

What building do you work at the most?

Boulevard	11
Canterbury	10
Fairfax	11
Gearity	12
Noble	13
Oxford	8
Rox EI	9
Monticello	24
Rox MS	29
High School	53

Which choice best describes your primary role?

Teacher	163
Support Services	11
Security Monitor	3
Ancillary	3

1. On a scale between 1 and 5 how would you rate the effectiveness of training you received this year on the Student Code of Conduct (SCOC)?

1 Not Helpful	73
2	62
3	27
4	11
5 Very Helpful	3

2. On a scale between 1 and 5 how would you rate central administration's support of the implementation of SCOC?

1 Not Helpful	83
2	48
3	33
4	7
5 Very Helpful	4

3. On a scale between 1 and 5 how would you rate your building administration's support of the implementation of SCOC?

1 Not Helpful	44
2	41
3	55
4	21
5 Very Helpful	12

4. Comments about training, support and implementation of SCOC

A monotone reading of a Google Slides presentation is not training. There was no explanation regarding the subtle nuances between levels of incidents and how to address them. There was no explanation as to the reasoning for certain behaviors being categorized (minor or major) as they are. The only way one is to know the system inside and out is to explore on their own, and not many teachers have that kind of time. Our building administrator has made a conscious effort to do more training with our staff during staff meetings. It has helped in the understanding of the process, but is not helping in reducing the intensity of behaviors being exhibited by students.

A person was present at our school building 2 times this year for training. We were expected to go down to the workspace to ask questions during any "free time" we had. Which meant lunch or planning. After school sessions were held, but unrealistic to attend. In addition, we did go over some aspects during one staff meeting. Instead of throwing something that doesn't apply to many teachers for PD day, SCOC training would have been helpful.

Administration is overwhelmed with behavior issues and lack of security. Helpful that Dubskey is here - but need way more people to help enforce. I see no difference in student behavior.

Administration should use methods to teach us new information that have been proven to be effective and engaging in learning environments.

After attending the additional after hours training of the SCOC implementation I actually encouraged peers not to attend because it provided me with nothing.

Are the words ridiculously non-existent too harsh? Only after numerous complaints did central office provide an administrator to come several times and offer training, during the day when we have to teach classes or plan instruction. (No wonder that no one met with him.) We asked for training to be provided during a staff meeting or during PD days. Why was that not possible? Because that would have been convenient for the staff?

As security, we are not allowed to write referrals.

At the opening staff meeting when teachers were asking questions about the SCOC we were collectively scolded and told this is the easiest thing in the world, just look at the chart. Well, that has not been the case. The SCOC provides barriers for students to receive timely discipline for behavior that is disruptive to learning. It makes it so much more time consuming just to deal with the most basic of disciplinary issues. This is not going to result in college and career ready outcomes.

Behavior is not better because we are writing less referrals.

Conflicting information was given to us about the SCOC from the administration. At times they contradicted each other and/or themselves.

During the training, answers would differ from BOE person and school admin.

Each school has been told different things by their administrators and are following the SCOC differently. I am not sure even the administrators understand the SCOC.

Have rules that are ignored, not enforced. Lip service only.

I actually have no idea what is going on with the SCOC at any level right now.
I attended the first after school training session last fall. It was very brief and confusing. It just seemed like a lot more hoops to jump through to receive help with difficult students.
I attended training on a PD day. It was helpful. I think that if the district implemented something they deemed so important, training should have been done at each building.
I didn't realize we had begun the implementation of SCOC.
I do not feel like I was really trained at all. It took me weeks to understand the process. Consequences are not being given equally. Two students will do the exact same thing in class (ie: steal from a teacher) and one student will get a reteach while the other gets in school suspension.
I do not feel prepared to use this tool although because of the age of students (primary) my usage is possibly less than intermediate grades. In order to use the SCOC there is too much back and forth looking up codes, what defines infractions and then to add insult to injury we have been told that we need to inform the parent for EVERY entry AND put it in the PLP. TOO MANY STEPS.
I don't blame our administration. They have been tied as to what they can do. The new student code of conduct is "they can do as they please and we smile and say how great everything is."
I don't recall receiving any training.
I feel like building administration is doing the best they can within the means they have without going against the SCOC. However, initial attempts for more understanding of SCOC was ignored until TAP stepped in and helped arrange more visits from Mr. Rusinko. The times provided and his location on days he came for Q and A were not communicated effectively.
I feel like we had very very LITTLE training at the beginning of the year. I went to a training later in the fall with a state representative that was way more helpful and at that point felt like I had a much better grasp.
I have received little training, support, and implementation of SCOC.
I know I've heard the script several times, but still don't quite understand it.
I think admin tried their best given the SCOC asks a lot of teachers.
I think this year was a trial-and-error for all of us: teachers and admins.
I understand why this is necessary, but I think the district has too few non-referral options for managing anti-social behavior that becomes unmanageable at the setting level. Paper referrals and stronger behavioral interventions need to be implemented. The district also has poor options for dealing with 1st period tardy and attendance issues, putting it back on classroom teachers with full teaching loads to take on massive administrative burdens.
I was on maternity leave, and no one trained me or gave me any information upon my return.

I was unable to attend the staff meetings where the SCOC was introduced to the staff. Since then, I have been attempting to understand it, more or less on my own, and by talking with other staff members. Many seem just as confused about it as I am, even though they have had the "training"
I would like to be trained on it to fill out behavior issues. Instead of some of these ridiculous PD things at the high school (waste of time) teach us this!
It has not been communicated effectively. Often sessions have been last minute or during lunch or not optimal times.
inadequate training, inconsistent dispositions
Information was misleading, told several different answers based on what administrator was asked. Seems as though administrators don't have to utilize SCOC and some write up referral on students without going through the scoc process.
It is very frustrating that when you have a question it cannot be answered until it goes through a comment form.
It seems it has given students a blank check to be late to class on a much more frequent basis
It seems like there was no training. Our administrator has done a lot to help sort it out, but it takes a lot of time trying to figure what category to place the log under and how many times it has occurred.
It was discussed at one PD.
Lack of training and clarity. I hate having to revert to coming back to the book and having to look it up every time. I think we could benefit from playing out scenario's that happen frequently and how to enter them.
Much of the training was voluntary. Because I attended, I was able to get many questions answered and it was very helpful. Maybe incorporating training into staff meetings early in the year or setting aside time during each meeting for questions.
No one in administration knew what they were talking about and when one person said something, another administrator came along and said something else. Complete chaos
nobody is on the same page on how to fill in the referrals.
not clear
Not enough training on the SCOC .
Not helpful - possibly deliberately confusing?
Once I asked questions, my administrator did his best to clarify and answer
Our Principal has gone out of his way to share insights into the SCOC and I attended two workshops at a PD day. I still struggle coding and at elementary there is not always a victim there can be co-conspirators, but I get the referrals sent back asking for a victim after the fact when I can't even open the original referral.
Our principal has met with individuals who need support and has discussed the SCOC in a staff meeting.
Rushed through in the August PD days, then every time follow up questions arise, we are told to refer to the SCOC document instead of having helpful conversations and clarifying questions.

Say what you mean and mean what you say. Implement consequences and demonstrate some Educational Leadership. No accountability, at all, for students.
SCOC does not seem to allow Administrators to sit on referrals and then issue a joint consequence for multiple infractions, yet that is what is happening. This kind of discretion often leads to disparate treatment, which is what the SCOC was established to fix.
Some information was unclear and a different message was relayed to us for a few items.
Still confused. It is way too much work for how often we are expected to employ it.
Still somewhat confusing and definitely a pain.
Still very confusing. Same students and there is no change in tardiness or behavior
The building principal adheres to the SCOC constitution. He explains the consequence that aligns with the Behavior Leveling. Training seemed to be a bit scant. We did have that video.
The attempt is there, but needs to be condensed for staff, student, parent, and community understanding.
The booklet itself is not user friendly and the student behavior setting log is hard to read and understand once infractions are entered.
The building administration has tried but I'm not so sure they have received adequate training. Central office came to our building on a Friday, at 3:15pm; that tells me you don't really want to help me.
The document is not user friendly and time consuming to get and fill in.
The implementation was fragmented and unhelpful. As instructors, we had multiple conflicting reports on what procedure was supposed to be.
The initial training did not even TOUCH the tip of the iceberg!!!!!!! I feel as if admin is learning new things every day, so it is like the blind leading the blind.
The new SCOC was rolled out this year without an accompanying proactive positive intervention plan from the administration (e.g., PBIS, CHAMPS, etc). The SCOC is so different and there is no district wide positive behavior strategy, so each building has different expectations. Each building is supposed to just fend for itself. The administration just read the new SCOC rubric out loud the first day of PD and was like, "Good luck!" The administration should have had a plan in place to address the differences between the old methods and the new SCOC and what the teachers can do within the classroom since so many offenses require the student to now stay in the classroom. The administration should address the fact that valuable instruction time is being taken up with behavior issues in the classroom. The other students who are making good choices are suffering.
The only training was a video. It was not made clear how and when to track behaviors in the incident log.

