# Joint Committee on Safety and Discipline

# Key Survey Findings and Recommendations

Findings:

- Respondents do not believe that the practices aligned with the Behavior Education Plan have had a positive impact on student behavior; with more pronounced challenges at the secondary level.
- More teachers agree (44%) than disagree that their values and beliefs align with the approach to behavior outlined in the Behavior Education Plan.
- A majority of teachers understand the approach to behavior outlined in the Behavior Education Plan (78%) and has the knowledge and skills to proactively teach behavior and social/emotional skills (66%) and respond to challenging behaviors (56%).
- Teachers believe the following are insufficient: (1) staff to support students with significant behavior needs; (2) behavioral consequences; and (3) training for all staff to insure a consistent and coherent application of the Behavior Education Plan.
- The anecdotal information shared by the MTI appointees to the Joint Safety Committee, as well as the survey feedback provided by 1,589 employees, suggests that school safety and behavior is at a critical stage.


Recommendations:

- Make intentional efforts, as a part of the summer institute and job-embedded professional development, to support school principals in implementing the Behavior Education Plan in a consistent manner with fidelity to the policy.
- Provide innovative and responsive teacher professional development to support consistent and coherent application of the Behavior Education Plan.
- Revisit behavior resolution strategies, including consequences, during policy revision.
- Target allocation to support students with significant behavior needs and/or systems with significant behavior needs.
- Explore, in depth, the Climate Survey with a particular focus on school safety.

# Joint Committee on Safety and Discipline

Section V-Q of the 2014-15 MTI Collective Bargaining Agreement provides as follows:

*The parties will resume the three (3) school safety committees (elementary, middle and high) with each party appointing three (3) persons to each committee. The committees will continue to study the issues of safety as regards both pupils and staff and the implementation and compliance with the MMSD Behavior Education Plans. The committee will meet regularly and will periodically issue reports to the MTI Board of Directors and the Superintendent.*

Rather than appoint three (3) separate committees, the parties elected to appoint one (1) committee representing all levels (i.e. elementary, middle and high). MTI appointees to the Joint Safety Committee include: Steve Pike (West), Art Camosy (Memorial), Cheryl Olson (Black Hawk), Karen Vieth (Sherman), Greg Vallee (Thoreau), Katrina Ladopoulos (Crestwood), Sara Bringman (MTI Staff) and Doug Keillor (MTI Staff). MMSD appointees to the Joint Safety Committee include: Leia Esser, Heidi Tepp, John Harper, Mara McGlynn and Luis Yudice.

The committee has met on the following dates throughout the 2014-2015 school year: October 29, December 9, January 22, February 18, March 12, and April 14.

# Behavior Education Plan Feedback

This report includes feedback received from MMSD employees via their representatives on this Committee and via their responses to the Behavior Education Climate Survey conducted in February, 2015. The District has also collected Behavior Education Plan feedback from other sources (identified in Appendix A) but that feedback is not a part of this report.

### Behavior Education Plan Survey Background

The Madison Metropolitan School District and Madison Teachers Incorporated jointly designed a survey on the implementation of the Behavior Education Plan (BEP). All staff members who regularly work in schools were invited to take the survey. The survey was deployed electronically to 3,784 staff and administered from January 26 to February 5, 2015. Survey responses will be used to reflect on and further refine the implementation of the BEP.

### Survey Items

The survey consisted of 20 multiple choice items and one open-ended question. Questions pertained to understanding of the BEP and its implementation. The specific questions are found in Table I at the end of the report.
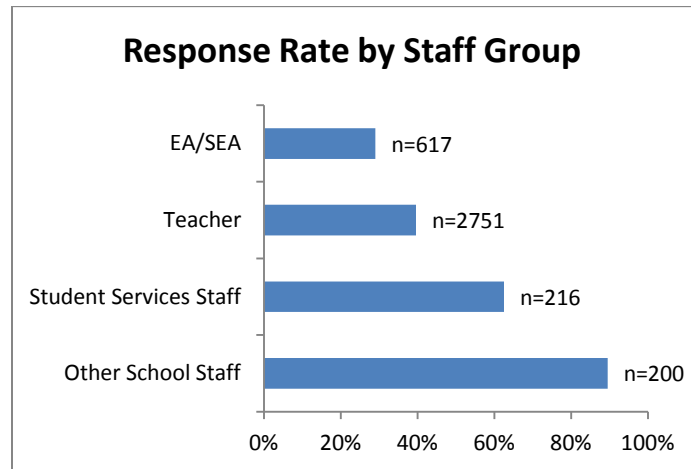
Respondents were asked to rate aspects of the Behavior Education Plan using a five point scale from strongly disagree to strongly agree with one neutral response. Respondents were also given the opportunity to give an open-ended response about what additional support and resources they need to implement the Behavior Education Plan.

