not my fault, but I haven't really had much interaction with the discipline system since then.
- I really appreciate the progressive concept. The two things that concern me are: 1) We are so busy that lesser issues are addressed. 2) Because we are understaffed/undertrained, we do not have sufficient supervision for ISI students. Therefore, they are not always disciplined appropriately - The student thinks it is free time in the front office. Front office employees are expected to ignore/ tolerate their behavior.
- I have nothing to say.
- I have no idea on a majority of these answers because I have not been in trouble before
- I have heard that some schools in the nation have students learn, musical instruments, meditation and or martial arts as a way to improve attention and focus.
- I have had the experience of discipline not being recorded correctly or not at all, so the "progression" falls apart.
- I feel that we are taking the most at risk youth, and when they offend, making them even MORE at risk. Their potential low self-esteem is further lowered, their possible academic deficiencies magnified, stressful family situations pushed beyond limits of parents' ability to cope and problem solve - this includes financial stress on those who have to take time off to drive or retrieve students or pay assessment fees. Out of school suspension is a poor tax. It taxes family unity, family finances, and overall family/student success.
- I feel that everything I see and experience at Lathrop could be changed with a lower student-teacher ratio. We are currently doing "herd management" and using outdated punitive measures like shocks from an electric fence. Having someone hand out lunch detentions in the middle of class is very disruptive for all of us, and then the student can no longer focus, in addition to public shaming.
- I don't think I have enough experience or info on this topic personally because I've never had a disciplinary strike.
- I don't really know how you're applying discipline these days, so I can't accurately respond to many of these questions. I do remember years ago when you punished a very good young man whose only real crime was being on the same bus as another student who had brought a gun to school. In the aftermath you trampled upon that innocent student's Constitutional rights, the 5th Amendment for sure, and to this day I see the district through that massively destructive error the district committed. No, it wasn't my child who was punished, nor were any of my children on the bus, at least so far as I remember.

- I don't like how I was harassed for two school years by unreasonable things that were said like I was told by a teacher aid that she understands that I can't do certain things because I was disabled, saying I was making noise over a chair when coming to class from a late school bus, and say I don't ask for help when I asked twice when she was on Facebook and still was glued to it. She even told my friend that I messed around.
- I don't believe that district wide discipline systems need adjustment. I do think it would be valuable to inform teachers when their students have significant discipline histories so they can be better prepared for teaching class. The real problem with our discipline system is inconsistency at the building level resulting from weak administrators.
- I don't agree that discipline practices are always the same for each student. Principals and counselors are not always fair in which students receive which consequences. (I've heard of a student being bullied to the point of finally acting out against the bully only to have the bully get away with it with no consequence and the victim punished.) Something needs to be done so students feel protected in school and not afraid to speak up.
- I do not understand why you are making student's take this survey when you aren't even going to change any of these rules even though you think it's "Helping".
- i do not
- I didn't answer many of the survey questions because I am unfamiliar with the district discipline policies.
- I did not answer these last questions because I do not really know much about disciplinary practices. It might be useful for me to read that information before trying to answer questions like these.
- I can't believe we paid money to yet another outside company for this. So disappointed in our leadership.
- I believe there is too much gray area for punishment to be put forth on individual students.
- I believe the current system is adequate, it is the failure to enforce on a consistent basis that is the issue. all rules do not apply to all students consistently.
- I believe that the results of questions like 10 and 11 should be invalidated. Half of my coworkers were answering these questions from the scope of what they perceive our schools currently doing, and the other half were answering the questions based on if they agree with the statement in general. For example, when the survey asks "_____ is important", those who think it's important in general will agree, but just because they agree doesn't mean that they believe the school is upholding the importance of _____. This misunderstanding will bias the results of the data. If it happened at our school, I'm sure it happened elsewhere too. I answered the questions based on how I feel our schools are performing.
- I believe that the disciplinary systems are practically no existent and students don't change their behavior because they have learned that there really are no consequences for their actions. I sincerely hope my children do not encounter a situation where I have to trust the principal to take action because I don't believe there is a safe and just system.

