

Comments Discipline/Safety Survey
(Note: Some comments edited to preserve anonymity)

disciplinary process is not working and students are out of control



It is very difficult to meet the diverse academic and emotional needs of all students when support keeps getting cut.



A lot of work needs to be done so that more students engage in the learning process and to hold students accountable for breaking the rules; however, I love working at NBHS.



Students with behavior problems (which by the way are increasing!) are affecting other students' learning by distracting and disturbing their learning, or either they're watching and copying these behaviors, as they see there no consequences for these students' actions. Teachers need more support, not more observations and evaluations. Teachers need more support from administrators in regards to truly understanding what teachers do and have to endure in their classroom. Parental support and involvement should not be an option. It should be an expectation. There is always more work to do...examples: RTI process-write all the strategies you're doing with your students. How? Why? When? Data? Benchmark progress- write how many students are you planning to move up... write, data, explain, do more, expect more, not good enough, work harder with this group. Why are the kids not learning? What else can you do/ will you do? Not enough... What happened with all our kids in trauma who are not ready to learn!? Do we expect them to get involved in school/learning or not? Teachers are getting mixed messages from administrators and central office about "diverse learners." It all becomes the teacher's fault for the scores and grades not improving. This is very frustrating. New strategies don't work, so next year we'll get newer ones. Sadly, this is New Britain!



Children who have significant behavior issues, destroying classrooms, hitting teachers and students are not being adequately disciplined. We are told to track data in 360 but then that data isn't looked at or deemed good enough. These kids are being allowed to continue this behavior on a daily basis. The problem seems to be out of the principals hands too. These kids with extreme behaviors are effecting the entire class. It seems there is an inconsistency in how each school handles these issues, some kids being placed in programs more suitable for their needs quickly while some with more severe behavior issues are being left in the classroom making it extremely difficult to teach to the children who are there to learn.



The six _____ is in the building are very unstructured extremely disrespectful and defiant they have no respect for authority or staff. Students don't seem to have respect for education, fighting takes place on a daily basis. Teacher morale is very low



Admin...does not set a positive example of what a dedicated leader should be. Personal day or sick day questioning is not appropriate...! The lack of care for discipline at this school is alarming. The students are allowed to use obscene profanity and assault the staff and nothing is being done about it. It's absolutely disgusting, embarrassing and frightening for our principal to allow this. One of your questions asked if I am excited to come to work and my answer was yes

because I love my job and I love the kids. Our principal has shown such a lack of leadership and personal care about her staff...my fear is the staff will leave _____ very soon. It is not okay to worry about what a student will get away with when it comes to inappropriate behavior. I know our kids have many issues at home but that does not give us the right to allow them to not be held accountable for their actions. I've heard that we have a "no suspension" policy but what should happen when a student physically assaults a staff member? I would like to know that answer. _____ school needs change. Not a new building, not a psychologist, not a behavior specialist, but we need a new principal. We need a principal that will come in and put his/her foot down and say "the students will not run this place anymore". Our behaviors have gotten worse year after year and the students know that they can get away with it. I am sick and tired of us teachers not getting the support we desperately need. AP is NOT part of this problem. She is single handedly running _____ with the "absence" of principal. It's very frustrating to know that the board is aware of these issues already and continue to keep her position. Please, please, please hear our cry. We need someone new immediately. Not for me, not for the staff, but for the kids. The staff at _____ is young, fresh, and a close knit group who want our kids to succeed. Unfortunately something has to give. Either the principal goes or some of us are going to go...and that's not what we want to do. I know you know our problems....everyone does. Please help us. Bring us a leader who is willing to get down and dirty and get back the respect of the staff. We need change and we need it now.

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It is developmentally appropriate to have procedures and expectations for students created and repeatedly enforced by teachers. The teachers (a vast majority of teachers) follow this process for their classes. However when a student is in crisis (to the point of being violent with self/others/teachers) in the classroom, it is also appropriate to have the student regulate in a separate space and have a discussion about their strategies and also, if they broke school rules, a consequence. It is developmentally appropriate and necessary. However, the teachers are not seeing the students have consequences. At all. Even for physically attacking other students and teachers. And students are returned to the classroom very soon, and often escalate again immediately. This is causing staff to feel unsafe, and unsupported. Often support does not come unless two or more calls are made to the office. We understand the office is overburdened but the school climate is suffering.

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We are a community, and a staff member has been gone, and we have not been told anything about it. As respect for any staff member, we should mention "something" about her status. We are afraid this happened at our school already, and it can happen to anyone. Discipline at our school is getting out of control as there are no consequences for disrespect from students. Teachers have to take name calling and aggressive behaviors towards them. This is unacceptable. The more respect we expect; the more respect we will get. The matrix we have for tier 2 behaviors is not agreed by everyone in our school, but it is still considered "a document we all live by." This matrix includes spitting, name calling, and throwing things at reaches as acceptable- just need a conversation- behaviors. All these evaluations and observations- now add all the walkthrough for NBU- are just going to add opportunities for principals to fail teachers they don't like. All these non-evaluative observations ARE really evaluative as principals judge teachers by what they see and don't see. No observation is non evaluative from the teacher's perspective. It's just a way to provide 1 slight positive and 3 or 4 you can do better... It's never... "great job! Keep it up." There's always something more to add to our very exhausting job. Treat

teachers with respect! Working with our population is not easy, and some principal and some directives from administration and central office DONT help teachers feel appreciative... Parents need to be expected to be more responsible for their kids' choices. Parents need to be expected to be involved. Parents are never mentioned as part of the solution to our districts' problems. THEY SHOULD!

I am happy to report to work every day. I work with a wonderful group of professionals!

Enforce disciplinary measures at the middle school to teach students they are not in charge of adults

There are SIGNIFICANT behavioral issues at the school. There is a group of students that are known by all staff members throughout the building as being unsafe, disrespectful, and disruptive to the learning environment. The administration in the building is aware of these issues and offers support, however there aren't any consequences for these students. The language used toward teachers/staff is disgusting, the blatant disrespect and disregard these students have for the staff and the other students is disturbing. There are many children in the school who cannot have a peaceful learning environment due to the outbursts and actions of students. Furthermore, there is not enough support staff to handle the large number of calls being made by teachers to the office for students to be removed. Special education teachers are not servicing students because they're "helping" with other non-sped students. IEP hours are not being met, due in part to these behavioral issues. I feel that the majority of the students in our school come to learn but cannot have their needs met, or tended to, because of the horrific behaviors of others. Behavior Support Associates are needed and consistent effective consequences need to be implemented.

Our school is in an extremely fragile state. We have no support for the needs of students. Being at _____ and having the families from the neighborhoods and backgrounds that we do, we are in greater need of supports than other schools in this district. We have no psychologist and are down a SPED teacher. Our paras and special education teachers are spread so thin, that no one is able to do our job. We have half of an administrative staff and there is no behavior support in our school. Too many students need severe interventions and/or behavior support for anyone to be able to do their job to their full potential. Myself and others are constantly getting hit, kicked, bit, punched, pushed, etc. every single day and there are no consequences for these students. This school is imploding day by day, student by student.

no specific comment

While I believe some administrators are doing the best they can, limited resources have made it difficult to control student behavior at school. I also feel the staff should be more aware of discipline practices when we refer students to their dean. I don't know if there is any kind of consistency in giving students consequences, and I don't know what happens after I write a referral. The climate at school needs to improve, and teachers need to be part of the conversation.

Allowing students to openly skip, roam the halls and leave the school building during the school day is unacceptable.

DiLo is a type of school that stresses family values and every person (staff, students, and parents) have a tremendous effect on the overall achievement of every student in the school. The leadership listens and proactively approaches each situation to make the decision best for the school. I couldn't be happier any other place. The DiLo family is special!