## Survey Participation

Of the 3,784 staff who received the survey, 1,582 responded for an overall participation rate of 42%. The survey asked staff to identify their jobs. The breakdown of responses by staff group is identified below:

| Staff Group | # of respondents |
|---|---|
| Teacher | 1,089 |
| EA/SEA | 179 |
| Other school staff | 179 |
| Student services staff | 135 |

The response rate for each staff group is shown in the graph below.

**Response Rate by Staff Group**

- EA/SEA: n=617
- Teacher: n=2751
- Student Services Staff: n=216
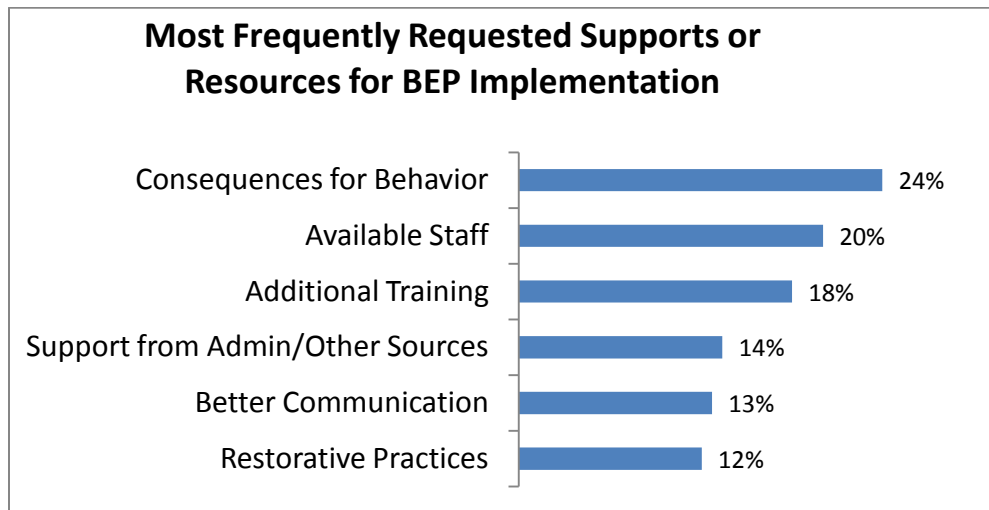- Other School Staff: n=200

(0% 20% 40% 60% 80% 100%)

## Survey Results

The survey items were designed to measure staff's experiences with and observations about the implementation of the Behavior Education Plan. As such, the survey results reflect staff's constructive feedback on the implementation of the plan to date. This information can be used to guide future implementation steps.

1. When asked whether "The practices aligned with the Behavior Education Plan have had a positive effect on student behavior", 18% of all respondents agreed/strongly agreed; 46% disagreed/strongly disagreed

   a. 13% of teachers agreed/strongly agreed with that statement; 51% disagreed/strongly disagreed. These results are even more pronounced at the middle and high school levels

      i. At the elementary level, 15% of teachers agreed/strongly agreed; 42% disagreed/strongly disagreed
      ii. At the middle level, 10% of teachers agreed/strongly agreed; 68% disagreed/strongly disagreed
      iii. At the high school level 9% of teachers agreed/strongly agreed; 55% disagreed/strongly disagreed

   b. 46% of student services staff agreed/strongly agreed compared to 15% who disagreed/strongly disagreed

2. When asked to respond to the statement "When a student is returned to class following a behavior incident, he or she is ready to re-engage in learning", 17% of all respondents agreed/strongly agreed; 46% disagreed/strongly disagreed

   a. 14% of teachers agreed/strongly agreed with the statement; 52% of teachers disagreed/strongly disagreed. Again, the results were more pronounced for middle and high school

      i. At the elementary level, 18% of teachers agreed/strongly agreed; 43% disagreed/strongly disagreed
      ii. At the middle level, 8% of teachers agreed/strongly agreed; 67% disagreed/strongly disagreed
      iii. At the high school level, 11% of teachers agreed/strongly agreed; 55% disagreed/strongly disagreed

   b. 35% of student services staff agreed/strongly agreed; 17% disagreed/strongly disagreed