- I believe that people should have a voice in their punishment.
- I believe that if a student continues to demonstrate the inability handle themselves in a school environment. Other options must be enforced.
- I believe an unsure choice would have been helpful.
- I am uninformed.
- I am not sure what needs to be done but what is in place now does not work for all students.
- I am not sure if the sexual harassment my daughter experienced in school was entirely detrimental or if it prepared her for the real world.
- I am not really familiar with the discipline practices in the schools since my children have never really gotten into trouble.
- I am getting bullied all the time and the students responsible are not getting in trouble for it.
- How would I know if ALL schools are safe? How would I know if ALL students are safe? I am not at ALL schools. These are not good questions. I only answered according to my limited knowledge.
- How come there is no "no opinion" options or "I don't know" options?

How am I supposed to know what's it's like in other schools? I only go to one.

- Hi
- Have a longer lunch.
- Get this PC stuff out of here. It seems like you are trying to implement a discipline program that doesn't include discipline. The vast majority of kids are fine, but we have kids that are repeat offenders and they are often not seeing consequences of their behavior.
- Get the drugs out of the schools!
- Get rid of Mrs. Regan at hutch.
- Get better teachers that actually want to teach kids and enjoy their job
- Geie.
- For the last few questions, there should have a "don't know" option. I don't feel like I answered those questions well because I really don't know.
- Follow the procedures implicitly stated in school handbook and stick to them!
- Enforcement of rules is inconsistent. Kids swear, wear makeup, wear inappropriate clothing, and all of this is ignored. Be consistent.
- either enforce the dress code or get rid of it. Backpacks. Belly buttons

- Each child is different. Perhaps find out why a student is acting out rather than shuffle them to another school. Perhaps a child is acting out because of having a feeling of rejection from home AND school peers. Caring about a child seems like it would be more productive than kicking the problem under the rug by moving them to another school.
- Each child has to be valued the same by the disciplinarian in order to be disciplined the same. That has not yet happened.
- Downtown should support individual school decisions. Parents who are unhappy with a school decision often voice their unhappiness downtown and sometimes downtown does not support the school decision. Why have a rule if it isn't supported by all?
- Do you think increasing class size will help support the current situation in schools?
- Do "ALL" students feel safe and welcome? Is that a serious question? Neither are there adequate counseling services. Bullying and racism are also huge issues. Because of those factors, there have been several suicides. Prevention is important, along with restorative justice, and cooperative learning that brings together people of different backgrounds: Ethnic, ability, and SES. More focus is paid to the Danielson model than to social-behavior success. Fewer Chrome books and i-pads and more Focus on chapters in the book of life: getting along with people, personal responsibility, relationships, work ethic, civic responsibility, community building, teamwork. Restorative justice for discipline, logical consequences: How can you make it better? How can you atone for your behaviors? How about a community garden that is run by students and given back to the community? Some districts require community service as part the graduation requirement. Focus on what is important for helping the students in life. Is what we are doing today going to make this student someone we would want to shake hands with on the street five years from now?
- Discipline varies from building to building. Sometimes rigid rules need special consideration. We need to be sure that students are safe, but we also need to direct students to more positive behaviors and helping them instead of suspension. Out of school suspensions rarely make sense. Programs that send students to the downtown office (I don't what it is called these days) to help them learn alternative choices is a good one.
- Discipline is too harsh for the wrong offenses and too lax for more serious ones.
- Discipline in this school is useless.
- Decrease administrative roles and increase student opportunities.
- Currently we are lacking the people resources to be effective in delivering consequences in some of our schools. Example, a high school with half time in-school intervention staff. As we lay out a plan I encourage you to include in the plan the resources needed for success.
- current system of progressive discipline can also allow for tracking change/improvement in students with continuing or chronic behavior issues; therefore, I feel it needs adjustment, but not replacement.
- Controlling racism and security in schools today should be a priority. Even though racism has

been defeated, it is still engrained in today's society whether we see/like it or not. It is a learned behavior that has no place in a successful world.