I believe that the real root to the success (academic and otherwise) of the students in our district is helping them to be ACCESSIBLE TO LEARNING - because it doesn't matter how much technology, hands-on learning, and talk-and-turn you throw at them if they are not available to accept that instruction due to maladaptive behaviors (whether their own or those of their classmates). If students were TAUGHT to be respectful, attentive, well-regulated participants in class through social-emotional learning and teacher training in classroom/behavior management, then they would make more academic gains with less focus needed on specially-designed instruction. The district's priority should be on teaching "pre-learning" skills (aka appropriate classroom behaviors and social-emotional regulation) so that learning can occur. [Please feel free to share this with the administration]

I feel that the block schedule for grades 9-10 is not working well at all.

Our society is changing, so our tactics have to also change. We need uniforms, mandatory sports programs, mandatory after school programs. Parents should be required to meet with support staff when there is a major incident. We need more administrative support in the hallways. The sexist, racist, and homophobic language that exist in the hallways of New Britain High School is shameful and absolutely disrespectful to students and staff members.

I have been at _____ elementary for a few years. This year is by far the worst, due to the lack of an admin being present. Please do yourself a favor and look at the absences of staff at this school in the last 3 years. It is very difficult in a school, such as _____, to only have one Admin present and have it run well. Teachers are being hit by students (nothing is done), other students are fearful of some of their classmates who are not getting the appropriate repercussions for their actions. Teachers are fed up with the way discipline is being handled in the building. I am all for keeping students in the classroom, but when experience staff members who have never had issues with classroom management are becoming extremely disgruntled, something needs to change. Please note, none of the comments mentioned above represent our AP. She is in attendance 99.9% of the time, whether it be normal school days, after school events, and staff support. She has gone above and beyond and cannot run the building by herself. Not to mention, she is working with a lack of a school psychologist, and a part-time behavior/"student" support worker. We know you see it, please take action, or you may be losing a great staff.

Having a resource room for struggling students to work in a smaller setting would help with behavioral issues in the classroom. In addition, more mental health services are needed.

Overall, this has been my most frustrating year in my five years of teaching. I have been moved to a completely different position that I taught. I am teaching two grades which I feel is extremely difficult. I also feel as if discipline in the school is out of control. Students are not given consequences properly. Restorative justice is not implemented correctly. I have not received a single apology from a student with an admin this year. Students feel like it is ok to curse at and be extremely disrespectful to students. I have been threatened twice this year. I also feel as if there is very little support from admin. It is always about what you did not do instead of what you did do. This year has made me question my choice to become a teacher especially in New Britain. I loved working in New Britain until this year.

There is such a vast difference between the 9th graders and the other students that it was hard to reply to many of these questions. With my ninth graders, I would reply to every question with the worst rating. With students in the other grades, this feels like a completely different school: my replies would be at the high end of the choices. Placing them in the middle as I did is inaccurate because it is only my ninth graders that are causing any type of negative feelings I have about this school and it's climate this year.

I feel our learning culture/ school environment is in need of a lot of attention to bring us back to our best.

There seems to be inequality among discipline given to students. i.e one student gets suspended for a first time fight, and other students engage in fights frequently and don't get suspended.

We are being spread too thin and it is not in the best interest of our students. There are several students exhibiting unsafe behaviors and the higher ups at Central office take too much time to remove students to other programs. Staff and students shouldn't have to get hurt on a daily basis. We are not seeing students on our caseload when we are supposed to because of constantly being called to put out fires in classrooms and manage the unsafe behaviors. Paperwork is never on time and it's a struggle to get through the day never knowing when we need to sit with a particular student for several hours.

Student behaviors are becoming more extreme and frequent. Students are learning they are able to "get away" with something simply because many of the consequences are either not appropriate or do not adequately address the severity of the students' actions. Students are continually becoming more aggressive towards their teachers (hands-on other students and/or educators, inappropriate language towards peers and/or educators) and simply returning to the classroom after a very short period of time. Are we really helping student become 21st century learners, or simply "masking" the larger issues?

I especially feel unsafe in the cafeteria on my lunch duty days. It is also unsafe for the students who do behave to be surrounded by so much chaos and disrespect in that room. As a teacher I feel I am being given more and more burdens with less and less support. In addition, as a specials

teacher I have no common planning time with my counter-part and no professional development. I'm confused on how we can say we provide teachers NBU but then exclude certain staff. I am also confused how we can say we're full STEAM ahead but yet non-steam teachers who teach science, technology, art, math, etc. do not play a role in that program, design, implementation, etc. and do not get resources for steam type activities in our classrooms.

AP has been a wonderful addition to the staff. She listens and teacher's feel she is supportive. However, principal continues to be unsupportive and dishonest. Teachers and staff do not feel like we can trust her, so no one speaks up at meetings or uses her "open door" policy. Students are allowed to yell and assault teachers and staff and are back at school the next day. Behaviors are at an all-time high.

Our vice principal Andrea Foligno has been an incredible asset to our school. She is such a big help with everything we do here. I am so thankful for her.

School discipline and climate is poor!

These questions are very general, and with over 100 students, it is hard to answer as a broad generalization. There are some students with no respect for staff and no interest in learning tasks. Most staff are respectful of students, but there are a few who are not.

restorative meetings not occurring and no data regarding traditional after school consequences. Repeat offenders in 360 not addressed. Students are yelled at for compliance in halls yet teachers expected to maintain compliance through soft 'relationships' without consequences.

the schedule this year is very rigid and stressful for all, including students.

I believe our need is simple - more teachers and guards. That's it, and consistency!!!

When are we going to start holding parents accountable for the fact that their children come into school 1 to 3 years behind...

I do not feel that it is all the administrators fault. They are only able to offer the help that they are given. We need behavior support staff in our buildings. There is little to no learning going on with the constant disruptions and inappropriate behaviors. I don't like feeling like a failure because I am not allowed to teach the few students that are actually here to learn and are still excited about learning. 50 minute plan time to write in 360, call parents, use the restroom, make attendance calls, and check our mailboxes. It should not be called a plan time. That time is time taken away from my family every night.

There is a lot of disorder at the middle school due to the changes (steam).

Administrators do work hard to support when needed, however there are just too many discipline issues throughout the building and they intensify literally, by the day. Students are often returned after a short period of time without any type of consequence and zero motivation to not continue the behavior. Other students then see that this occurs and then they begin to participate in the same types of behaviors. Students are running around the hallways, swearing at staff, disrespecting staff, hitting, punching, biting teachers and a real safety threat to other students around them. It is getting to the point of unmanageable and the morale in the building is one of feeling defeated and upset on a daily basis.

The dis-regulation and emotional instability is off the chart this particular school year. I have dealt with more behavioral issues this year, more so than in all my previous years of teaching. Parents are saying that they don't know what to do. Counseling services are being offered, but parents are reluctant to take advantage of these services. There have also been more physical altercations this year. I was hoping that a longer recess period would allow the students more time to burn off excess energy, but I am not seeing the payoff.

This is my second school district and Holmes has the most dedicated teachers, support staff, and administrators that I have experienced. Mrs. Nicol treats us like a team, is supportive, and professional.

Administrators at this school seem to be disinterested in leading.

- lack of respect teachers receive from upper administration. - Blaming teachers for everything instead of the students. - Having leaders that are not respected by any staff running NBU, they were problems as principals. - Not realizing how low our students are, they come into kindergarten so far behind - principals hands are tied, they have to reduce the number of referrals and suspensions - relationship between teachers and upper admin. is broken, nothing will get better until that is fixed. - too many coaches and upper admin... put them back in the classroom to help the students.

Class size is the biggest issue. The right size class is vital to positive experiences for all students.