3. When asked to respond to the statement, "My school has a clear behavior support system when a student is struggling", 40% of all respondents agreed/strongly agreed; 37% disagreed/strongly disagreed

   a. 35% of teachers agreed/strongly agreed with the statement; 42% disagreed/strongly disagreed.
      i. At the elementary level, 37% of teachers agreed/strongly agreed; 39% disagreed/strongly disagreed
      ii. At the middle level, 31% of teachers agreed/strongly agreed; 53% disagreed/strongly disagreed

      iii.   At the high school level 36% of teachers agreed/strongly agreed/ 38% disagreed/strongly disagreed.

   b.  59% of student services staff agreed/strongly agreed; 21% disagreed/strongly disagreed

4.  When asked whether "Interventions provided by Student Services staff have a positive effect on student behavior", 41% of all respondents agreed/strongly agreed; 31% disagreed/strongly disagreed

   a.  36% of teachers "agreed/strongly agreed"; 36% of teachers "disagreed/strongly disagreed"

   b.  73% of student services staff agreed/strongly agreed; 2% disagreed/strongly disagreed

5.  When asked whether they were "able to get behavior support in a reasonable amount of time", 44% of all respondents agreed/strongly agreed; 30% of respondents disagreed/strongly disagreed

   a.  39% of teachers agreed/strongly agreed; 34% disagreed/strongly disagreed

   b.  65% of student services staff agreed/strongly agreed; 13% disagreed/strongly disagreed

6.  When asked whether they "Understand the approach to behavior outlined in the Behavior Education Plan", 78% of all respondents agreed/strongly agreed; 11% disagreed/strongly disagreed

   a.  78% of teachers "agreed/strongly agreed"; 11% disagreed/strongly disagreed

   b.  92% of student services staff agreed/strongly agreed; 2% disagreed/strongly disagreed

7.  When asked to respond to the statement "I have the knowledge and skills I need to effectively respond to challenging behaviors", 57% of all respondents agreed/strongly agreed; 22% disagreed/strongly disagreed

   a.  56% of teachers "agreed/strongly agreed"; 25% disagreed/strongly disagreed
   b.  76% of student services staff agreed/strongly agreed; 11% disagreed/strongly disagreed

8.  When asked whether their "belief and values align with the approach to behavior outlined in the Behavior Education Plan", 48% of all respondents agreed/strongly agreed; 28% disagreed/strongly disagreed

a. 44% of teachers agreed/strongly agreed; 30% disagreed/strongly disagreed. These results were more pronounced at the secondary level

    i. At the elementary level 45% of teachers agreed/strongly agreed; 27% disagreed/strongly disagreed
    ii. At the middle level, 48% of teachers agreed/strongly agreed; 30% disagreed/strongly disagreed
    iii. At the high school level, 40% of teachers agreed/strongly agreed; 34% disagreed/strongly disagreed

b. 83% of student services staff agreed/strongly agreed; 7% disagreed/strongly disagreed

9. Respondents believe there is currently not enough staff to deal with significant behaviors, that behavioral consequences are inadequate and that there has not been sufficient training for all staff to insure a consistent and coherent application of the BEP.

a. These themes were repeatedly frequently in the over 600 open-ended comments provided to the question "What additional support do you need to proactively support and respond to behavior effectively?"

b. The District analyzed the 600 open-ended comments, identifying common words and found

**Most Frequently Requested Supports or Resources for BEP Implementation**

| Support/Resource | Percentage |
|---|---|
| Consequences for Behavior | 24% |
| Available Staff | 20% |
| Additional Training | 18% |
| Support from Admin/Other Sources | 14% |
| Better Communication | 13% |
| Restorative Practices | 12% |

**MTI Anecdotal Key Themes**

In addition to examining the results of the survey, members of the MTI staff and MTI Faculty Representatives have been collecting anecdotal themes across the District. They are as follows:

Behavior Education Plan

- Teachers believe there is currently not enough staff to deal with significant behaviors; there is a need for significantly more mental health support.
- Behavioral consequences are inadequate.
- There has not yet been sufficient training for all staff to insure a consistent and coherent application of the Behavior Education Plan.
- Documentation parameters and documentation practices are inconsistent throughout individual schools and across the District, particularly given the progressive nature of the policy.
- Oasys has been problematic and is inconsistently used across schools with particular concerns with the need for professional development and the amount of time it takes to document an incident.
- Teachers are concerned over the amount of instructional time lost for all students due to disruptive behaviors by few students.
- Morale is low; many school staff resigning or retiring report the Behavior Education Plan as a contributing factor.