- Consequences should include education and/or community service focus. "Logical consequences" not just suspensions.
- Community involvement in alternative methods of consequences is not being used. The community needs to be involved. Other government agencies and businesses could be used to help provide consequences that have real meaning if the student's consequence involves helping the community.
- Children are becoming more afraid to attend school. You need to have controlled entry and cameras where every person who comes in must be buzzed in. Perhaps children will feel safer. Randy smith children were particularly afraid after shooting in their neighborhood and the person who came to their school afterwards.
- Black teachers treat black and white students differently.
- Behavior intervention specialists need to be EXCELLENT, professional, accountable and leaders within the school. This is not the case in many schools. In many schools the behavior intervention specialist is ineffective.
- Balancing fairness with flexibility is a tall order.
- Always room for improvement. Please don't punish kids who accidentally bring a pocket knife to school and turn it in.
- Although the school district should operate as one system, there are hold out schools, such as the Charter Schools, that do not apply the same discipline techniques but are more punitive to a particular gender than any other distinguishable factor (males over females).
- Although I like the idea of progressive discipline, I believe that it is not being consistently followed.
- All students that are sent to the office by the teacher or something they have done is not treated equally according to why they were sent there. When I was in middle school I could tell the difference in punishment. Not all kids are treated equally. Mr. Bodily makes kids that are being bullied feel like they are the problem.
- All administration needs to administer clear and concise discipline. Across the board "this is what you did this is your consequence" not mattering how loud the parent may scream at administrator the discipline lessens. My personal quote " if you do not make the consequence uncomfortable the behavior will not change!" This is the time that students take shape in life and they need consequences for their actions. Discipline is part of achieving social and academic skills. Talk to your support staff personnel this is very important and a key to success. Your support staff know these students not folks behind glass walls!
- Aggressive parents should have law enforcement called on them for harassment. Principals need to make safety of staff a priority, too.

- Again, good rules, just enforce them correctly.
- Administrators are more concerned with appeasing parents and having no complaints than with handling behavior issues fairly. Some administrators are afraid of parents/students/teachers and are ineffective.
- A box indicating "I don't know" or "have no knowledge of the school's policy" might also be helpful. Not everyone will be looking at these questions from the same perspective.
- 4 years of school change people, especially during this age, thus I don't think actions that would work against a freshman carry over into being a senior, however they should show signs that they are better than their freshman year.
- Survey should include either an I Don't Know or N/A radio button. 2. Bullying is an issue and personal experience is that it has the tendency to be excused away "kids will be kids." mentality. That is why those being bullied commit suicide. 3. When a student has spoken with the school counselor about depression, suicide, or hurting someone else; CONTINUAL outside counseling should be required. I am not saying put them out of the school. The home environment should be investigated, because it usually means they are being neglected, abused or other things at home. Especially, if the behaviors continue.
- :);)
- "Flexibility" means popular or connected students get off lightly and the others get a harsher punishment.
- "Discipline issues" should be understood in the context of community and purpose. "Discipline that Restores" by Ron and Roxanne Claassen describes an effective model for meeting student and school needs by establishing a culture of responsibility and open communication.
- I believe we have a problem where dangerous students are being left in classroom with no support and it takes a long time to get it resolved. Sped. coordinators are not acting in a timely manner on issues and it leaves staff and principals to deal with it and it is unsafe as well as not meeting the needs of the other children in the classroom. Principals are dealing with discipline issues instead of dealing with other issues as well.

Appendix E

Question 28. *If you have any other thoughts or opinions about the most important priorities to immediately improve our schools to be safe and supportive, write about them here.*

- Be creative in unplugging students and encouraging more positive inter-personal relationships.
2. Create positive "team building" activities as part of the curriculum as another form of training
3. Encourage extended family interaction within the school. Grandparents day
4. When it is severe enough, invite the parents, grandparents, etc. to a sit down meeting of how to reach the child as a supporting unit with the school.
- A discipline policy that is meted out fairly, consistently and appropriately to all students is crucial to the success for any school/district. That being said, support from the parents is just as important if/when the discipline policy comes into play.
- Administration and teachers need to understand how to interact with students in a manner which promotes positive behavior reinforcement as opposed to punitive discussions with students. Most would say they understand what positive reinforcement is, however this concept is mainly misunderstood and not practiced. This concept needs to be presented and taught to admin and teachers with examples, role playing, practice, and a strong school culture mentoring in and supporting its use. In theory it is a good idea to involve students, parents and community in the development of discipline policies, however, those students and families who would be involved in these processes may very well NOT be those whom are targeted as at-risk. It may be unrealistic to assume a school is able to effectively involve at-risk youth/families in developing school policy, resulting in disciplinary committees unrepresentative of the targeted population.
- After so many issues, a parent should be called in to witness behavior or sit with their student and prevent it.
- Again, I wish I could have selected way more than 3. Being positive, clear and have high expectations can all help a great deal. I think that if a student is being disciplined, the education should not suffer for it. If the student misbehaves, they should not further miss instruction or academic material.
- Alaska is exploring how trauma informed practices will serve our students, which is a step in the right direction. All school staff should be trained in using a trauma informed approach with students. All students can benefit from these practices, not just those who have experienced trauma.
- All of the above are suggestions to help the offender and protect the majority. You have this line backwards "Remove students from the classroom only as a last resort"—create a safe classroom environment by removing misbehaving students. Protect my child from bullies and create a better classroom environment.
- All of these ideas are nice, and I agree with the goals. However, the ineffectiveness of our administrators to handle even simple things—like making late students who are walking past them in the hallway get a tardy pass—suggests that school-wide discipline issues cannot be resolved until there