Discipline is a difficult problem. Some Children are disrespectful. When a problem occurs and assistance is called you can wait up to 10 min. Often a child returns back to class within 10 min causing the same difficulties that prompted the assistance to be called in the first place. Teachers are helping each other but I feel the admin have no alternatives for these children who make it very difficult for the other students to learn. Why is a child allowed to bite a teacher and a student? A meditation room, a cool down, and stricter policies are needed. A class of 27 active students does not make the best learning environment for our students.

Consequences are not provided or enforced. Mediation and behavior modification is somewhat given but both need to be administered for student behavior to improve. Instead of providing

consequences for issues/ referrals/phone calls, teacher and administrative meetings are held every time there is an issue with a student making teachers feel as if they are in the wrong.

I feel the principal supports as much as she can. I think the district should look into how they can provide additional support so that we are not pulling support staff from others to support those in need, because now those "others" don't have what they need. My program is in need of more support and that has not happened yet, however our principal has tried to make that happen when she can.

The lack of resources at this school is unconscionable. No school psychologist, .5 time BSA, an AP that is super human but that has to spend 2.5 hours a day in cafe. The mental health issues at this school and trauma students are going through or have been through is astounding. The lack of behavior structures in place, few proactive plans, and no consistency in consequences leads to feelings of continual uncertainty and unease.

I am deeply saddened and at times quite disturbed at the level and frequency of appalling behavior, disrespect, lack of responsibility, and sense of entitlement the children in this building display on a daily basis. Our school's administrators, certified and noncertified staff, are constantly helping students cope with dis-regulated behaviors, anti-social behaviors, disrespect for staff and others to the extent that classroom learning is often disrupted. Severe issues are allowed to continue for very lengthy periods of time with no additional support given to cope with, or to assist in employing strategies to help the students that are struggling and that take up a large part of the classroom teacher's time to the detriment of others in the classroom. There are so many obvious pieces in place that reflect our vision, our mission, our promise, expectations, well managed skills, great administrators, a caring, nurturing, and respectful staff, yet, the respect and everyday behavior is a serious problem.

I feel that the administration gives as much support as they possibly can...I feel that they need more support from the district in order to give the teaching staff more support. It is a minority of our students that are extreme discipline problems that make teaching and learning so difficult, and that is what I was thinking while taking this survey.

There is a lack of consistency in consequences towards certain behaviors. Not enough support staff to help with behaviors outside of the classroom such as the hallways and lunch time.

The expectations for parents I sent little to non-existent. The administration can only support so much but the need is far too great. Teachers and substitutes with lacking behavior management skills cannot expect to have anyone hold their hand here. Every year the needs of our students become greater and greater. I'm happy that we have mental health professional so in our school now. The next step I sent School security personal at the elementary level. We have student students who become physically aggressive and it's beginning to become an unsafe learning environment a student a result.

In my school, teachers work together to assist student learning and student behaviors. Many teachers meet on how the student's prior teacher handled behavior concerns or academic concerns. However, as students are getting older, student's behaviors are becoming increasingly difficult. There are NO consequences in the upper grades for student's aggressive behaviors towards teachers, paraprofessionals and aids. Students are walking out of the classroom and wandering the halls. They show up in the younger classrooms without passes or classwork. The language in our building is horrible when hearing students speak to one another and teachers. When teachers have called the office for behavior support according to the chain of commands, the leaders are not coming to the classroom quick enough to support those in need. Teachers are left alone to fend for themselves, with aggressive students that often end in student fights. Having an extra set of hands in the building to deal with behavior may help some issues in this building. Maybe a therapist to sit with more students than the social worker can manage. Having been displaced and learning two new curricula (two grade levels) I feel extreme pressure from the many walk-throughs and NBU. I have not been supported at all by admin or my team because my team does not have any plan time!!!! No time to work together or correct CFAs because we are too busy getting PD. It's horrible, nothing is getting done to help the struggling students or teachers!!!!



Discipline has been and continues to be a problem - this year, many student behaviors have escalated to become daily occurrences. Almost daily, those recurrent problem students are paged over the intercom to go down to the office "immediately". It has become a game to them, as they are "AWOL" in the school, and demanding the time and attention of all available resources - admin, teachers, spec. ed, social worker, psychologist. This is disruptive to all involved, including other students. As a school, we have been trying to implement a PBIS system. The system that we had in place for several years was set aside by administration last year. We, as teachers, continue to offer our suggestions, but - to date - all have been set aside. They are our classrooms and our students to manage, but administration continues to set aside our efforts to have something in place school-wide. Their suggestions have done little but create MORE work for teachers - but with little to no support from them in return for those students who are most problematic. Review 360 sends an email to admin. We are now asked to send a regular email in addition to the Review 360 report, as to be sure admin sees it in a timely manner. And even then, many emails/reports aren't addressed. Admin continues to say that "School should be fun!" as the student behaviors continue to worsen and teachers are at their breaking point.



Too much change, all at once this year, especially Central Office directives/initiatives. Losing faculty & support staff has been very detrimental to all.



Phones and earbuds have no place in our schools. They are a major concern and it's getting worse by the day. Students have little or no respect for authority.



Behaviors are out of control. The kids are running the show. We need PBIS back. Teachers are stressed to max, not enough para support and no reading help. Students are so behind and our large numbers makes it hard to meet all needs. We have a large population of mental health issues too.

For the students who misbehave and disrupt the learning process, administration's hands are tied. The district needs to provide more supports for our challenging students. Many of our students need more structured settings that cannot be provided at our mainstream schools.

Need another security guard. Too many students for one.

There is only one active administrator in the building. The other is present but not visible and does not appear to interact with students. Resources are stretched thin.

School Discipline is non-existent as is Administrative support for teachers. Morale is at an all-time low and the school environment is completely devoid of consequences resulting in an unsafe workplace.

There are many issues in this building that are concerning, and quite frankly, unacceptable. While every school has its problems, student and staff safety from within its population should not be one. First, the students have a sense of total anonymity and thus believe they can do whatever they want: run down the hall yelling obscenities, verbally abuse a teacher, remain non-compliant with a simple and pleasant redirection. I believe we should go back to the days when kids were required to wear their IDs at all times, and also had to hand them over when requested. This took away a student's boldness, boldness which is evidenced every day. The number of fights is unacceptable. Anyone near a fight is in danger from the crowd or the combatants. Why aren't these and their consequences spelled out for the entire student body? We are reactive here, not proactive. Finally, it is not uncommon to walk down the halls and smell marijuana. I have caught one kid carrying, and discovered a stash in a locker. Again, we are reactive to this problem. It is not a big leap to guess that more dangerous drugs are becoming more common as well. The students need to be addressed and presented with potential consequences. Finally, the day of the lockdown. I was appalled to hear students say the mayor and superintendent were live-streaming information to the public while teachers were given NO information. We had to rely on our phones, news feeds, texts from parents to their children...We knew the SWAT team was in the building. It is not easy to lead in these situations, but neither is it easy to be in a classroom with crying kids, a kid who has to use in the bathroom, or an SEM kid you hope doesn't lose it. After silence, a loud commotion erupted in the room above mine. What was going on? It took a series of texts to find out what was happening up there. With the popularity of cellphones, the availability of computers in our rooms (I'm sure there is a way to turn off the email notification) there has to be a better way of keeping us informed. We have been given the responsibility of making choices for ourselves and our students. Make this feasible.

I think that there is very little time to create a cohesive learning environment amongst clusters, due to the tiny amount of time we have together to meet. I only see my team at NBU days, and those days do not offer enough time to actually plan what we should do as a TEAM moving forward. Additionally, while I do think that our district put an emphasis on the diversity of New Britain, the 6-8 curriculum does not reflect the diversity of our students at all. Although I don't use the textbook often, it is partially due to the fact that the textbook is way above our students' heads and partially due to the fact that throwing in stories by random authors of color isn't culturally inclusive.