The roll out was confusing and offensive. I then went out of my way to the afterschool training where the administrator in charge started with "What is your question?". Still no high-quality explanation. If I didn't ask a question, I would have received no information. Unlike the roll out, where I was told not to ask any questions. I found out that other teachers who went after school on other days, were presented with an excellent explanation. Very inconsistent. The only valuable experience I had, came from my principal. I also was told contradictory information. I believed my principal over the administrator from the Board of ed.

The rollout of the SCOC was flawed from the beginning. At our first staff meeting when the new SCOC was presented, Toia Robinson stated that she could not answer any questions. The children and staff were each provided videos to view to gain information about the changes. More information was not presented until later, and came in the form of Paul Rusinko coming to our school to answer questions.

The SCOC tells us to write referrals for any subsequent tardy after a 4th tardy. That is to say the first, second, and third tardies receive warnings, but the 4th, 5th, 6th, 7th, etc. tardy are to be referrals. Administration undermines this policy by saying that we can only write referrals for every 4th tardy. That is to say for the 4th, 8th, 12th, etc. tardy. They are not in compliance with the SCOC therefore the teachers are not in compliance with the SCOC.

The SCOC was simply announced. I do not consider this training. Additionally, at the beginning of the year, no referrals were dealt with, no matter how abusive the student behavior due to the administrations claim that the SCOC was not correctly completed. This set the stage for poor behavior and low expectations at the beginning of the school year, which in my opinion has been detrimental for our school culture.

The student code of conduct is not followed consistently. Students receive consequences that do not seem to match the behavior infraction. It oftentimes does not make sense what a student gets as a consequence or doesn't get compared to the violation.

The training I received was provided by colleagues. Consequences of major offenses were not as severe as the offense.

The training was almost nothing. The video that they provided did not sufficiently go over everything. The amount of time it takes to go through the document is extremely time-consuming.

The training was hurried and confusing. It was clear that the "trainers" really did not deeply understand the system. Nor was the information given consistent over time and between locations in the district. This was (another) example of how administration has no clue how to teach.

The training was very confusing. The administration is not on the same page with implementation. Everyone has their own understanding that is not consistent

The video was not helpful and the way that it was presented to us with the intro "This is a terrible video don't pay attention to it" was unhelpful. When we didn't know to put in the Setting Level Log we were scowled at during a staff meeting.

<p>There are a lot of questions Staff has regarding the fundamental application of SCOC. There are also concerns regarding the practice of how and where to put the information (PLP or Behavior Log) as well as counting the students’ previous offenses with other teachers as well. So far, our Principal has done a great job of answering questions as they arise.</p>
<p>There are mixed messages on referrals and entering data.</p>
<p>There is no progressive scale when it comes to discipline. Students know that once they get to a certain point, Administration will throw their hands in the air.</p>
<p>There was not enough information about how to write of certain behaviors. How to choose the behavior (tardy, chronic tardy, habitually tardy). Also, how many times you have to put something in setting log before you can actually write a referral.</p>
<p>They didn't know enough themselves to answer our questions</p>
<p>They have to support but at this time everyone is frustrated because there are so many steps and it takes so much time.</p>
<p>This is not a good system. It is heavy on the paperwork and light on the consequences. You cannot tell us that 2 students of different races received different consequences for the same offense without telling us the context. Context matters. This SCOC does not solve any problems - in fact - it creates more problems because infractions are not addressed in a timely fashion.</p>
<p>to only provide a man from the board sitting in room and us having to give up planning or lunch time is not sufficient. Training on this several hundred page document should be provided in sessions during our PD days</p>
<p>training only consisted of a vague video as well as optional support sessions in the media center. When those occurred, this was still during the time when questions could not be answered in person and needed to be answered in writing on the district website.</p>
<p>Training started at the beginning of the year with a short presentation that was very unclear. We began the year and didn't have proper training and had very limited knowledge on how to use the SCOC. Yes, training was then proving throughout the year, but we should have had proper training prior to the year beginning.</p>
<p>Training was offered at inconvenient times and should have been a part of the PD training mandatory for everyone and not at our lunch/planning times.</p>
<p>Training was only at the beginning of the year and not specific. The document that explains the SCOC is incredibly long and it would be nice to have time carved out at a staff meeting in order to read through the whole thing and ask clarifying questions. It is frustrating to have to send questions through to another entity. Although the SCOC is meant to be less subjective I am finding through conversations with others that it is still subjective.</p>
<p>Training was short at the beginning of the year, implementation has been inconsistent.</p>
<p>Very confusing.</p>
<p>Was not offered or effectively taught.</p>

We didn't really get training. We watched a powerpoint and video and were instructed to ask questions on a document. We had someone come from the board to answer questions in a room two days, but they gave information that conflicted with what was provided by our administration. It is frustrating to document so much for 3 tardies, a referral, 3 more tardies, another referral, and then it resets the next quarter. Students can be tardy 9+ times in a quarter with little consequence, and that is only in one class. Each class and teacher has a separate progression. It is concerning to me, if a student is not in class, they are not learning.

We found out the central office rep was coming to the high school the day he came (just a few hours before). The video we watched from central office at the staff convocation did not give any details or highlight any of the important issues that we have had continual problems with (many of which were predictable).

Most importantly, is very unfair that the administrators have not put out a joint or united list of procedures to follow regarding most of the work. I often feel like my evaluator and the grade level principal for my classes are on totally different pages and I am left feeling very discouraged and like I'm on my own and the only one with these behavior problems, when in reality most other teachers are in my position.

We had a beginning of the year video and Mr. Rusinko sat in our library. That's not enough!

We listened to a slideshow being read to us as we watched it at the beginning of the year and that was all of our training until months later. Then, trainings were offered as question sessions where we were given no notification (happening as an announcement was made).

We should have been thoroughly trained before implementation of this code of conduct. We are being given conflicting information in different buildings, and student behavior is worse than ever. Because of all of the misinformation and lack of training, we cannot discipline our students effectively.

We should have been trained in a way that modeled how we should teach our students. It was the opposite.

We were given a 30 minute presentation of the SCOC at the beginning of the year by administration. Admin has been unable to answer basic questions we have about the SCOC and the Behavior Setting Log. These questions have gone unanswered all year long as we are told central admin does not have the answers to these questions either.

We were given conflicting directives for following the scoc and then covertly threatened for not following it correctly

we were told that 3 entrees from any three teachers was enough then they went back on their word.

What training?

When I met with a board level support person to express my concerns, I don't feel they were heard. I don't think he really took in what I was saying, but instead just offered excuses. He really had no idea of the problems that this new system causes when in effect.

At the building level the principals are still applying the behavior consequences unevenly. The only difference I see is the system is more cumbersome and complicated.

WHY ARE TARDIES NOT DONE BY ATTENDANCE! A student can be late to every class for 3 days in a row with no consequence? What sense does this make? What message does this send? Security cameras are at exits and students go in and out during the day. Why can't they find out who these people are coming back with food from wendy's and other places? I am concerned that the doors are being opened during the day to let people in. They may not belong here. Major security problem that they are aware of and choose not to deal with. Parking is a joke. Students park in teachers' spaces with no consequences. Give the subs a placard. Ticket any car without or tow them!

We enter data / information and there is absolutely no follow up or consequences for behavior. No consequences!!

very confusing, especially if incidents are occurring several times with different teachers.