is new administration capable of understanding the importance of school culture and discipline consistency. Our administrators seem generally incapable of understanding or valuing these ideas.

- All students know which of their peers are not succeeding, who is a bully, who is being bullied, and who may be violent. How about asking students? If they have a place to take the information they already have, it would perhaps help.
- Allow students to make gainful relationships with students in a variety of means to improve students' support systems.
- Arm the teachers
- At my kid's school there's a student who routinely causes disruptions but has to stay in the classroom. The teacher has even had to take the whole class somewhere else while this kid yells & destroys stuff in the room. I think there needs to be places where kids like this can go so the other kids can get the education they deserve.
- Behavior issues have risen in our school, however, less referrals are written because the behavior intervention specialist is ineffective.
- Better teachers
- Building a foundation of positive support and care of students, teacher and staff begins in early elementary years.
- CHAMPS is awesome. I used it with fidelity in my last district and it made a huge difference. This is my first year here and I would love to see CHAMPS used here. I also would like to see more direction from my building administration in following the discipline procedures.
- Children shouldn't get away for negative behavior. Enough is enough.
- Community support. Modeling appropriate behaviors. Common sense. Workshops for parents!!
- Counselors and behavior aides without current training who intimidate and invalidate children need to be re-trained, held accountable, FOR RESULTS, or replaced
- Create a phone use policy that does not allow the use of phones during class. Students are so distracted by their phones, so many teachers have given up trying to police phones. Distracted students detract from the learning atmosphere.
- Detention as opposed to in or out of school detention
- Discipline is lacking. I am in 3 schools and the middle school is horrible. I see kids kicking each other, shoving and speaking profanity. I speak out when I see it but often the administration does not react aside from a gentle reminder to be respectful. The staff talk at length about the lack of respect the students show each other and us. But the principal has an approach that fosters this atmosphere. I have a kid in another middle school and he relates the same things. High school is not as bad in the bullying but the other problem is the cell phones. They are always out, always hidden on a lap and always a distraction. It is the number 1 reason I see staff disrespected.

Students literally are watching NetFlix or playing Fortnite while in class. A teacher cannot monitor 27 kids' laps while trying to instruct, on top of all the behavior issues in a class, and many teachers are loath to take a phone away in case they get accused of damage. The district is in need of instilling a code of civility that these students are not grasping. Just yesterday I was on a panel with visiting military personnel. Students were presenting projects to be judged. It is appalling how few of these students had manner. They used slang, chewed gum, messed around with their buddies, wouldn't talk directly to the panel but loosely to the room. And more than once profanity was used. I was so mortified that these students behaved this way and were representing our school, our community. But the way they presented is in line with how they act in class-not sitting still, not talking while the teacher instructs, not staying in their seat, not looking at their phone ... We are too focused on standardized tests when what these kids need is expectations placed on them that they will be functioning members of a civil society.