Not all depts are treated equally. Not all admins from our dept understand that collectively we have a wealth of knowledge in our field, but instead want to come in and do it their way, without even considering options. I do not feel as if we are listened to by admins. I think a lot of opportunity is given to AP, Honors, and gen ed. I feel SpEd is often left in the lurch, ie 2 - 3 study halls in a daily schedule = shrugged shoulders by administrators.

It's hard to talk about the administration when it has changed so much over the past few years. That has been a major part of the up and down issues and concerns at Holmes.

Teachers are hit by students on a daily basis and there are no disciplinary actions. The child may be pulled out of the room for 10 minutes, but are brought right back in.

I would like administrators in the district to consider feedback from social workers when they are making major decisions about service delivery with students.

I think our population has changed throughout the years and the administration has been working hard to accommodate the needs of our diverse student enrollment.

Kids are not disciplined enough at all. Just sent back to class by social worker or admin. There are no consequences it seems and behaviors continue on and on.

Students are not consistently held to a high level of accountability, either academically or behaviorally. Some of this is due to under-staffing. Some is due to lack of consistency among staff members. Some is due to a lack of clarity on the part of administration.

Behavioral support should be in all buildings and if the student population exceeds 250 then there should be 2 behavioral support people. This way you can run an in house detention the way it's supposed to run.

Not having a school psychologist with a K-5 student population of 24% (including KEY) has put an enormous strain on my ability to perform my SSW duties with the additional PPT Coordinator's responsibilities that had been shared

These questions were difficult to answer with the responses provided. Some students are very motivated and put forth maximum effort, others put forth little or no effort. There is some professional development but not always what is needed or helpful. There is some administrative support but not always in the areas that are needed. Some students are highly respectful to staff while others demonstrate no respect.

Class sizes are too large. There are not enough para-educators. Children with extreme behavior problems are not placed in the right programs.

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Discipline is a joke. Administrators hands are tied because they have to lower referral numbers, and lower suspension numbers. Upper administration has no idea the behaviors that are occurring in classrooms and if they think they do, they just point the finger at the teachers saying we are not engaging the students enough. Students are more violent, aggressive and angry than they have ever been. We need upper administration to not be afraid of parents, to stand up for their teachers and support us and our principals. They do nothing but point the fingers at us. Students are lower academically than ever, yet we have no help in our classrooms. No reading or math intervention. Nothing for kids that are struggling. Instead of providing help, we have kindergarten - second grade with the highest number of students in the classroom. This makes no sense at all. Put ALL the coaches back in the classroom and have them teach. They are not helping teachers at all. The trust between upper admin and teachers is very broken. They are not supportive or helpful, instead they are critical, and blame us, and don't respect us. It's just sad how broken we as a district are. It's going to take a complete overhaul to fix the problem. I'd start with getting rid of the coaches and providing academic help for the students of New Britain.

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Special education students are inappropriately placed or have inadequate hours to support their needs. Hours are not covered appropriately (ie inclusion para for art but not for literacy block) or adequately (hours are not being met). There is little done for huge behaviors. Students leave for a few minutes and come back with treats. This shows other students they can be rewarded for misbehaving. Teachers feel that they cannot call the office for support or they will be singled out or blamed for the behavior rather than looking at the needs of the students and what supports they should have in place. Many of the issues aren't the building administrators "fault" rather a lack of resources from the district and initiatives from the district/state- no more in school suspensions or out of school suspensions, only allowed a certain number of out of class referrals, etc... Class sizes are large so behaviors are difficult to separate.

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Need smaller classes and a continuum of services to meet our student's needs.

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I feel administration and teachers at our school are working very hard to help our students succeed given the challenges facing us this year!! However, we do not have sufficient staff to support academic and social emotional needs of our students. Specifically, the loss of reading teachers and school psychologists have negatively impacted our students. They are not receiving the necessary supports to achieve academically. For question #17 I'm very satisfied with my work conditions at my school because I feel like my colleagues and administrator are working extremely hard to help our students succeed as am I . However, my overall satisfaction with the district would not be rated the same.

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I just don't understand how severe behavioral problems do not seem to be an issue for central office. We have entire classes that learn almost nothing in a year because of 1 or 2 students. They really do run the show, and the parents let them. And our hands are tied. Honestly, dealing with such issues really are not our jobs. We are here to nurture and help learn, but to fix what happened at home in an impossible situation? It is unreal what parents get away with speaking to us and praising their child to act out. Very sad. I do not feel like I teach anymore even though I

spend hours outside of the work day preparing and planning every week. Even Principals hands are tied, trying to get these kids the help they need.

Students who are out of control are removed for short periods and then returned too soon, where they continue to escalate and cause havoc on teaching and learning. It's terrible that other children have to bear witness to these behaviors on a regular basis. The district needs to have more places to house these types of students, since there is a need throughout this district. Mental health issues of our students is quite serious and it's not being handled well. These students are being underserved by not getting the proper help they need. We continue to hear excuses from the downtown.

The problems we are having at our school stem from DISTRICT PROBLEMS! Lack of communication between offices and departments. The fact that NBU is a complete waste of time and no one in upper administration wants to acknowledge that fact. The coaches and facilitators at NBU should be servicing STUDENTS. They are a resource that is being completely wasted. We have students who need interventions, but there is not enough staffing at any building because they are at NBU. It's shameful and embarrassing the way our district is being run.

The behavior of students at this school is like that of animals in a zoo!

There are serious discipline issues at the high school that are not being addressed by administration and deans. Teachers have no support from the administration and are told to handle their own discipline problems because the deans cannot handle it. There are not enough security guards to handle hallway issues, fights etc..... The current principal/administration have lost control of the student population at the high school and students are free to say and do as they please with minimal repercussion. Teachers are being assaulted by students and students suffer no consequences. The lack of discipline and control over students by our new principal has never been worse. The high school has unraveled since the first day and it is not a safe building for teachers or students. I had asked students if they feel safe in this building and out of class of 30 only two said that they did. That is a scary statistic. Our current principal and admins spend their time going after teachers and not enough time going after students to handle our ever worsening disciplinary problems. It's worrisome to think, but NBHS is ripe for a major event to happen and nothing is being done to pre-empt it.

Disrespectful and disruptive behaviors are a constant this year. Students are not being held accountable for their behaviors and there are minimal consequences. Not only is it affecting the learning of all students but it is also affecting the overall climate in the building.

Appropriate staffing would address and/ or reduce the numerous issues currently impeding student success

The administration does not have consequences for bad behavior. When the office is called, always a last resort for teachers, often no one comes, or if they do it is not in a timely manner. I

have had students say to me after I call the office for extreme behavior, " Look, no one is coming" and they escalate their behavior. We are told the district is going the way of restorative practice. As a classroom teacher, what I see is a student who is jumping from table to table and destroying property, and hurting other children, is removed from the classroom, their behavior is de-escalated, and they are sent back to class with no communication to the teacher about what happened, if parents were called, if there are any consequences, and what next steps are. Teachers from all areas, classroom, special education, STEAM, specials, are talking about the severe lack of support for discipline. The trauma we are experiencing is taking a toll on the morale in the building.

I feel like the volume of disciplinary problems is overwhelming for the teachers and the deans, particularly for those who teach 9th and 10th graders. More support is needed at this level, or the problems will continue

I believe that parents need to more involved in the education of their children. I think the District needs to take the lead and engage parents. The District (not teachers) should provide them with opportunities to learn how to support their children and how they can also be involved and support their school. I think this is an area that has little momentum and is an untapped resource at different levels.