Training for SCOC was overly brief

The document is not user friendly and time consuming to get and fill in.

Support is ok and administration has been helpful and transparent with our use of implementation. The issue is regarding the "pre-referral" instances and occurrences that should/need to be processed to administer referral.

Even when protocols are gone through, it still seems as though actions are being taken by administration that do not follow the SCOC grid.

We requested training from our administrative team. She pushed it off, passed along times with Paul R. after he was already in the building, didn't offer support, told us we couldn't write referrals for Students with Disabilities (even if we followed the SCOC and they had the proper amount of SBLs). Administration refuses to respond to referrals.

<p>5. On a scale between 1 and 5 how would you rate the ease of entering data in the Setting Level Behavior Log?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">1 Extremely Difficult</td><td style="text-align: right; padding: 5px;">35</td></tr> <tr><td style="padding: 5px;">2</td><td style="text-align: right; padding: 5px;">50</td></tr> <tr><td style="padding: 5px;">3</td><td style="text-align: right; padding: 5px;">55</td></tr> <tr><td style="padding: 5px;">4</td><td style="text-align: right; padding: 5px;">23</td></tr> <tr><td style="padding: 5px;">5 Extremely Easy</td><td style="text-align: right; padding: 5px;">9</td></tr> </table>	1 Extremely Difficult	35	2	50	3	55	4	23	5 Extremely Easy	9	<p>6. On a scale between 1 and 5 how would you rate the ease of tracking # of behavior logs per student?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">1 Extremely Difficult</td><td style="text-align: right; padding: 5px;">77</td></tr> <tr><td style="padding: 5px;">2</td><td style="text-align: right; padding: 5px;">51</td></tr> <tr><td style="padding: 5px;">3</td><td style="text-align: right; padding: 5px;">29</td></tr> <tr><td style="padding: 5px;">4</td><td style="text-align: right; padding: 5px;">4</td></tr> <tr><td style="padding: 5px;">5 Extremely Easy</td><td style="text-align: right; padding: 5px;">2</td></tr> </table>	1 Extremely Difficult	77	2	51	3	29	4	4	5 Extremely Easy	2	<p>7. On a <u>weekly</u> basis, estimate how much time you think you spend entering data in the Setting Level Behavior Log (Pre-Referral)?</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 5px;">I don't use it</td><td style="text-align: right; padding: 5px;">39</td></tr> <tr><td style="padding: 5px;">Less than 30 minutes</td><td style="text-align: right; padding: 5px;">49</td></tr> <tr><td style="padding: 5px;">Between 30 minutes and 1 hour</td><td style="text-align: right; padding: 5px;">49</td></tr> <tr><td style="padding: 5px;">Between 1 and 2 hours</td><td style="text-align: right; padding: 5px;">24</td></tr> <tr><td style="padding: 5px;">More than 2 hours</td><td style="text-align: right; padding: 5px;">14</td></tr> </table>	I don't use it	39	Less than 30 minutes	49	Between 30 minutes and 1 hour	49	Between 1 and 2 hours	24	More than 2 hours	14
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8. If you are required to contact a parent for every Setting Level Behavior Log (Pre-Referral) entry, how much time do you estimate that it would ADD on a <u>weekly</u> basis?

Less than 30 minutes	25
Between 30 minutes and 1 hour	55
Between 1 and 2 hours	42
More than 2 hours	46

9. If you are required to log into the PLP for every Setting Level Behavior Log (Pre-Referral) entry, how much time do you estimate that it would ADD on a <u>weekly</u> basis?

Less than 30 minutes	31
Between 30 minutes and 1 hour	55
Between 1 and 2 hours	46
More than 2 hours	36

10. Comments about entering data

Although I understand the reasoning behind needed parent contacts and logging both the parent contact and the SLBL information, it is now three steps and takes a great deal of time. The process is easy, just time-consuming. It is also difficult to have to keep track of the number of entries especially when I am already feeling pressed for time. It would be very helpful for the Infinite Campus system to automatically alert the principal when information is entered into the SLBL.

As a new teacher, I often have to decide each night whether I will enter my PLP logs for approximately 20 tardies/day, minor class disruptions, swearing at the class, "no work" students, etc. or actually doing my lesson plans. No new teacher should feel like they have poor behavior management because they cannot take the time to log something every night. It is unrealistic to expect a teacher making new lessons from scratch to have to log and contact parents before being able to go to the administrator.

As a specialist I see about 400 students from Monday through Thursday. In addition, I see the entire student body on Fridays when I team teach. The number of students who could potentially require me to enter behavioral data is so high that it would add many hours to my work week.

Because I have had referrals for repeated offenses given the lightest of consequences or no consequence at all, the process sends an underlying message to teachers that they will not be taken seriously. I will not waste my time with building administration that only values the referrals it gives to students, but not those of teachers.

Can the system send an AUTOMATICALLY message to parents to inform about the type of the offense and the occurrence?

character limit restricts entering full details. selection of response to action is limited to just 1 selection although multiple interventions may have been used, nearly impossible to track previous entries in the mix with many other entries....

Daily I use 3 hours at least to do all of the above.

data entry is repetitive
Entering data is so labyrinthine that I just don't bother. I don't even mark students late to class anymore because I know that it will entail a pile of paperwork.
Extra time needed to input logs does not change students' behaviors and is a waste of time.
Hard to find time during the day and remember to enter the information
Honestly it would be so much better if I could only see my entries. It is SO time consuming and challenging to go back through everyone's entries, find mine, then try to determine how many of that specific infraction I have written for that person. It has made me write far less referrals not because anything has changed but because it is so time consuming and frustrating.
I am fast at data entry - other teachers are struggling through it and have reached out for assistance. I don't think teachers are using it for every single infraction but more likely once tier 1 interventions (redirection and class dojo) have not helped. Also - many teachers complaining about a lack of consequences but not using the setting behavior log to document behavior and start process.
I do not enter everything - it takes too much time. If I actually entered everything the way I should, it would take 1-2 hours a week. It is very tedious (while the process itself is easy): the issue is having too many student issues to document (every tardy, every side conversation). It has become easier NOT to write the referral and just deal with it otherwise; however, I know I'm not compliant with the tardy policy.
I do not understand why Infinite Campus can't pull data from one area to another and why, if it can track absences it cannot track the number of instances in the behavior log.
I do not understand why these are two separate entities. It is very redundant. We do not have enough planning time to do everything once, let alone twice.
I don't use it. I know colleagues that do, once they got the hang of it, I think it has been fine.
I don't use this system because I try to do everything possible to avoid using it so my minutes are not reflective of how much time of ease of use but rather pure avoidance.
I find that I am (not purposefully) actually taking FEWER steps to manage behavior because of the time it takes to enter it into the log! This leads to even more issues.
I find the layout of text very difficult to read. I label most things as disruption because then it is easier for me to count.
I have decided that this system is more burdensome than I am willing to accept. I have not, and will not, enter anything into it. This is not a huge change for me since I have only rarely written referrals in the past.
I have given up on this. I spent hours doing this in the beginning and the consequence was always student conference. This was before the huge debacle when we were sent one set of rules then had it "clarified" a while later with rules that were completely different.
I have just stopped writing pre-referrals because it's not being tracked with admin for referrals.

I have noticed that my colleagues have stopped entering data into the behavior setting log. Most info is entered into the contact log. It takes a lot of time to scroll through all the previous entries to count which number your new entry is. It is an extra, unnecessary step.

I recognize the importance of recording this information, but it must be acknowledged that this is in addition to planning and facilitating quality learning experiences, communicating with students and parents, and managing the curricular mandates - IlluminatEd. I find that I am conferencing with students, reteaching expectations, and communicating with parents regarding behavior, but I am not always documenting these efforts.

I support the implementation of the Setting Level Behavior Log and logging information into PLP. However, I believe that there can be improvements to this process to make it more efficient. I don't want the system to be eliminated, but I do think that there is room for improvement and modifications to make it more accurate.

I teach 280 kids in a week. I have spent many lunch hours (my own time) and planning periods entering data in the PLP. It is ridiculous that I have to give up that time to do paperwork. I will no longer be using my own time for this. If the district wants to compensate for the use of personal time we can talk.