- Do not allow a minority of misbehaving students to dictate the classroom environment for a majority of students.
- Do you think increasing class size will immediately improve any of these priorities?
- Encouraging understanding and erasing racial lines.
- enforce discipline consistently.
- Engagement through the students is vital.
- Ensure that current rules are followed and enforced equally, fairly and consistently.
- Every teacher and employee at grades 7-12 has bullying awareness training and begins to be aware of and to interrupt every observed case of bullying.
- Fourth is to use data and feedback from families, students and teachers to identify and reduce unfair discipline practices which partners with the option of involving families, students and school personnel in the development and implementation of discipline practices ...
- Get drugs out of the schools ... Frequently search lockers Bring in drug dogs
- Have each school staff meet and discuss the building's specific discipline plan and consequences, and what steps are followed, when. Include duty aides, playground personnel, support staff as well. Consistency from one recess/event to the next is critical.
- Have in place a plan to remove students from the class who are stopping the learning of peers
- Have longer lunches.
- Have more personnel to support students that are getting left behind because of the generational physical effects of poverty.
- Hdhektm
- High

- Hu
- I also would have chosen, "Make sure that clear, developmentally appropriate, and proportional consequences apply for misbehavior." I understand flexibility. However, I think that staying close to standard policy gives cleaner boundaries to all students and decreases the risk of violence in the school setting. The think that lessening the discipline for a student that has special needs puts the rest of the students and staff at risk of violence.
- I believe that school district personnel should also be held accountable for unfair or bullying type disciplinary actions towards students. Teachers who blatantly treat students differently create situations where those not "favored" aren't inspired to perform to their potential or strive to become better.
- I do not.
- I do not understand why you are making student's take this survey when you aren't even going to change any of these rules even though you think it's "Helping".
- I do not want guns in the hands of teachers at schools.
- I don't have anything else to say.
- I don't know.
- I don't see anything in here about having parental support.
- I find the increases in class size are correlated to the increase in disciplinary issues in the classroom. I know funding is short. And I still believe the solution to "disciplinary issues" is smaller class sizes.
- I got nothing to say.
- I like how none of this includes ways of getting the parents involved. Why should all of this fall on the teachers - as if they don't have enough to do already.
- I only write referrals for things that are disrupting my class. So, I want students removed quickly, NOT as a last resort.
- I strongly disagree with not removing a toxic student from the classroom.
- I think what happens is there is a disproportionate amount of small rules that aren't necessary and ineffective that get students into trouble more than needed. Students shouldn't miss school for small, comment pointless things like dress code or back packs.
- I wish that parents would be notified if their child gets into any trouble. I've had my son come home saying he was sent to the principal's office and several other times and I was not notified. There needs to be better communication including documents signed whenever something major does happened that leads to lunch detention or any other kind of discipline . A paper trail.
- If we make the majority of the students feel obligated to keep a positive atmosphere then they will most likely lead themselves to do good in school in multiple aspects.

- I'm seeing a lot of inappropriate consequences applied that are inappropriate for the developmental stage of the child.
- In my experience, clear expectations, consistent maintenance and the ability to collaboratively add or modify classroom rules as needed is the key to success. In my classroom there are three rules/priorities. I care for myself. I care about you. We help one another. Whenever there has been a problem in the room I can bring it back to at least one of these three ideas.
- Instructional support at an early age is beneficial. Just sending forms to sign won't cut it. Best for students and families to know ahead of time what's permitted.
- It seems the most prevalent form of discipline we use is to remove the student from the classroom setting. This conflicts with our common sense and statistically supported understanding that attendance matters.
- Keep students in class. There is too much wandering in the halls. That's where our trouble begins.
- Keeping a chronic disruptive student in the classroom does not support the learning of other students. It only encourages misbehavior and wastes valuable instructional time.
- Kids need to be taught professionalism and high expectations. The way kids dress in school, the way the cuss constantly and they wear earbuds all day long, is not the way to teach kids how to be prepared for the real world. School culture at LHS is slipping fast!!
- Leadership in buildings is the key here. When students and staff don't trust that behaviors will be dealt with in a manner that will reduce future occurrences they stop reporting it. That is what has happened here. So, admin is key to a culture change in a building. Staff and students can only do so much without the leadership to keep it moving forward.
- Let them get away with more so they can learn and grow up. Stop interfering with what we do outside of school.
- Let's pilot the "Discipline that Restores" model at Lathrop.
- Longer lunch
- Longer lunches.
- Longer lunches
- Make it less authoritarian.
- Make sure that consequences for bad behavior are the same no matter what your name, admin. are and no matter how much the parent yells downtown.
- Make sure the schools are led by tough, yet fair administration that will take charge of situations instead of exacerbating the problem.
- Mrs. Benson, Mr. Paskvan, and Mr. Pierson of West Valley High School are terrible teachers who are confusing, wasting my time, and I haven't learned anything from Paskvan for the last 2 months! Two months of my math down the drain. I have gotten worse at math because of him.