I feel the admin are being used as behaviorists instead of disciplinarians. The students actions are not handled with enough firmness and the parents take the side of their children instead of the school staff. The admin need to support the staff completely, the students and their parents have no respect for the school... skipping class, walking the halls, headphones and disrespectful comments drive teachers away from this environment. If admin could enforce stronger discipline then maybe the students would learn more. We are here to teach, not babysit and deal with such rude comments, the parents should see how disrespectful their children are and then maybe they would not side with their children and show more support to school staff. Per school safety though measures have been taken, there are still many needs for increased security later in the day, students are disturbing classes and they are not being removed or dealt with

In regards to teachers/support staff respecting students: There are many teachers that show a very high amount of respect towards students consistently, however there are a handful of teachers that do not show respect to students consistently, which explains my rating overall for that question.

Quite simply, 2 newer administrators were placed in one of the biggest schools without the support or a well thought out plan in place that is/was needed to be successful. Furthermore, there is no effective PBIS plan in place to encompass the WHOLE school. Lastly, more serious consequences need to be given, but I believe administrators fear what the data would look like and don't act because of that fact. There needs to be more support in our schools to handle behaviors. Interventionists need to be back in the schools, coaches back in the classroom and

more paras to help assist a large population of students significantly below grade level which effects the discipline issues.

Support is available from one administrator, not the other.

One or two students are allowed to disrupt the learning of the entire class because the district has not provided schools the ability to place those disruptive students in an appropriate setting. These students have created trauma in students that had no trauma prior. Schools also have no consequences to hold students accountable for their behaviors, and the students know this very well. Other students are now exhibiting similar behaviors to see how much they can get away with. It truly feels like a hopeless situation and that the upper level administration really doesn't care. The consensus among many staff members is that teachers are being blamed for the discipline problems despite the fact that much of the staff has taught in the district successfully for many years. No one ever discusses the real problem... dysfunctional families who need help. Teachers want to teach. We are not mental health workers or therapists. The children who consistently disrupt the learning environment of everyone need help. The rest of the children deserve to be educated in an environment where desks are not being flipped, having to watch their teacher being hit or yelled at, or need to regularly evacuate their classroom because a student is so out of control that they are destroying the classroom. Why are we sacrificing the education of so many by keeping a few disruptive students in an environment they clearly do not belong?

Principals are so removed from the school as they walk around with check lists and computers stressed out to get all observations done. Let's use the jargon of the times and say there is no "authentic " connection between principals and students. Students don't know the principals. Teachers are over worked trying to meet needs of their students with less support from interventionists. Steam teachers seem pressed to get instruction in, grade k students coming in are so needy that social workers, sped teachers are pulled so upper grades lack support. I hope we can look at what Jefferson had in place that showed growth last year....our reading interventionists were committed and helped our lower students improve. Frankly, these months of NBU has been a serious waste of time. I respect all the coaches, but we were told we would have time to collaborate with our teams....just look at the faces of the teachers there...being told what to read. Talk about and timed before a response is given isn't collaboration. I am being positive and contributing at NBU but so far I feel like I am losing valuable time.

Behaviors are out of control and administrators expect teachers to handle the situations even if it takes the majority of your time and prevents the majority of students from learning. When asked for guidance/modeling of behavior methods, administrators never assist. They put lots of Band-Aids on the problem. Love Wins starts at the top. If administrators don't welcome and support staff, if staff is not accepting of others, than how can we expect children to?

In this school, one or two students are allowed to daily disrupt the learning of the entire class. These students have verbalized the fact that they are "winning" when they misbehave and get what they want. The misbehavior of a few contributes to the poor behavior of many others because there are no consequences for misbehaving. Teachers cannot teach.

Our administrators work very hard to maintain a positive climate that is conducive to learning.

It is very hard to answer these questions fairly when we are asked about administration in general. One of our admins is very supportive while I feel the other is very disconnected from the school and what happens within it. I also feel as though the admin who is trying to be supportive often has her hands tied by the other admin which leaves the teachers out to dry.

Restorative Justice is a joke. Students who fought earlier in day sit down to talk it out and then fight again while meeting. Students disrespect admins- get an immediate 5 day suspension, yet when they threaten the school body, no ISS/OSS. Consequences have become a joke and the students are well aware. This is part of the reason why they are so out of control. Sexual language, bullying, total lack of respect for staff, constant fights, and no interest in learning remain as huge concerns.

This survey is seems school centered It's not just the school - it's the district. How much support is my administrator getting? What kind of consequences can the school give if suspension are no longer an option? What has the district implemented to support the behavior the students are exhibiting? Well managed?

The last 4 questions are difficult to complete. Teachers are handling things with very limited support because there is just not enough or any behavioral support staff in our school. There are not enough supports in this building to handle the amount of dis-regulated students on a daily basis. Consequences are nonexistent. Students understand fully that there are no consequences at school for their disrespect, use of improper language, and inappropriate behaviors. What happened to rules/consequences? Society has them. Why are we not providing what these children will need to be successful and productive adults? No understanding. For teachers/students to be most productive, engaged, and actively learning, the continuously disruptive students need to be addressed in a way so that upon their return they will not continue in the way in which they did to be removed in the first place. Because these things aren't available, behaviors continue, young students will grow into dis-regulated older students, and the cycle will continue year after year. When teachers can't teach, teacher burnout rates will continue to increase and sadly their motivation will decrease. This needs to be addressed.

Hallways are filled with students fighting, using profanity, running, on cell phones, using ear buds, not listening to either teachers or guards.

There are very little consequences for unsafe and disrespectful student behavior. The teachers are often not supported and their hands are often tied yet they are expected to deal with the behaviors on their own. There are not enough staff to deal with these behaviors. It is not completely the fault of the administrators. We need a psychologist, another social worker, and especially at least one behavior support person. The office staff and SPED teachers spend much of the day dealing

with behaviors (sometimes not even kids on their caseloads) and therefore social worker groups cannot be taken and SPED servicing hours are severely impacted.

The building is in dire need of a second guard, guidance counselor and help for the Dean.

Being in a school of this size and no assistant... our principal is pulled in all directions with her regular classroom. Having a special program in the school makes it even more difficult to support what we need. Too much for one admin to handle and handle well. Not fair for her success.

Our school staff does their absolute best to provide support to students, in order to help them reach their academic goals. Unfortunately, it is getting more and more difficult to do this when additional support keeps being taken away. More and more work is falling upon the classroom teacher, with less and less time in the classroom. It is an equation that does not mathematically add up to success for our students.

There are many factors affecting Pulaski. The new schedule, new AP's and class size. This has caused great concern in all staff members and growing frustration in the lack of control overall of students throughout the building. The principal is doing as much as he can with many restraints.

Administration is NOT the problem here. The students and lack of parent involvement is. Students also take a great deal of time to get back together after STEAM. They do not enjoy being in STEAM and this leads to a great deal of outbursts. It's unfair that I need to come back to my class and pick up the pieces, when they are already tough to handle.

Much of the decisions made by our administrators are not created by them, but rather by the BOE. It is of no fault of their own that I am dissatisfied at my school. I will probably feel the same if I was at another school. Our superintendent needs to focus on the deficiencies of our kids and not so much on what other districts are doing. Our needs differ from the needs of other districts. Our students need the basics (reading, writing, and arithmetic) before we can focus on other great ideas.

Staff is not supported when it comes to disciplinary matters. A student can be totally disrespectful verbally, vulgarly and sexually inappropriate to a staff member and receive little to no disciplinary actions. Students are wandering the school all day and not going to classes and safety is still not enough.

The students are being unsafe, disrespectful, and refusing to complete work. I feel that administrator's hands are tied with what they can do for consequences. These students are acting out and there are no consequences. They continue to act this way because there is nothing being done about it. There are not enough staff in the building the handle the amount of behaviors in the classroom. "Good students" in the class are struggling to learn due to these behaviors and some have even begun to act the same way because they see these students getting away with it.