I thought setting level behavior log was already in PLP?

I thought you already had to enter PLP after putting in the Setting Level Log.

I understand the importance of the paper trail, but if I truly entered all the Setting Level Behavior Log and telephone calls I wouldn't have enough time to plan, teach my lessons, and track my academic data. I thought my role was truly to grow my students academically not monitor them behaviorally.

I understand the need for tracking behavior, however, this seems excessive and could be very time consuming depending on your students and number of behavior problems that year.

I use this tool A LOT and like it. I sincerely hope that we will keep tweaking it. I believe this can become one of our best data collection and sharing tools. I wish that administrators would receive a daily digest of the entries made during one day. As of now, it seems that NO ONE is bothering to even periodically check what is entered. It shouldn't be our practice that we have a great tool at our fingertips and no one utilizes it to its actual potential.

I wonder about the student that is constantly getting SLB contacts. If you are the 3rd person that has called that parent that day, chances are likely it won't be a friendly conversation. And because we don't have time to make phone calls and enter data right on the spot, most likely it will be after school. Scrolling through the behaviors can be a struggle when you are just trying to document something. I also notice not everything gets put in because I think if you are a specials teacher, you would be doing more of that than anyone else, so I think some of the things don't get entered. I also feel that the teacher coming up with the consequence seems like yet another job to do when you are already trying all the things in your classroom.

If students enter the building and receive a late pass from the front office, why doesn't the front office document their tardies in the PLP? Why is this a teacher responsibility? Documentation disrupts the flow of class and teachers and students alike are suffering because of it.

If there could be an automatic alert from the system to parents via email when a SLBL was documented that would be a big help. Additionally, having that contact go directly to PLP if necessary. The way you have to scroll and SEARCH for the number of incidents is a total pain and waste of time.

if we knew how to use this system, writing up all the various offenses, then PLPing all of it and later contacting the parents.....would be almost a part to full time additional job.

It has become so difficult and time consuming that I avoid doing it. I have started to write a referral and stopped in the middle of the process since I didn't have time to do all of the steps involved.

it is cumbersome.

It is difficult to choose which violation since I don't believe it is worded or geared toward elementary behaviors. I did not realize that the system doesn't keep track of # of specific violations and I need to go through and count and record those manually. SPECIALISTS need to be using the log as well and not relying on classroom teachers to enter behaviors.

It is not possible to track all of the times I correct students for their behavior. If I am addressing a student behavior in the hall and do not know the student's name, I cannot track it. Principals do not follow up with the cameras as they say they do. There have been multiple times that I have emailed them to look at an incident on the cameras and I receive no response.

Furthermore, substitute teachers can not address behaviors in an effective way. They should have access to a paper system so they can write referrals on students.

It is not worth my time to document behavior that I will have to deal with anyway so I just deal with the behavior on my own.

It is now designed to not submit behavior referrals. IC info is not up to date or fraudulent. Trying to call parents to non-existing phone numbers is common. Many guardians and parents have no email addresses.

It is redundant.

It is unclear which situations/has many offenses should be in the setting level

It is very time-consuming that I get to a point where I don't even enter a behavior setting.

It takes a very long time to find the behavior under the correct setting. For example, a student who throws a book is not the same behavior setting as throwing a book at a student. It takes a VERY long time to read several different setting descriptions to find the correct one. Also, you have to read a flowchart to figure out which consequence you can give for each behavior. Then you have to count the number of occurrences each setting level happens each time you enter data. That number should appear automatically, which I suggested to Paul Rusinko when he visited our school.

It takes an enormous amount of time to enter each log. I have students who are logged nearly every block for outlandish behaviors. One student already has 32 major disruptions. We have contacted mom, and the student has only been suspended twice.

It takes time to look back over the log to count how many times the student committed the offense and to then look up the offense and the number of times to see what the consequence is. I just stopped using it.

It's redundant and difficult to read after it's entered.

It's still not 100% clear to me when I'm supposed to enter things in different places (PLP, setting level behavior log, behavior referral)

Its takes a while, many steps and frustrating to learn this throughout the year, instead of prior to the year beginning. I feel I and many others started the process wrong because we didn't know the proper way due to lack of training.

Keeping track of the category and number of behavior setting referrals is frustrating. Each category requires starting again. You really have to look through each individual referral from all parties to find the number. Is there a way the computer can automatically keep track of this?

Make it easier not more time consuming.

Many times Infinite Campus takes a long time to load so it makes the process go slower.

not enough time in the day

Security is only allowed to write statements, no referrals.

Some things are handled within my own classroom management system and therefore aren't entered in the setting behavior log, however, if I logged everything it will take hours. We use a separate PBIS system within our classes.

sometimes it's not clear what infraction it is. I have spent a lot of time "looking" for the correct category.

students won't feel connection between their behavior and accountability

Telling a student to put his phone away is a three second interaction. Logging it is a two minute transaction. Just redirecting on phones and headphones would take hours per week for that one rule violation. When a referral is written, the consequence is "conference with student" or "combined with other referrals" and it has no effect on behavior.

We are not using an accessible tool for the task required.

The administration wanted referral numbers to go down so they made it extremely difficult to write referrals.

The amount they expect to be done in addition to the job of educating students is impossible. The immediacy they expect it to be done is also an impossibility when a classroom of students sit in front of you. Also, the administration response has no time limit negating the impact any consequence would have for the child to learn from his or her behavior.

The behavior incident choices in the setting log are not clear and do not fit actual behaviors that occur

<p>The data entering is quite time consuming. I have made my own log sheet in order to keep Track of occurrences which is another step. A lot of cut and pasting!!!!</p>
<p>The log is relatively simple to record data. But everything else takes too much time. Hence the reason why poor student behavior has accelerated. No one has time to complete all this documentation. Then get a swift response and consequence assigned.</p>
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<p>The process is very time consuming to begin with and now it is completely cumbersome and ridiculous.</p>
<p>The Setting Level log is the most difficult! It's extremely small and difficult to track. You have a limit on text and it does not organize as it's populated. Even if you could just stretch the box, it would be helpful!</p>
<p>The system does not sort the behaviors so one can track the number of incidents for that particular behavior. A lot of time is spent scrolling through the Setting Behavior Log trying to find out what number incident the behavior is. Then, to log contacts in the PLP as additional documentation seems redundant if the remedy to the situation is a contact home was selected. There are far too many steps in the process of logging in the behavior.</p>
<p>The system is cumbersome and ineffective. Students know that they will not get a referral immediately for what used to be major infractions. This has negatively impacted the climate in our building.</p>
<p>There are A LOT of behaviors that get ignored because I don't have the time to enter all the data!!</p>
<p>There is no time during the workday. There seems to be a great deal of wasted time. PLP Behavior Leveling Restorative Practice Reviewing behavior with principal and student Phone call home</p>
<p>There needs to be a way where each teacher can see only the data that we enter, not all the entries from every teacher that a student has.</p>
<p>This takes valuable time away from instructional planning, collaboration, student support, and assessment and analysis of data.</p>
<p>This task is taking too much time from my practice. Additionally, several teachers have given up due to the amount of time it requires, and this is lowering expectations for behavior as a whole.</p>
<p>Time consuming</p>
<p>Time restraints on entering data. The data can't always be entered during the time the misbehavior has taken place do to other responsibilities.</p>

too complicated. Let admin code the referrals.
Too confusing and time consuming. It makes teachers do more work, and less referrals are written making our school look like there aren't many behavior problems, which isn't true.
Too many steps, not enough time, not enough of an impact of student behavior. Started doing it at the beginning of the year but never seemed to have an impact on student conduct.
Too much redundancy.
Too time consuming
Tracking number before referral is a pain.
unnecessary paperwork which is not supported by research to change student behavior.
Very tedious
Way too time consuming. For every episode I put into the Behavior log there are 15 events that will not get done because it would be a full-time job. The reality is there is nowhere near enough time to document every kid that is being redirected for expectations, that probably happens 5-10 times every period, every day between the classroom, the hallways, etc. Who has time for all that?
We were just thrown into this. I didn't even know about this tab until another teacher told me about it.
When entering data and students are repeat offenders, it takes a long time to count the number of same infractions in the Setting Behavior Log because they are not organized nor color coded. It should not be on a staff member to have to count to make sure the number is accurate, because if the number is not accurate, there cannot be an actual/office referral written.
Why would we double log it in? (PLP and Behavior setting) It is February - behaviors are set - hallways - Tiger Time -
Wish it was easier to find/track the number of occurrences. Also, I have asked for clarification many times and never received it - is the occurrence numbered in my room only or cumulative between classes?
all too time consuming and repetitive.
Entering data is a waste of time. No consequences for bad behavior.
Formatting and additional entries make this process repetitive, redundant, and not only take away invaluable instructional and planning time, but so often, it seems there is no equitable follow-through.
I have used the plp but have not had to go into the behavior log this year for my class.
I used it at the beginning of the year and it became overwhelming. After realizing students were often given a consequence of "conference" or administrative detention I stopped using it. Not worth the time.
It is not worth my time to document behavior that I will have to deal with any way so I just deal with the behavior on my own.
It is very time-consuming that I get to a point where I don't even enter a behavior setting.
The Code Violations take too long to identify because there are so many and the interpretations are hard to identify. Also, the choices for Action don't always apply.