- No
- No
- No divide between classified/certified staff. All staff members work as a team striving for common ground. All staff understand school and district policies are designed for school safety. They can disagree with the policies but not disrespect them. Keep the principal IN THE SCHOOL. Too often they are sent to meetings DOWNTOWN. We have very high tech equipment implemented for DISTANCE DELIVERY for classroom environments where as several classrooms are hooked up together with an instructor remotely. Use the same technology for meetings so it keeps principal/assist principals IN THE BUILDING to lead-supervise and manage day to day operations. This has been a huge issue at our school and I'm certain it is in all other schools seeing how the principals are in the building MAYBE 60% of the time. Principals should NOT be micro managed by downtown administration. If the principal can't lead replace them. We need strong leadership in the building.
- No other thoughts.
- No parking in areas that could endanger children. Cross walks, fire lanes and fire hydrants. Parents filled the fire lane at the Ladd dance. Had an emergency occurred, fire services would have been limited. Hydrants should never be blocked by cars. Especially during the day when there are hundreds of other parking spaces. Cross walks being blocked by cars is a recipe for a child getting hit by a car
- None
- None
- Noo
- One on one interaction is key. If the student teacher ratios are kept down (class sizes less than 20) there is more opportunity for the teachers to implement the personalized learning and stay on top of needed discipline. My son is discouraged by the chaotic disruptive classes that don't allow for him to learn.
- Open communication with staff.
- Our schools are essential test-beds (and opportunities) for learning the skills necessary to function in and further our democracy. Academics are only part of what is needed. Interpersonal skills and self-awareness are equally important. "Enemies are people whose stories we haven't heard." Discipline isn't needed when people feel they matter, they are heard and understood and included in decisions that affect them. They don't rebel when they believe they are learning skills that will truly prepare them for success in life. Help students learn the tools to "connect" with themselves, one another and with staff. Help staff to do the same. You won't likely need to "correct" misbehavior nearly as much then.
- Parents are no help with behavior students, many times they are following modeled behavior. Parents need to be parents and we need to quit being a daycare for rotten kids. Kids need

suspended more so the problem becomes that of the parents.

- Parents need to be involved
- Pen a weekly newspaper column that shares the good, bad and the ugly so we can see we own a piece of the mess.
- Personalized learning would help prevent many discipline problems by engaging students more actively. Students who are being taught at the proper instructional level are usually engaged and typically not displaying negative behaviors. Also, restricting most of the discipline system to a structure of positive reinforcement (proactive vs. reactive approach) would help.
- Plan of improvement for principals
- Positive school climate for all students. They should WANT to come to school. They should see a connection between what they are doing today and its relationship to a positive future.
- Procedures of how staff will respond to behavior should be mandated at all levels in the school. Objectivity and bias coupled with lack of proper training on behalf of the staff is a contributing factor in students feeling disconnected to school. School climate is to be taken seriously.
- Proper funding for teachers and students. Get rid of waste ie. absurdly overstaffed administration. Do not give the current superintendent the ridiculous raise that has been proposed. In fact, get rid of the current superintendent and hire someone competent. School board members should give up the health care benefits they enjoy until they manage to provide our community with a decent education system.
- Provide a safe, quiet place for students who have a momentary lapse in judgment, so they have time to reflect on their actions on their own (sit quietly have opportunity to work/read) then at a later time invited back during their free time to talk it out and plan on ways to be more engaged in their class instead of continued disengagement (not sent to a room to talk and skip out on learning to have fun talking with others and not reflect on what their choices are impacting their peers, themselves and the classroom positive learning environment).
- Provide student videos or other ways to make our school community aware of district policies and procedure. Writing rules in the student handbook is insufficient.
- Question 27 includes no priorities that protect the majority from the kids who are creating the trouble! You are concerned with the offender not the victims.
- Quit punishing my child for refusing to be a victim. Replace Winford. He's made it perfectly clear that the kids claiming bullying are liars and that he doesn't want to deal with parents.
- Relationships are extreme important to establish a climate of caring.
- Remove students right away for disrespectful behavior.
- Removing disruptive students from a classroom should always be the *first* resort. Particularly in a time when classroom sizes are soaring and required class curriculum is ballooning. Teachers

were not hired to be baby-sitters and disciplinarians. Teachers are hired to be content-area specialists who understand what they are teaching more than most people who are employed in those applied fields. To promote learning, we should remove any unnecessary distractions. Providing equal educational opportunity does not mean that we should sacrifice the integrity of the educational process for the sake of artificially closing the achievement gap.