Behaviors are removed for a short amount of time and then returned to the classroom continuing with exactly what they were removed for (if someone is even available to come for removal). Of course, we want our students to stay in the classroom, but when a student is continuously screaming, swearing, threatening, slamming the doors, running in and out of the classroom, throwing things, and attacking the teacher and students, it is not safe for anyone in that classroom. Documentation of these behaviors is not enough, there needs to be consequences. I believe my administrators are doing everything in their power to assist, but it is clearly not enough. We need something more. I feel my administrators care about me and my well-being, but are limited in what they can do to help with behaviors.

Disciplinary referrals that are submitted to the deans go for days to weeks without being addressed, which then leads to students feeling they can do anything without any form of consequence.

Teachers are always guilty until proven innocent while students who commit outrageous acts are given the benefit of the doubt. When will students be held accountable for their actions and their learning?

The current discipline at the High School is very lacking. The schedule that was given to us was done too hastily and with not enough planning and training. The current schedule for 9th and 10th graders offers no continuity to the learning process. There is only 80% teaching time. Students need way more than we used to be able to offer and now there is 20% less. Also, the disciplinary actions taken when a student is disrespectful to an administrator or a dean is much swifter than the actions taken when reported by a teacher. The students have more disrespectful than ever. I think that teachers try to be very tolerant because they know that they are not necessarily supported by admin or deans and it's a slap in the face when a student is extremely and all they have to do is write a note of apology that really means nothing to them. The students that are sent out of class are a problem in the class, taking away from the already too short amount of time needed to teach and since discipline is so lax, they continue to do as they wish which has a severe ripple effect. This leads to an all-time low morale at the school. Most of the teachers I know no longer enjoy going to work. Never until this year did I feel so deflated and defeated and I know I am with the majority. We need serious help at the high school and it all starts with discipline. When we started teaching, we were told without classroom management you'll have a terrible time teaching. And our classroom management is extremely undermined by lack of disciplinary consequences that have any value or meaning.

There is a confusion between what is helping a student who is in trauma and needs HELP with allowing that student to be very disrespectful, extremely rude and disruptive to teachers and classmates, therefore really affecting the overall learning in the classroom. One student in "need" can take away so much learning from all the other students in the classroom. It's unfair and frustrating to deal with this every single day. Plus eventually, these nonsense, disrespectful behaviors get copied by the other students in the classroom who think the behaviors are allowed as there are no consequences provided. This is when chaos begins and learning is not happening... AND it's not really the teacher's fault, as it would look when administrators come to

observe to tell you... you don't have control. Let them be in there and deal with these behaviors to see how they manage. Some administrators have never been in a regular classroom setting, and they swear they know everything about discipline.



School safety of staff and students regarding highly dysregulated students and students who are copying these behaviors have become what is perceived as the norm by students. Students are not learning because of the constant disruptions and the everyday running of our school are being interrupted because of the time consuming attention some students are taking. Teachers are spending a considerable amount of time documenting their students' behaviors. Some support staff, custodial staff who are CPI trained are being used to restrain students and facilitate community service hours for restorative procedures. I'm not sure these are the most appropriate steps on our school's procedures for discipline.



Without consistent and meaningful discipline/consequences given to students by Deans, it has created an environment where students feel empowered to behave disruptively and display a lack of respect towards teachers I have never witnessed before. Couple this level of disrespect with student apathy and the NBHS environment is no longer a desirable work setting.



It seems more and more behaviors now get classified as Tier 1 or Tier 2. Sometimes it feels we have lost sight of what behavior should be while in school. I feel we need to bring back our behavior support classrooms. Scholars need to be removed from class so they can reflect on their actions, have a chance to regulate themselves, and prepare to make amends, as needed. This cannot typically happen in the regular classroom setting with the regular classroom teacher, while he/she is trying to teach the other scholars.



Interact only with students in the KEY program, so some results may be skewed as a result of the population. Overall pleased with my job, but limited staffing of skilled paraprofessionals and high class sizes often leads to poor mobility out of KEY and into integrated settings.



The administrators' hands are tied due to the changes instituted throughout the district last year. The 6th graders came in with no well managed classroom skills, thinking they were in charge, and no interest in learning. They have no problem telling off any adult. I have students who refuse to do any work, but despite efforts to motivate, assist, or meet with parents, they still do nothing. We are blamed by central office for problems, as are our administrators, yet no one from central office comes to school to help, just judge. When we have problems with disruptive students we have to keep them in our classroom because no one comes to help us. This is regarding students with repeated behaviors, not for first time offences. Almost every teacher at school has said they want to leave New Britain because we have more and more responsibilities and jobs put on our plates, with students and parents being enabled and not held accountable for their lack of effort.



The high school schedule deprives students of true learning environments: not enough electives, indifferent or very low level students in classes that are not a fit and cause to give up and act out, three hours of gym class(!), no elective class for students on D day, too many (30) or just a few (6-8) students in some classes. Too few security people for our population; ISS is not helpful or

rehabilitating - some students want to go there to get out of class; need for mental health assistance for many students; numerous referrals and 360's for same students and no feedback; students wander the halls often swearing, slamming doors; students are rude to adults: "Stay out of my face", "F--K you", "Shut up". Cellphone use is rampant = cheating, texting during class. Some students are fearful to interact in class; wish to be "invisible", fear of bullies or insults. No money for field trips. Too few hands-on classes, which are a great fit for so many of our kids. Instead of learning practical skills, they are often forced into classes just to gain credits to graduate. It used to be fun.



Pertaining to the support of the staff to us as teachers - very little support is and has been given to 5th grade in my years at Jefferson. Our special education teachers are often pulled for other tasks, we don't see social worker at all and the principal is largely absent from our wing unless she is there to do observations. It frequently feels as if we are not as important as the primary grades.



Administration at my school is trying, but overwhelmed. They are supportive of teachers, but overwhelmed. This school needs more guards/deans/social workers. We are in crisis mode every single day.



DiLoreto is a wonderful place to work:-))



I feel that we meet the needs of some of our students. However, we have students with very challenging behaviors and it is difficult to meet their needs with our current staffing. The mental health issues of students need to be put at the forefront. The disruptive behavior of these students negatively impacts all students. We also need more academic support to provide tiered intervention. I think both classroom teachers and students need additional support in order to meet the demands of the curriculum. A major issue is that the grade level curriculum is at the frustration level for many students.



Management rule #1 Happy workers=productive workers This is NOT the case in this district. Admin should take a class in management



Due to budget issues, I know that Administrators are limited as to the support that they can give the staff. I would appreciate support when they place a very difficult student in my program, "because there is no other place to put that student", instead of being told that it is my job to meet the needs of the student. After all, as one administrator told me, You are a special ed teacher and should be able to teach ANY student"!!!



The biggest concern that I have is the mental health of our students. Their needs are much greater than what can be handled at the school level with only one full-time social worker and one full-time school psychologist.



It is difficult for administration to be highly active in their building when they are often out of the building for meetings or NBU.



This school is in a constant state of flux. Horrible scheduling problems. Professional Development is a “one size fits all” model, offering veteran teachers too little new learning opportunities. Instead, all teachers are given the same “development” on practices instead of fitting to experience.



This year is the worst year I have experienced of teaching so far. The schedule is inadequate and inappropriate for a middle school environment. Scheduling students for classes, especially specials is chaos. Teachers are given no support on significant and repeated behavior issues. Some teachers are completely left out in terms of NBU and professional development. STEAM is not implemented as true STEM especially since it's only available once every ten days - teachers cannot even make meaningful connections with students. Very disappointed in the education our students are receiving due to the structure that was implemented from central office with little to no thought or planning of the finer details or big picture, or consideration of teacher's needs, strengths, and wishes.