There may have been no action that took place because, for example, the student is so disrespectful and does not even stop if the occurrence is in the hallway. As Support Services, we don't always have the opportunity to follow the student and/or figure out the student's name.

The process for entering behavior data is inefficient and not intuitive.

There has to be an easier way to add this information and see an actionable report with frequencies of SLB that have been added to IC. Right now, this process is extremely time-consuming in addition to factoring in the other documents we have to complete with fidelity in our building, I simply don't have enough time to do all of this work even with simple ways of gathering data.

We are required to do all of the above and it is very taxing. It takes up instructional time and takes up planning time that we are to be using to plan for instruction.

11. On a scale between 1 and 5 how effective have you found the use of the Setting Level Behavior Log (Pre-Referral) in improving student behavior?

1 Not Effective	150
2	20
3	10

12. On a scale between 1 and 5 has the complexity of SCOC protocols deterred you from recording/reporting inappropriate behaviors?

1 Not Deterred At All	18
2	18
3	38
4	64
5 I no longer report inappropriate behaviors	32

13. On a scale between 1 and 5 how would you rate student behavior in your building compared to last year?

1 Much Better	4
2	4
3	62
4	49
5 Much Worse	52

14. Comments of the relationship between SCOC and student behavior

Administration generally does not enforce rules unless the infraction is directed at an administrator as the victim. A student can curse out a teacher with no repercussions. When they do the same to an administrator, it is a suspension. This disparity is demoralizing and shows that administration has contempt for teachers and what we are doing.

Because the system is so much harder and takes so much time on top a lot of duties already, I believe people are writing way fewer referrals but the behavior in the building is the same or worse, depends on the day and area

Behavior in the building is much worse this year. Kids are disrespectful, argumentative and oblivious to how the actions of some affect the learning of others.

Behavior is the same as last year except there are less students. I do not attempt to record/report behaviors in the halls. Students run away, I do not know their names, there are too many of them misbehaving

behavior is the same. it's just not documented as much because who has time to document it all. I'd have to stop class multiple times to record information or input information in during planning which would leave ZERO time for PLANNING
Behaviors have worsened.
Behaviors in the building are the same. It is just too much work to put in all the steps to the SCOC.
Better but not do to the SCOC.
Doesn't seem to change the behaviors in the building, same disruptive behaviors.
Elementary age students simply do not respond behaviorally to things like setting level behavior logs, or a handbook of expectations. Research shows that either PBIS or a whole-building behavior focus is more effective with this age group
Elementary behaviors have different needs, timing, and appropriateness that our current SCOC does not come even close to supporting.
Gives students too many chances and not enough meaningful consequences. Students need swift, fair and consistent consequences that respond adequately to the behavior infraction.
Hard to even evaluate because looking at behavior data on the SCOC is not accurate.
Haven't seen much change.
I actually don't think the setting level behavior log is that big a deal because I was tracking the same behavior in a similar way in a different place. I'm assuming by the level of complaints that teachers would just jump to referrals instead of trying to mediate the behavior in the classroom and tracking the interventions they tried. I think that it has deterred some teachers from writing kids up for every little thing they didn't like. I also think that it has cut down on referrals for things like "disruption" and "disrespect" and "insubordination" which tend to be pretty vague and can be a vehicle for our implicit and often racist views to play out.
I am using SCOC for highest flyers mostly and it does not seem to be helping or hurting the situation only providing a document that shows the progression.
I believe that strong teachers already have behavior management skills to properly address student behavior. I also believe that the SCOC is attempting to empower all teachers (strong and emerging skill levels in regard to behavior management) to manage behaviors as they deem appropriate in their classroom. However, there is a disconnect between the SCOC and how it is being used which is causing this process to suffer.
I do agree that at least there is a consistent procedure in place, and I agree that the scoc keeps track and documents behavior. However way too much time is used on data entry and having to put data and 2-3 places on infinite campus. Program should allow for contact log/behavior setting log, and referrals to be the same list.
I do not believe that there is a clear relationship between the SCOC and student behavior. So many students are dealing with trauma and other issues that negatively impact their behavior and academic performance, that it is difficult to provide adequate support as a teacher.
I do not feel that it is effective.

I don't know if there is one and that is not what I thought is the purpose of this. Maybe that would have been a good point to make during training...
I don't see a connection.
I feel like students are not seeing consequences and doing whatever they want. Students are saying they do not feel safe in our building.
I have heard other teachers mention that they feel that they do not have administrator support when behavior is happening at the classroom level, even when the behavior is severe. In my own classroom I have found that students respond positively to knowing that I am "documenting something in Infinite Campus" and it has helped them reduce their behaviors. I am not seeing this effect on older students (grades 3-5).
I haven't seen much improvement. I think there are fewer referrals, but I think it is because teacher don't write them up anymore.
I notice no difference in behaviors of students and the SCOC
I see no effect that the SCOC has on student behavior. Behavior seems the same this year as it was last year, no better, no worse.
I see no improvement in behaviors or a correlation between SCOC and student behavior.
I think behaviors look better because I know things are not being reported. Behaviors that should be dealt with by admin so they are taken seriously and don't happen again are not. Children are in greater need of a trained adult in behavior therapy, etc. to talk to and work with them instead of it falling on untrained teachers and brushed aside until it escalates.
I think that student behavior is probably about the same overall now as in the recent past. I see the same behaviors in students as before and I take corrective action when I deem necessary independently of SCOC. I have heard some student conversation to the effect that they believe they can play SCOC because of the excessive number of chances they sometimes get but, otherwise, I see no significant relationship between the two.
I think that using a system that is so cumbersome to use and understand for teachers who already have a lot to do just forces them into the decision not to use it. The outcome is not improved behaviors.
I understand the goals of the new code of conduct, I just don't see the processes that this code involves being helpful. It creates unnecessary barriers to addressing student behavioral issues.
I understand the initial intent of the SCOC and I think in theory it would work but we literally CANNOT keep up with everything. There are not enough hours in the school day to teach, plan and record every single infraction in the setting behavior log. Students, in my opinion, know this at this point in the year and see that they can get away with more disruptive behavior and fewer consequences. On paper we have fewer referrals but it is only because of the challenge that the system presents to teachers. I think it would be easier if each teacher could only see their recordings in the setting behavior log. It is really hard to go through, count and remember how many times a student was tardy, disruptive, etc when there are 20 or 30 entries from other staff members.
I was not in this building last year but this year the behavior is out of control. Students have zero respect and the SCOC has not helped to make it any better.

immediate feedback had been repeatedly proven to be THE MOST developmentally appropriate for kids

Kids need immediate feedback for positive reinforcements and for extinguishing poor-choice behaviors from the start.

Waiting until a student does a similar behavior 4 or 5 times until a consequence is finally given at the administrative level has taught students that they can get away with most poor-choice behaviors.....and unwanted behaviors have escalated in our building.

Ineffective.

it has had a negative effect on behavior

It has made absolutely no difference.

It is ineffective

It means a much longer period of time, and more unanswered infractions, before even slightly serious interventions occur. I have seen absolutely no improvement in behavior.