- Safety officers at high schools. Behavioral intervention staff at elementary.
- Same as stated before. Maybe it would fit better here, but it remains my main concern.
- Same old
- School climate will not improve until the administration acknowledges the current negative climate.
- School Resource Officers.
- School staff should be educated on the appropriate general education interventions that should be taken if a student is engaging in inappropriate behavior. Behavior Intervention Plans are not used enough to try to modify certain behaviors rather than punish them. Preventative measures, such as Whole School Positive Reinforcement systems, should also decrease the amount of inappropriate behaviors that students take part in.
- Schools are woefully understaffed to deal with discipline issues in a timely manner. Principals are pulled away from the school far too often, making discipline application uneven, infrequent, and delayed. All schools need an assistant principal devoted to discipline that is not pulled away for testing or other ancillary tasks.
- Security would be nice in case of a threat or fight
- Stop spending money on education strategies that leave teachers stressed out and unable to cope because that makes things unsafe for the kids that need those confident and competent teachers to lead them.
- Stop suspensions except for severe aggression issues. Use logical consequences for all. Drop the word punishment and think about how to make every instance of "misbehavior" a learning experience. Understand that the word consequence is not meant to be exchanged for "punishment".
- Stop the tardies that allow students to roam at will and indulge in nonproductive behaviors. Make our classrooms a priority. Attendance matters.
- Students engaging other students in a positive manner should be a focus, even if they have opposing views, they should feel safe to adhere to their views while being taught how to respectfully disagree with others.
- Students should not be allowed to wander the halls while class is in progress. I have went to North Pole high school to pick up my child and seen a vast amount of students wandering down the halls for no reason.
- Students that are well behaved need to be reinforced, uplifted, encouraged and empowered to

continue to do so. Well behaved kids give up when they see chronic misbehaving and limited use of consequences. Kids understand what poor behavior is and looks like, they also understand when adults get tired of taking it on. I'm tired of my good kids "giving up" on creating positive schools because so many kids get away with so much poor behavior. Schools are for ALL kids, we're only focusing on the misbehavior and not the well behaved.

- Students who come from homes that do not have a positive environment need to have opportunities to learn more appropriate behaviors. We need to be sure we are not part of the schools to prison pipeline.
- Support teachers when they have discipline issues. Teachers will be more receptive to alternative approaches if they see that their concerns are being addressed and that the principal has an honest intention to resolve it.
- SUPPORT THE ZERO TOLERANCE POLICY IN PLACE NOW AT SCHOOLS
- Teach ALL staff verbal de-escalation techniques.
- Teach more about suicide.
- Teach teachers to teach based on how kids learn
- Teachers and staff need to be willing to accept some responsibility for student behavior. As difficult as it is for administration to do this, persistent discipline problems should be addressed more strongly with staff than the students. Not that the teachers need to be disciplined, but rather be engaged in training and open, honest dialogue about how their classroom management and communication could be improved to foster better student behavior. School-wide climate is also a factor worth paying attention to. Maybe provide students an anonymous way to tell you what they are feeling and seeing to give teachers and administration a heads up on emerging or unaddressed problems they may not be aware of.
- Teachers at the middle and high school level seem to have developed the idea that they teach college and failing or dismissing students and thinking "they can just take my class again next year," is an okay attitude when it comes to dealing with troubled or challenging students. This dismissive attitude is felt by students and parents.
- The big issue that is missing in this list is supporting students who have experienced or are still experiencing trauma in their lives. This can meet the goals of reducing behavior problems, keeping students safe (physically and emotionally), and improving the learning environment for all. Not all of students' problems are housed within the walls of the school.
- The current disciplinary process is a blanket that is applied without consideration to all students. Circumstances in each student's life need to be considered as part of the process. Fair does not mean equal. This theory would serve this district well!!!
- The punishment model is outdated and ineffective. It's time our district looks to programs where mediation and meditation have drastically reduced office referrals. Right now, the district's program, SMART, is looked at as a great place for students already in trouble for dealing drugs to get new customers.