The main issue we are facing is increased class size due to the district redesign, short staffing due to district not hiring replacement for special education teacher.



Anytime the students cannot handle a responsibility, it is out on the teachers. For example teachers have to walk students into school (in middle school)



Administrators at New Britain Adult Education do not listen to the guidance, words, or advice of teachers. Period. There is a profound lack of understanding how adults learn as opposed to young people (K-12) and administration does not care to listen to a teacher's perspective on this matter. CCR Anchor Standards are clunky, ill-written, and not in sync with an adult learner.



A focus should be made to remedy the attitude/approach students have toward learning.



Multiple factors are contributing to my less than above-average scores on the previous questions. The lack of academic leveling, the new schedule and a general lack of repercussions for student misconduct has created an atmosphere where it feels like the lunatics are running the assignment. While I feel that administration is listening they are hard pressed to make some of the changes that need to be made to make the school more effective for everyone.



To many students do not show respect for teachers and the number of students in the hallway during class time is too large...More teachers need to be on cafe duty



Need more support for discipline issues. The dean is overloaded with referrals and students can skip class or be very rude to teachers with almost no consequences.



Little to no regard is given to what people want. Ever.



the behaviors that are coming into the schools are unbelievable. Students are destroying classrooms. Behavior charts do not work!!



Heather has done a great job at Holmes. I would like to receive more feedback, see her interact with students more often, and be in the classroom more. Unfortunately, I do not think this is possible with our current staffing situation. There is too much need in other areas. She has done her best each and every day and supports the teachers as best she can. I hope she is here for a long time and can grow more in this position. I now feel she is very knowledgeable at the art of teaching and is a great administrator with a lot of potential.



Discipline at this school is very loose. There needs to be more structure and administrators need to be much more involved in the disciplinary process. PBIS has fallen by the wayside and a system that worked prior to this administration disintegrated due to lack of administrator buy in when they arrived. This building is too big to have 2 new administrators who are "learning the ropes". They are in over their heads.



After working in 3 different states over 3 years I have seen some positives to working at NBCSD but not much. The appreciation for diversity and the effort of long term staff is a strength in this district. The behavior, lack of consistency, and numbers per classes are the negatives. Fair and to even funding to all subjects is a must. Some electives seem to be on the way side. I believe if there is a culture of disrespect in structure and teaching or learning among students then its important to go back to basics and learn life skills, behavior/ conduct, as well as consistency in scheduling. Students in a school with constant behaviors or no pride in self structure need simplification. They don't need extra classes, standards, new scheduling, etc. They need a month or two of basic special education skills like PECS, LEARNING TARGETS, EXPECTATIONS, HOW TO WALK in THE HALLWAYS, HOW TO WAIT IN LINE, HOW TO WAIT TO MAKE A COMMENT, HOW TO LISTEN. Basics first then slowly prepare for change.



Smalley seems to be a consequence free environment.



Students need to be held accountable for their actions. There needs to be some sort of consequence for the "heavy hitters".



Change is difficult and for me this year not being able to have the prep time I need it's been a challenge. I can't even go to NBU and I'm learning a new curriculum. The behavior challenges are extreme and I feel that although I do have the support when I ask for it, it's something that should have been part of my schedule.



It bothers me that the questions on this survey lump the students into one category. There are a significant size group of that are VERY respectful and a large group that is very concerned with learning. But there is also a large group that are surprisingly disrespectful and show little to no

interest in learning. This survey will elicit responses to the latter because teachers will want others to know that is a concern that needs to be addressed.



I do not feel as though the school is progressing in a positive direction. Many issues go unaddressed or unresolved due to the sheer volume of incidences.



The disruptive students continue to be disruptive. The well behaved students suffer greatly.



We have had some very volatile emotionally disturbed students in our school this year. Students are putting their hands on staff members and other students with little to no recourse. A lot of this is because our administration's hands are tied as to how they can discipline and/or suspend. Due to data collection rules, we are often required to collect data on a child's outrageous behavior for weeks before anything can happen. We are down a school psychologist and we could really use a behavior support person. Our administrators are not able to support us because they are doing multiple jobs or handling incidents throughout the school. We have some students who usurp all of our time---as teachers and as administrators. Classes are frequently evacuated (often times on a daily basis) to protect other students from violence. Custodial staff is even intervening with behavior--and I am not sure this is best practice either. Bottom line, Smith needs more support. The actions of some very sick children are taking away from the learning of our students. The reality of our situation is that we spend inordinate amounts of time working on regulating our emotionally disturbed population and it really cuts into our instructional time. Let me say, I love NBU and the time I have to collaborate with colleagues. However, during our NBU days, 3 certified staff members co-teach a room full of professional, adult teachers. Classrooms throughout the district have volatile children, needy students, and students with disabilities. Our tier 1 is small and our tier 2 and tier 3 are huge. We are now providing our own RTI since reading teachers were cut. Furthermore, we are often alone in our classrooms trying to juggle it all. I do not wish to disrespect the staff working at NBU because I appreciate the strategies that they have shown. However, I think a better use of resources would be to take 1 or 2 of those extra, certified staff members and put them back to work in the classrooms--either as coaches, co-teachers, tutors, or support staff. I am sure they are working hard behind the scenes to plan our PD. I just don't think a room full of teachers needs 3 certified staff members to teach us new strategies to strengthen our tier 1 instruction.



Despite multiple comments about what we do not want in a PBIS program (which is still nonexistent in our building) it appears administration is giving us what they want and did not listen to teacher input at all. I am just doing my own thing to reward my students and their behaviors. Also, the amount of discipline related incidents are so high that when a teacher needs assistance from someone, no one is available to help so it is left to the teacher to deal with. As was told to us, it is the classroom teacher's responsibility to deal with students. The overall morale in this building has dropped significantly over the past 2 years. It really is very unfortunate.



I feel that the behavior of the students has gotten progressively worse over the last few years. This year is particularly difficult. Despite the efforts and caring of the staff, it doesn't seem to

matter to the students. I think the new schedule and the students having too much freedom to move about the building is creating many of the issues.

Too little staff and resources to meet the needs of students. However, real restorative justice practices with a social justice focus would go a long way in improving school climate. Time needs to be made for this, not NBU

Students in the classroom are not usually a problem-it, once again, is the hallways that are of concern. Rules are not enforced. The hall monitoring is non-existent and it would be nice to have Central Office come down to help out when we are short on staff, admin and/or guards.

Don't necessarily feel like our building administrators are supported by the higher ups.

Mrs. Booker has been a wonderful addition to our staff. She is approachable and open to hearing from staff. The behavior of some students in our building creates an environment that is not always safe for teachers and/or students. Students have put their hands on teachers as well as students with an apology being the consequence. This same consequence is administered multiple times to the same student. Too many students are able to interrupt the teaching and learning within the classroom. They also leave the classroom without permission. This interrupts teaching as well since the classroom teacher has to manage the student in the hall while also delivering instruction. This reduces student achievement and results in both student and teacher frustration. Many of our students benefitted from relationships with staff; however, many of those relationships are no longer available due to the restructuring.

I understand the concept of restorative practices. However, when they are NOT implemented correctly/consistently then they do not work. This is what is happening. When students/staff do not feel safe because of certain students and the only thing being done (restorative conferences) is not working then there is a problem.

This district/building needs to decide if we are a transition center or school. We have so many students who come here to learn, but are unable due to behaviors of others. It breaks my heart daily. Students are allowed to be disrespectful and steal time from students that really deserve to learn. Students and staff are unsafe, but when we go to our admin, we are told that we don't understand or like diverse learners. We are just trying to advocate for our students.