General School Safety

- Safety plans are not consistently updated nor is that information consistently communicated to staff.
- Playground supervision is not adequate across the District given the low staff to student ratio and the difficulty visually locating staff members.
- School buildings are not consistently secured and events, such as election days, further compromise safety and security.

The anecdotal information shared by the MTI appointees to the Joint Safety Committee indicate that school safety and behavior is at a critical stage.

# Implications for 2015-2016

| Policy | Practice | Resources |
|---|---|---|
| - Consider recommendations made by MTI in the leveling of behaviors<br><br>- Clarify, more concretely, when a behavior advances from level 1 to level 2 including a decision making rubric (with a focus on behaviors that typically occur in the classroom)<br><br>- Identify behaviors not represented in current Behavior Education Plan (i.e. chronic hall wandering)<br><br>- Analyze the following sources of data: climate, academic achievement, and event types<br><br>- Engage in ongoing and frequent progressive discipline fidelity checks. | - Build on understanding of when a behavior advances from a level 1 to level 2<br><br>- Ensure as much support as possible exists within the classroom environment including the modeling of behavior within the context of the classroom<br><br>- Infrastructure development on the behavior response system including communication systems and ensuring students are ready to re-engage in learning<br><br>- Ensure schools have the support necessary to develop a MTSS for behavior including SSIT<br><br>- Provide ongoing professional development and onsite coaching in the use of Oasys, setting the expectation that all behavior events should be documented, exclusively, in Oasys.<br><br>- Develop a coaching structure aimed at supporting SBLTs and students services teams in developing an intervention infrastructure<br><br>- Support schools in determining the need for a student processing space<br><br>- Provide principals with their Behavior Education Plan survey results with the expectation that the results are reviewed by the SBLT and themes/implications are shared with the whole staff<br><br>- Recalibrate the role of student services to ensure they are available to provide intervention as opposed to behavior response, recess, testing, bus duty etc. | Increase student services allocation to allow for behavior response and interventions<br><br>- Develop a continuum of services for students with intensive needs<br><br>- Targeted, responsive professional development during the contract day<br><br>- Infrastructure to support processing and problem-solving for students with intensive needs (SSIT)<br><br>- Interventions structured to ensure maximum access to academics<br><br>- Define terms within Behavior Education toolkit<br><br>- Comprehensive analysis of Behavior Education implementation<br><br>- Provide Developmental Designs and Responsive Classrooms trainings in less conventional (week long institute) manner to accommodate all employees<br><br>- Continue to expand mental health services for students with intensive needs |

# Specific MTI Policy Revision Recommendations

MTI representatives on the Joint Committee for Safety and Discipline were asked to review the Behavior Education Plan and provide input specific changes to policy. This feedback will be incorporated into our comprehensive review.

## Behaviors Missing from the Behavior Education Plan

| Behavior | Recommended Response Level |
|---|---|
| Tardiness to class – unexcused | Level 1 – document in IC |
| Use of cell phone in class<br><br>● Repeated use<br>● Refusal to comply | Level 1 – warning - document in OASYS/log<br><br>Level 2-Behavior Response Team retrieves phone and holds until the end of the day |
| Wandering halls/not in assigned class<br><br>● Repeated behavior | Level 1 warning - document – student makes up lost time at lunch or after school<br><br>Level 2-3 Student makes up time lost during lunch or after school in "Planning Room" |
| Not complying with expectations/directions<br><br>● Repeated behavior | Level 1 – warning – document - Tab-In<br><br>Level 2, 3 – document – student completes work in "Planning Area" |

## Behaviors that Require Further Delineation

| Behavior | Recommended Response Level |
|---|---|
| Stealing property or money<br><br>● More than $20<br>● Stealing credit card<br>● Stealing cell phone | <br><br>● Level 2 – 3<br>● Level 2 – 3<br>● Level 2 - 3 |
| Dress code | Define further |