- The term "culturally responsive" is very vague.
- There needs to be some training for school staff on student diversity/treatment, so students never feel like they are being treated differently because they are in the minority. For example, the black men who were arrested at Starbucks for sitting and waiting for a friend, but assumed they were doing something wrong. I know students of color feel like certain staff at their school assume they are up to "no good" when they are not even doing anything wrong, just because they are Native or Black.
- There should be a zero tolerance to inappropriate behavior at the middle school level or higher. At this age children know right from wrong and should be 100% accountable for their behavior as well as disrupting others learning.
- To have a little time just to be by myself and not always be around other people.
- Too much focus on negative behaviors. Focus on the good, ap classes, trade classes, setting goals, etc. All programming is focused on "bad" kids
- Track discipline referrals by teachers with consideration for classroom size and student ability. Referrals by teachers who seldom write referrals may be given more consideration. These veteran teachers and those with good management skills, rightfully take offense when they write one or two referrals a year, which to them seem to be ignored. It is one of the most demotivating and shameful actions that a poor administration can take when they don't listen to and support their finest educators. I've not witnessed it often in Alaska, but it is important enough to mention.
- Train all staff from the time you walk in the door how to treat students with respect and train staff on discipline policies in a fair and equitable manner
- Train all staff in CPI
- Train all staff to use discipline policies in a fair and equitable manner; set high expectations & adopt an instructional approach to discipline; collaborate with local partners. MORE counselors, FULL-TIME, in all schools.
- Train and arm a core group of teachers to protect students in case of violence on school grounds.
- Train student to protect themselves so when there's a threat, we can be prepared to fight or protect ourselves.
- Training teachers and staff repeatedly does nothing if you don't force them to actually implement what they are supposed to be learning. For example, training teachers to use discipline in a fair and equitable manner means nothing if you don't force them to do so. Teachers should always act fairly and equitably with students. Why would discipline be special?
- Trauma-informed schools or trauma-sensitive schools training
- Trauma-informed practices and restorative practices.
- Trauma-informed!!!!

- We all need to get on the same page when it comes to discipline. There needs to be a clear standard and consequence for specific negative behaviors.
- We can't pretend to be addressing engagement while cutting teachers and growing class-size. Surveys are not an answer. We have disruptive, disconnected students who rob the entire classroom of learning. Not many, but enough. And we have no real answer for what to do with them.
- We need a visible discipline matrix that is used by ALL staff, and which is given to students and guardians upon entry into FNSBSD.
- We need clear, consistent rules that are enforced across the board students claim not to know the basic school rules and too many teachers don't enforce them which undercuts those of us who do abide by the rules
- We need to raise expectations and stop focusing on the bottom 10% of our students with all our time and resources. The behavior and language at Lathrop are awful. That needs RJ stop. We need to create a culture of excellence and professionalism to prepare students for the real world, not ease off discipline and allow the classroom to be further affected.
- We spend a lot of money on special programs training students how to be more accepting of others, how to welcome all...which I see as a good thing EXCEPT that the movement peters out as the school year goes on. I think our money could be better spent.
- Whatever discipline approach is decided, teachers must feel that student misbehavior is being adequately addressed so that they can effectively teach in their classroom.
- When it comes to standardized testing. Peak MAPS all testing outside of the normal classroom lesson plan. Parents and students have a choice to opt out. Currently parents are bullied by administrators have students participate in this type of testing. This is wrong!
- When we spend funds on discipline in public schools it has a multiplier effect compared to the public funds spent outside of public school which are a black hole. Changing this means engaging these industries and their lobbyists.
- Why is remove kids as a last resort on the list. Why is that a last resort? I have kids that attend school and why do my kids have to suffer a lesser education because of others? I think we need to focus on how to separate kids and slowly introduce them to the class, so they can behave appropriately and slowly develop the skills necessary, so other kids aren't drawn down by others poor behaviors and/or choices.
- Zero tolerance for misbehavior. Just like parenting schools need follow through on discipline and kids need consequences.