It seems to be a lot more work than necessary. I just want to write a narrative and a few quick clicks and be done. That's not how it works.

It seems to be a lot more work than necessary. I just want to write a narrative and a few quick clicks and be done. That's not how it works.

Just counting incidences differently, does not mean that behaviors have changed. It is maddening to hear administrators say that things are so much better because referrals are down, when I know daily that behavior is not changing. How can administrators expect us to believe that things are improving when two elementary schools have full time assistant principals, and the other building have a floating assistant principal whose job it is to deal with behavior.

Kids know they can get away with more because of the steps we are supposed to follow (warnings, re-teach, conference, teacher detention, then referral). It is ridiculous.

Many behaviors are not being addressed and the building (which was not in control before) is completely out of control. My floor has students wandering around being loud from 8 am until I leave.

Many teachers are not writing referrals due to the lax SCOC dispositions. Students are not receiving progressive consequences for repeat behaviors. There is reason to suspect that there are different consequences and inconsistencies depending on which teacher/staff member wrote the referral

No correlation.

No real consequences or accountability for student behavior.

No relationship between the two.

none

Not all students have poor behavior. However, those who do make up for the rest of the building. There is running, shouting, swearing in the hallways during all periods. People are in the roped off area across from the auditorium because there is no place for them to go after lunch to talk, relax, listen to music, etc. Administration is often at one end of the hallway with security at the other end and both are ignoring the behaviors. Teachers stop and talk to the students usually to no avail.

On paper we look to have less difficulties with student behavior, but that is not the truth.

Only having retraining and ALC as options at elementary leaves us repeating and repeating and student behavior unchanged or improved but still inappropriate and disruptive. As a specialist there is no way I could write up the 4-6 students per class who are major disruptive and would each need a phone call home.

Our building is out of control. Students have realized that there are few, if any, consequences.

Our students are out of control. They are getting away with terrible behavior with no consequences. The climate is wild and unsafe. The students took a school climate survey and said they felt unsafe in our school because of the actions of their peers.

Same behavior...perhaps having more people to monitor the halls would help and that would overflow into behavior in the class.

SCOC has negatively impacted student behavior. Teacher and administrators cannot respond immediately, and students are aware of this. They are "getting away with" more than they have in years past.

SCOC is great for minimizing student behavior, but when it comes to daily offenders, the SCOC is virtually pointless and challenging. It forces a teacher to choose to either ignore behavior because the process takes a very long document, be cautious of how much the teacher writes students up in fear that they will have consequences or have to have PD, or spend so much of their personal time documenting things just to document things, rather than have behaviors improve.

So cumbersome to submit behavior referrals. When I do go through all the loops to enter data and contacts, there is no change of behavior. And the behaviors are worse because the student knows they have all the extra time to misbehave; ultimately there is no difference in placebo consequences and no change in behaviors. Waste of time - no timeliness in a receiving a consequence (if any). Students know they are in control - the tail is wagging the dog.

Some of the categories don't match the behavior exhibited.

Student behavior has not improved. It is the same.

Student behavior in the middle school has never been very good. The biggest difference is that most behaviors are going unreported because it takes too much time to do all of the pre-stuff. Student behaviors have gotten worse and students are not afraid because they know nothing will happen.

Student behaviors have improved in our building, not because of the SCOC, but because we are back in our own building! Number 13 is not a fair question for the middle schools after living the nightmare we did for the last two years.

Student have very little consequences for inappropriate behavior. You can throw a chair and as long as it doesn't hit someone it is still handled at the classroom level with no real consequence. Other students see that this behavior has no consequence and think they can follow along. Disruptive behavior has increased in the building and I believe it is directly tied to lack of consequences. It takes four incidents of disruption before there is any real consequence.

Students are aware of the current system, that they get 3 warnings and then a referral. Then the process repeats itself. There is no "more severe" consequence than that. Therefore, there is no deterrent to not be tardy. The current policy is ineffective. If a student DOES get a consequence it is the Alternative Learning Environment and students know that if they miss/are absent that the administration considers them to have "served their time" anyway and does not force them to make it up at a later date. So of course, students don't go to ALE.

Students are aware they can get away with things and get "warnings" are not accountable for their behavior.

Students are no getting consequences of their actions which make them feel powerful and have no respect towards nobody in the building.

Students are not disciplined for offenses that should have major consequences. They may get a lunch detention for punching someone. Not effective

Students are not seeing that there are consequences for their actions or the actions of others. A student literally threw a chair across a full classroom and was sent back to class, because he had not had enough of the same kind of offenses in IC.

students don't feel that there is any consequence so they can act anyway they want.

Students don't recognize the SCOC as a punishment at all. I don't know if they don't care or they don't know how it works.

Students fail to see consequences to negative behaviors in an age-appropriate amount of time leading them to believe that they cannot or will not face consequences.

Students feel like they are untouchable because they are given so many chances. Relationships, reteaching, does not change any behavior. Even teacher detentions are not served with no consequence.

Students have too many chances before a referral is written.

Students know it is a joke. They run, horseplay, curse and even curse at the teachers. In the last week alone I had to talk to an administrator about students that told a teacher to "get back in your fucking class," threatened a teacher. and completely ignore teachers when asked to quiet down or inquire where they are supposed to be. Teachers are shutting their doors and ignoring the problems because there is NO SUPPORT from admins.

Students receive less or lighter consequences for the same behavior

Students seem to recognize that they can get away with certain behaviors without risking consequences.

Students will say to me that they do not have to put their cell phones away because nothing is going to happen to them until the fourth time. Some students are getting several referrals after the 4th, 8th, 12th, etc. Shouldn't there be a different response if the same referrals are being written for the same behaviors?

students won't feel connection between their behavior and accountability

The biggest concern I have is that everything in the pre-referral are things teaches have been doing since the beginning of time. We have behavior plans, parent contacts, mentoring and so on. It is hard to believe that behavior will change because it's now recorded on the computer.

The general code of conduct has way too many redirects and warnings for a consequence. This means you have to jump through these hoops of logging multiple behaviors before a student will see something that is a consequence. This excessive logging is a deterrent to dealing with minor issues, no one has the time to document the redirects for every kid. The behavior is not better, it has been getting worse year after year. We do not have enough security; we do not have enough administrative time to deal with all the problems. The kids daily challenge/dare even the administrators to deal with their behavior. Walk away from you/them when you are trying to talk to them, repeatedly wander hallways, have food outside the cafe, leaving through doors and coming back in with Wendy's, the list is long and is a mountain of work. No one has the amount of time to document all that, not if we are doing any other part of the job.

The kids know there are no consequences

The limited number of behavior referrals has had no/little impact on student behavior and school climate. The only reason teachers are writing less referrals and "dealing with it in their classrooms" is due to the fact that students are not consistently dealt with and the process is cumbersome.

The reason referral numbers are down is not because of an improvement in behavior, it is because of a lack of understanding of the new code of conduct.

The SCOC had absolutely NO effect on student behavior and added to the toxic environment here at the high school. The whole thing was so time consuming, the students are now running the show. The behavior of the students in the halls, etc. is absolutely worse than previous years. The lack of security guards and the lack of consequences has the students running the school. There needs to be more security guards and more consistent, serious consequences for behavior that is devaluing the education of the students who truly want to be here to learn.

The SCOC has made it almost impossible for students to receive appropriate discipline and the behavior escalates. A student cursed out a teacher, and the teacher was told that it had to happen 3 more times before administration would take action. A group of boys trashed a classroom; throwing skittles, stealing play-doh and threw it all over the room. Again, it had to happen 3 more times before action would take place. I had a student forge a pass; it only happened the first time, so no action could be taken. So, will I spend time writing things down; no, not like it's needed.

The student behavior has not improved from using the SOCC. Students know that there are no consequences for their behavior or disruption.

The student behavior is getting worse each year. Cell phones and ear buds are tolerated and students do not listen to teachers at all.

The students don't know about SCOC and the levels of repercussions. It is not tangible to them and they do not understand the compounding effect their behavior (and their peers) has on the learning environment in the classroom. One time I was so fed up of telling a girl to put away her phone I stopped teaching and showed her how I could write it up on the PLP and nothing came of it. Contacting parents has no effect if the parent doesn't take away the phone, come in to meet, etc. etc.