Resources are very limited. Due to so many concerns, the custodians seem to be working all the time (above and beyond the normal day-to-day tasks).

The behavior of students in the building towards staff is egregious. Students are blatantly disrespectful and have zero respect for adults in the building or for their peers. There has been an

increasingly alarming amount of physical altercations between students in addition to the foul language heard throughout the building. Students freely roam the hallways and become confrontational when asked to go to class, stop yelling/swearing, etc.. Students have learned that consequences are minimal (to nonexistent) for their outrageous behavioral choices and this only encourages the decline of the school culture. Students verbally abuse staff on a daily basis and threaten physical assault as well. We need to stop handling students with kid gloves and develop a firm/fair and consistent method of discipline or things will continue to get worse. Our students will enter the real world soon, with very real consequences for their choices; not only are we doing our staff a disservice asking them to work in such abusive conditions, we are doing a disservice to the students as well when we allow them to get away with behaviors that would get them fired, arrested, jailed, or worse, in the real world. We need to take back our school!

I am very impressed with Gaffney Elementary. I feel very safe coming to work. Anita, Jodi, and Alicia have created an environment with high standards and accountability for all. I am constantly in awe at the professionalism of the staff and students. I am honored to work at Gaffney and would recommend this school as a place someone should send their child!

Building is unsafe. WE NEED MORE SECURITY GUARDS!!!!!!

The overall school climate is outstanding and it starts with the administrators here. They are so positive, fair and respectful to all staff, honest and helpful. This trickles down because almost all of the teachers here are the same way.

great school to work. Administrators and staff are the best.

The schedule has to change for 9th and 10th grade teachers. This has burned out teachers and students. This has been the worst year of my career and we need to hear plans from the super that changes will be made to give us hope/reason to stay. Staff members are crying daily and dread coming to work. Changes need to be made and we need to have a voice in the process.

With the overwhelming amount of change and the overwhelming needs of the students, it is very difficult for administration to help teachers. While the spirit is there, the needs surpass the capacity we have to deal with the problems students face. This is not a school problem. This is a big system problem.

I believe most staff (admin, teaching, deans, support staff, etc) make a concerted effort to do their job with the utmost professionalism and effort. However, all staff are overwhelmed, and as a result, students are not held accountable for appropriate academic and social standards of behavior. The new disciplinary procedures have made this problem (chronic over the past decade+) much worse this year.

We basically only have one administrator. Our assistant principal handles the day to day running of the building and supports the students and staff. She does pretty much everything and the other does very, very little to support our school or teachers in my opinion. The assistant principal is spread way too thin. Having two actively working administrators would make the school run more smoothly, teacher satisfaction would improve.



Our administration is running with majority of the support from our assistant principal who is doing awesome. We need more support in this building with the amount of needs we have. Having no psychologist is hurting us as well.



Our vice principal is phenomenal. She is very supportive. The school is grossly lacking basic services and support.



Cell phones need to be banned ASAP! Teachers spend too much time dealing with attendance. Parents should be held accountable! (Time should be spent planning and teaching). Students are not given the appropriate consequences for their actions. Students should not be allowed to tell a teacher "Fuck You" and then sent back to class. Schools are overpopulated and we are short staffed. I've been working in the district for a while now and I go above and beyond my daily duties and behavior this year is the worst I've seen ever. We need another security guard or resource officers. Police should be present daily at ALL schools.

Brookside school overcame much with the transition of a new admin. Staff and students needs are heard and strengths are built upon. Being an alternative school, many staff (admin., teachers, BSAs, nurse, security offices, and secretary) try to build an enriching and comfortable learning environment for our learners who struggle in the school milieu to begin with.



Discipline in the building is not good. Students are not taught to respect adults or the learning community. Too often, disrespectful students who destroy school property and are unsafe are returned to the classroom with no consequence given. ISS is students being sent to another teacher's room to work. Office does not call home during situations where admin/support needed to get involved. They even ask the teachers to call for them, even when the teacher was assaulted or disrespected by the student--puts teacher in awkward situation.



Safety is a major issue I have seen and also heard from many staff members. There is an issue with students being unsafe (hitting, throwing objects, hitting staff members, running out of class, etc) and not having a place to get regulated and then return to the classroom still dysregulated. There is a huge need for consistent behavior support and a behavior support place in the building. There is also a huge need for consistent and effective consequences. We are losing excellent teachers and other staff for this reason and many more are currently trying to find jobs elsewhere.



We have been left out of all professional development and the issue has been brought up with no responses or resolutions.

There are no consequences for students who are extremely and repetitively misbehaving. These children are not placed in appropriate settings.

In my opinion, behaviors are at an extreme high. Students hit each other, swear, are disrespectful to each other and teachers and very little is done beyond taking the child from class to regulate them, then returning them. Then, often students begin the same behaviors once they are returned to class. With a lack of disciplinary options (according to administration) there are no changes. Students do have a lot going on at home, but the high level of blatant disrespect makes it difficult to form relationships with students. So far this year I have been pushed, hit, sworn at, screamed at, had items taken out of my hand and threatened. It is very difficult to show up to work with a positive mindset each day when you know what is waiting for me. I am really struggling with feeling like an adequate teacher this year and questioning whether to return to the district next year.

Budget cuts affect work load/caseload, which in turn, affects staff stress level. Very difficult to get job done with cuts to departments. Seems like lots of money is being spent on things that don't affect student/staff ratio.

If the district values mental health services and wants full capacity for serving student needs, there needs to be a full time social worker and school psychologist at every building. This should be a district priority and the budget should be adjusted accordingly.

In all of my years in New Britain (20+) THIS IS THE ONLY YEAR I HATE COMING IN TO WORK THE WORST YEAR EVER!!

I do not understand why things were so out of control last year at Slade and they have continued to be so. It always feels like staff is getting blamed for everything and no accountability for students. Also, many people are very confused as to why the administration remained the same here at Slade yet the majority of other schools have changed.

Too much new content PD during NBU days, without enough time to absorb and implement the new material.

The new discipline system is way too lenient. A student has to skip class 6 times before they get an administrative consequence, but that time it is useless, they have already developed a habit that will continue. If they cut a teacher detention - no consequences again for 6 events. They are getting away with no consequences for their actions. Student disrespect for teachers is at an all-time high. Trying to get the students in the hall to listen and follow school rules is like useless, they don't listen and I'm not chasing them down the halls.

A big focus is put towards classroom observations and little focus is put on students doing the right thing. It is difficult to teach when there are packs of students roaming the hall screaming/yelling during class periods and there is no guard/admin around to help with the situation. Let's focus on the big issues and get kids out of the hallways.

13- background is, and should be, irrelevant except to the extent it can impact academics 20- too much time "putting out fires" of student dis-regulation

The two different schedules at NBHS has caused many students to have less services because of scheduling. Also, the students don't like the long classes and many of them skip the classes.

I have seen many teachers feel defeated by their students, get hit, screamed at, sworn at and administration isn't giving consequences to the students. I do feel that administration is trying, but have their hands tied and can't suspend students, cannot give ISS and have little to no extra support to give. I see that administration is trying to help the teachers and students, but with limited to no resources are unable and being reactive instead of proactive. Class sizes effect behaviors, and no consequences effect behaviors- other students are seeing what happens and following negative behavior.

Behaviors are out of control. There are no consequences for inappropriate behaviors

The lack of school spirit and giving the kids reason to be excited to learn and come to school is contributing to the school climate. The lack of consequences for actions and discipline in the school as made for an unsafe, as well as, not inviting environment for students and staff to come to. So much so that substitutes don't want to come back which leads to classes being divided into other classrooms which already have a high number of students. Not a positive learning environment.

Everyone is overworked and many important issues get overlooked due to time constraints.
It's a great school.