**Behaviors that Necessitate Re-Leveling**

| Behavior | Recommended Response Level |
|---|---|
| Inciting and/or encouraging a fight | Start at Level 2 |
| Intentionally throwing an object that makes contact | Start at Level 2 |
| Inappropriate touching | Start at Level 2 |
| Hitting, slapping, etc. at another student | Start at Level 2 |
| Removing or adjusting or attempting to… | Start at Level 2 |
| Recording and transmitting another student and/or staff without permission | Start at Level 2 |
| Threats toward another person | Start at Level 2 |
| Swearing directed toward another person | Start at Level 2 |
| Tobacco (secondary level) | Start at Level 2 |
| Defiance of authority | Levels 1, 2 and 3 |
| Allow for Level 3 response to be available for serious infractions for all grade levels in elementary school | |

**Additional behavioral level recommendations are included as Appendix B**

**Table 1**

| TABLE 1 - Survey Questions |
|---|
| 1. What is your work location? |
| 2. Please indicate your position: |
| 3. I understand the approach to behavior outlined in the Behavior Education Plan. |
| 4. My beliefs and values align with the approach to behavior outlined in the Behavior Education Plan. |
| 5. I understand my rights and responsibilities as outlined in the Behavior Education Plan. |
| 6. I have the knowledge and skills I need to proactively teach behavior and social/emotional skills. |
| 7. I have the knowledge and skills I need to effectively respond to challenging behaviors. |
| 8. Restorative practices have a positive effect on student behavior. |
| 9. Interventions provided by Student Services staff have a positive effect on student behavior. |
| 10. I am able to access support at my school to teach expectations and social/emotional skills. |
| 11. I am able to access support at my school to solve problems related to instruction and student interventions in the classroom. |
| 12. My school has a clear behavior support system when a student is struggling. |
| 13. I am able to get behavior support in a reasonable amount of time. |
| 14. When a student is returned to class following a behavior incident, he or she is ready to re-engage in learning. |
| 15. I understand how to document a behavior incident. |
| 16. I understand the expectations of when to document a behavior incident. |
| 17. When a behavior incident occurs, I have the opportunity to give input on the resolution, including the intervention. |
| 18. Following a student's removal from my class, I am informed about the resolution of the incident including the intervention and/or disciplinary response. |
| 19. Following a behavior incident, I have the opportunity to repair harm and restore the relationship with the student. |
| 20. The practices aligned with the Behavior Education Plan have had a positive effect on student behavior. |
| 21. What additional support do you need to proactively support and respond to behavior effectively? (limited to 300 characters) |

# Appendix A

The following chart depicts the manner in which MMSD is collecting feedback on the Behavior Education Plan:

| Feedback Opportunity | Participants | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | **Principals** | **Teachers** | **School Based Student Services** | **Student Services Behavior Coaches** | **Parent/Guardian** | **Community** | **Students** | **BOE** |
| | | | | | | | | |
| 1:1 Meetings | X | X | X | X | X | X | X | |
| African American Parent Leadership Committee | | | | | X | X | | |
| Behavior Education Advisory | X | X | X | X | X | X | | X |
| Behavior Education Implementation Team | | | | X | | | | |
| Black Student Union / MSAN | | | | | | | X | |
| East - AVID students | | | | | | | X | |
| LaFollette Student Leadership | | | | | | | X | |
| Memorial Student Groups: Student Voice group, 9th grade African American boys group, a girls group, BSU and Latinos Unidos | | | | | | | X | |
| MTI / MMSD Joint Survey | | X | X | | | | | |
| Online Feedback Form | X | X | X | | X | X | X | X |
| Optional Lessons - MS and HS | | | | | | | X | |
| Parent Advisory | | | | | X | | | |
| PBS External Coaches | | | | X | | | | |
| Policy Feedback Form | X | | | | | | | |
| Principal Advisory | X | | | | | | | |
| Principal Professional Development | X | | | | | | X | |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Shabazz Student Leadership | | | | | | | | |
| SHRAC | | | | | | X | | |
| Special Education Advisory | | | | | X | X | | |
| Student Sennett | | | | | | | X | |
| Teacher Advisory | | X | | | | | | |
| West Student Leadership | | | | | | | | |

## Appendix B

See attached behavioral level recommendations for both elementary and secondary levels.