The students believe they can talk and act the way they want because they see it modeled everywhere else and nothing changes.

The students don't seem to know or care much about the SCOC. I would guess that this is because it was so poorly implemented that they don't have a clear idea of what is and is not permitted.

The students have learned that most teachers do not have time to follow the Scoc so they can act out.

There is no correlation. It does not change behavior.

There is no discipline/learning that occurs for the first "2000" entries . The child's behavior seems to escalate into ,at times dangerous/hostile behavior that effects the whole floor . Individual children seem to be repeating the same u desired behavior at a higher frequency and severity..

There is so much time in between a behavior written 4 times in the scoc and when the referral is finally written , the student gets a brief conference with the administrator or it is combined with other referrals.

There isn't a connection and the fact that they don't really have any consequences till after the behavior has been deemed "ok" by the student, it makes it harder to nip in the bud. And I think our older students are crafty enough to get around that 4th offense number. The younger ones, it doesn't connect for them.

There needs to be a districtwide positive intervention program (e.g., Champs, PBIS). There needs to be behavior support within the classroom due to now many offenses have to be addressed in the classroom. There needs to be a plan for the other students who are witnessing behavior that is the cause of decreased instruction time. Often the MD rooms are being used as break rooms for students in gen ed who can't be in their typical classrooms but aren't allowed to go to ALC. We have a contract with behavior therapists in this district. There needs to be more access to behavioral therapists for students who don't have IEPs but demonstrate ongoing behaviors, the behavior therapists could teach gen ed teachers how to create behavior interventions for the entire classroom. Many students do not have clear expectations of behavior based on their home life and the fact that there isn't a district wide positive behavior plan, we only have control over what we do in the school environment. Teachers are now expected to keep students in the classroom unless very specific behavior occurs multiple times, continue teaching, and keep the students safe. This is unrealistic. There needs to be a behavior expert coming into schools to support all teachers.

There's literally no difference in behavior. Behaviors are the same and not improving. It seems like our highest fliers this year are worse than previous years because it takes so many incidences before consequences are given. It takes more time and isn't more effective.

We have students throwing chairs and overturning desks, behaviors that rarely occurred in past years. The level of consequences is minimal, if any are given at all. Students are talking back to teachers and substitutes in more frequency and intensity, with little consequence outside of teachers contacting families. There is a major delay built into the system for more severe consequences for intense behaviors. Students that would not consider acting out are seeing peers exhibiting such extreme behaviors with little consequence that they are acting out in more intense ways.

We still have students tardy and wandering the hall. Additional staff (security) would better address those issues than the SCOC.

Administration isn't dealing with behaviors. They say that situations aren't severe enough. (Example a student choked another student and the student was brought back to class because it was considered a disruption. Another student has 11 referrals, 28 SBLs and the only consequence is 1 1/2 days of ALE..... a student attacked a teacher: tried to take her shirt off, tried to stab her with a pencil, etc. Nothing was done with the student.....)

Apples and oranges - Wiley Campus w/ Success Academy for 20 high-fliers to Monticello with no MS Options.

As I have seen for many years, behavior is slowly getting out of control. Students know which administrators give appropriate consequences and which do not, it is glaringly obvious when you look at the daily discipline report. Students are running the building, not the adults. It is creating an environment where students who are behaving and many adults do not feel safe.

Behavior is worse. Reason: No consequences for behavior.

I have not seen the behavior of students improve in other classrooms with the code of conduct. Teachers are documenting but need support with behavior.

Neutral. Leaving the Middle School Campus, not having options, a new system to examine and analyze referrals we don't have the empirical data to measure last year to this year. I have not seen any positive impacts SCOC on student behavior. The downside of this current system is that it takes longer to process a referral because more has to be entered into the system if the violation is against what was previously entered. Thus, the consequences are not immediate.

Some students do not respect the discipline at Roxboro MS. Behaviors like running, yelling, swearing, cellphone/headphone use, ignoring teachers, aggression toward teachers, tardiness, skipping class, etc. have become common place. They have been curbed at times, such as when administration implemented hall sweeps, however, behaviors resumed when students learned that consequences would not always be enforced.

Please note that this is not reflective of the majority of the student body, but consistently the same few students continue to exhibit these negative behaviors.

Students view the "consequences" that are being issued to other students for their behaviors and this is encouraging and emboldening additional behaviors and disrespect throughout the building.

The student behavior has not improved from using the SOCC. Students know that there are no consequences for their behavior or disruption.

The use of profanity by students is astonishing. Also, the use of cellphones in and out of the classroom is out of control. The rule is if a student has a cellphone any other time than during lunch and Tiger Time, staff takes the phone and students pick it up in the school office at the end of the day. The problem is that students will not give their phone to an adult especially if the adult is not their teacher.

15. Overall comments about SCOC not already mentioned above.

Although the SCOC was established to be a source of consistency, I believe that it has primarily been a cause of additional documentation. I do not believe that the SCOC has positively impacted student behavior. It appears to be an issue of compliance, not an effort toward creating an environment focused on promoting academic achievement and positive conduct.

Anyone who says that this system has changed student behavior for the better based on a decrease in volume of referrals is a fool and/or a liar.

As I presently work with students with multiple disabilities in a self-contained classroom, I do not typically use the referral system to log interventions, report student misbehavior, etc. Everything is handled "in house" amongst the IEP team (myself, parent, student).

However, in the hallways and when I am in general ed. settings, there have been times I've witnessed behavior that should result in a behavior referral (profanity, excessive disruptions, etc.) or, at the very least, a pre-referral entry. Unfortunately, as I'm unfamiliar with the student (do not know their name, grade level, etc.) and do not want to amplify the situation or get into a conflict cycle (asking a student's name and grade level may be misconstrued as aggressive) and the opportunity for re-teaching or other pre-referral interventions is not necessarily manageable as I do not interact with these students on a daily basis, I do not input this data into the system. In a sense, the process (which I understand to be very involved) and my own unfamiliarity with students make me hesitant to use the SCOC protocols and behavior logs.

Because of SCOC I only write up students I don't have

Because we are not allowed to write referrals, we don't have any idea what consequences the students receive unless we go into the system and look the students up. Administration never sits down with us to ask us what we were feeling at the time we wrote up the student or how the incident affected us. They don't tell us what they do or why they give the consequence. It is very discouraging and very disheartening!

Completely ineffective system.

Enabling, ineffective, demoralizing and not preparing our students for life outside these halls. It teaches them that they can get away with almost anything. Real life does not work that way. We are setting them up for failure.

Everyone needs to know what the consequences are. Example: this offense gets this consequence, second time it gets this etc. It seems that there is no consistency with the whole process. Bring back the old student code of conduct handbook that was more user friendly and everything was right there in black and white even the dress code.

Give us a list of actual things kids do and how those examples should be coded.

I also find it very difficult to use the tab for information when other teachers AND administrators do not enter data on it. It skews the number of incidences and it feels like I am the only one using it. I do not feel supported by staff or administration.

I am not a fan of SCOC.

I do not think that there is a clear expectation. Some people enter a referral for the 4th TOTAL entry, regardless of teacher, and some people are entering a referral for every 4th time per teacher. Which is it? There needs to be clear consistency.

I still don't think we have an effective way to deal with attendance-related issues. I also think there is a significant lack of leadership in the building from the principal (though I am satisfied with the work of the asst. principals). Calling students "scholars" in a perfunctory manner does not actually change school culture.

I think if I am logging a tardy for the 17th time it's not working. Plain and simple.

Additionally, the inconsistency between administrative accountability for "detentions" is simply unfair. If I spend all this time logging behavior issues, contacting parents, and then writing it up for an administrative detention, the kid needs to be held accountable for showing up (same with the Saturday school). Also, I would like to mention that I've written kids up with a "conference" resolution resulting, and the kid will tell me that they were never actually called down to the office.

I understand the need for the SCOC as a legal document and coverage for the district. But it's not how kids and real-life works. There's so much confusion and when our administrators all have different answers and preferences of how they want it to be used, it's no longer useful in any way! Change the implementation, the double documentation and parent contact, and get the administrators on the same page and maybe things could get better.

I understand the need for this and the progression. We need clear documentation that shows we are following a set protocol HOWEVER I think there needs to be other supports in place to help set some of our highest flyers on a better path.... more personnel and programs that will encourage them. This is all punitive. There is sooooo much emphasis on testing and data in this district - some teachers are into curriculum the 1st and 2nd day. I wish the district was brave enough to allow us to prioritize the building of relationships.

I understand the reasons behind why a change was necessary in how the school district implemented discipline. I am not disputing that. I do, though, have a problem with the remaining students losing their right to a thorough education at the expense of teachers spending an inordinate amount of time on behavior (addressing the behavior and logging it multiple times in multiple locations) with little support from the "system" in dealing with intense behaviors. When will their civil rights to a thorough education, without interruption, be honored?

I want to be able to print out everything in the SCOC, but can't. Used to be able to do that when I recorded in the contact log.

If everyone would focus on what the goal of the SCOC is and not feel so threatened by it (teachers and administrators alike) I feel that the entire process will fall into place.

Instead of leveling the playing field it allows students to behave inappropriately with the little bit of reprimand a teacher can provide.

It is very difficult for me to enter data in the setting level behavior log. I do not have any planning time in the afternoon, which is when the majority of attendance/tardy issues occur. I often find myself entering a day or two later, or not at all because there was no time at the end of my day to do this.

It punishes teachers not the people who are guilty of the inequity in consequences.

It sucks; it's a joke. Students have more time to misbehave, and don't worry about watered down consequences. Puts most of the burden and lengthy paperwork time and effort on the teacher with too much red tape to even report poor behaviors. Walk around the halls and in classrooms and observe how freely students swear and do it without fear and are shouting the most vulgar and profane, disrespectful language, screaming - sometimes directed at the teacher, dress codes are a farce: girls w/o bras, cleavage showing the depth of the Grand Canyon, indecent jean cut-outs, boy's entire butts hanging out over their jeans, students roaming the halls out of class. Still IDs are not worn. Students run to their counselors and principals to report teachers attempting to enforce proper behaviors and teachers are told they are not sensitive and being too ... Students still entering and leaving all doors of the building, coordinated use of cell phones. Students control the building communicating with others using their technology, including cheating.

It's not enough bang for my buck. It's a lot of work, has not changed behaviors, as a matter of fact they've gotten worse. Staff has quit doing it and recording data because it's just too much work and not enough consistent student behavior changes.

its not helpful, it wastes a lot of time

Its really sad how this was rolled out, because I believe that this is actually really helpful if implemented correctly. It eliminates a lot of confusion and guesswork and provides an excellent tool for documenting repeated problems and easy data collection. It's almost as if admin wants to have an epic fail with this.

The correct roll-out would have created buy in and way better compliance, not to mention less frustration among staff and endless complaints. Additionally, because of the enormous amount of energy spent on learning how to navigate the SCOC, we didn't get to discuss the things that really matter to make it better and easier to use, and a way to link this with our PLP and whether administrators utilize this effectively and how we can incorporate this into data collection to make better decisions about student placement.

Most of the teachers have reported through conversations that they aren't writing the students up because it takes too long and the special teachers almost never do it since there is no time.

Referrals may be down, but it certainly is NOT because behavior has improved. The behavior issues in our district is a serious and which I hope we can get under better control. So difficult for well-meaning students to learn in such disruptive classrooms.

SCOC did not notably fix student's behavior. At best, it only camouflaged behavioral issues since it is so labor and time-intensive. Admin gave staff extra tasks but no time to execute the extra work.

SCOC was supposed to make discipline less flexible and more consistent. It hasn't. Instead, teachers are handcuffed to recording redirections to an impossible degree before writing a referral that has no consequence. We have reduced suspensions, but we have not reduced inappropriate behaviors.

Administrators have not kept their word about backing up staff. At the high school, there have been zero hall sweeps or ID compliance consequences. We sit in staff meetings and are lied to about supporting rule enforcement. It's massively demoralizing.

Student expectations continue to lower as teacher expectations rise. We will see test scores drop even more as this trend continues.

Students are catching on that they are able to get away with much more without a consequence. If not already, students are running the building
Students who disrupt are not given consequences that deter disruptive behavior. So, it continues and, in fact, gets much worse because the students are empowered, and they don't care.
The behavior leveling and behavioral referrals don't line up. The Kidd are losing so much instructional time
The goals of the SCOC and SLBL are well-intentioned but there is still lack of clarity and lack of support for classroom level behaviors.
The many options for response is a cause for inequity. I feel this will only perpetuate issues that they were trying to resolve. Teachers are not expected to do so much more and are paying for the issues caused by inconsistency from the administration. Additionally, some staff feel they are above the SCOC and "never write referrals" it's almost as they feel they are the saviors but in fact there are the same behaviors going on in their rooms as other but some teachers document everything and some don't at all. This leaves the issue from room to room and will only perpetuate the issues of inequity.
The SCOC is more work for teachers. It is ineffective at curbing tardies. If there were harsher consequences and/or the consequences were actually enforced appropriately, then maybe it would be more effective.
This building feels more and more like it is on the edge over the last 10 years. Kids wander all the time. It's amazing things aren't worse than they are. I believe the weak policies translate to weaker grades and scores on testing because there is a general "whatever" vibe in this building from a lot of the kids.
This is difficult and requires so much time that many teachers have given up.
This new system doesn't change the behaviors in the building or level of support. It just makes it harder and more time consuming for staff . Behaviors just go undocumented because of the intensity of what has to go into the process. And if it is not done right it just gets ignored.
This program could be workable if input from those having to implement it was taken.
this system is making behavior worse which is affecting student achievement in a negative way.
This whole mess is a bureaucratic nightmare precipitated by the poor judgement of a small handful of teachers and administrators. It is ineffective, top-down management and contributes nothing positive to the educational environment.
Time consuming.
Unrealistic and ineffective
We can come up with the best plan in the world, but it will only be as strong as the people enforcing it. This new plan has made it very difficult to address behaviors. Principals are not enforcing it evenly anyhow and there are no consequences for students being in the building when they are not supposed to be. After school, security is not clearing the halls or consequences for students for being here.
We need a search feature for key words to find the correct behavior setting faster. Example, we could search "throwing" and find the settings which include that behavior.
We need assistant principals in elementary buildings in order to manage scoc. Restorative practices are used at our building yet that is not part of scoc and lack of communication about circle results is a huge problem.

We need ONE system that all info is reported into including parent contact instead of multiple separate logs.
We want student behavior to improve and inform parents make it easier to do.
What a waste of resources. 2 years' worth of work, and for what?
With the SOCC there are no real consequences for student's behavior. Students are talked to and then they are back in the classroom. Students know that they can misbehave and then they are right back in the classroom. Entering the information into the SOCC is time-consuming and a waste of time.
worthless
You have a paper tiger. It looks like behavior is better, but it is rotting away from the inside. So, you have good numbers for a year or two until the lack of consequences causes this to fall apart.
Administrators can't always assume that when they learn about the changes in infinite campus that the teachers are aware of the changes.
SCOC is a waste of time. Administrators are afraid to make a decision, scared to discipline, therefore, the students have the run of the building!
Something needs to change regarding to 1st-period tardies. There MUST be a better way of tracking/disciplining students who are tardy to school. Consequences are very inconsistent between administrators, there needs to be some hierarchy of disciplinary actions that are consistent. The way it now makes no sense!
The SCOC has tied our hands as far as discipline is concerned. Teachers are less likely to write referrals because of all the steps necessary to actually write one. Student behaviors have escalated because they know that the consequences are no longer as severe. Conference with student is not an appropriate consequence for physical fights. Students getting a day or two suspension for assaulting teachers is not appropriate. The SCOC has given the students the power rather than the adults in the building. The behaviors are worse and the consequences are lesser. This does not help the culture in the building. Yet again, at the middle schools, the students are running the building and they know it.
With the SOCC there are no real consequences for student's behavior. Students are talked to and then they are back in the classroom. Students know that they can misbehave and then they are right back in the classroom. Entering the information into the SOCC is time-consuming and a waste of time.