

1,217 responses



SUMMARY

INDIVIDUAL

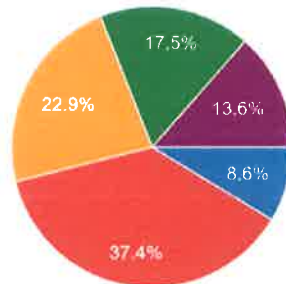
Accepting responses



### Disruptive student behavior in my school is:



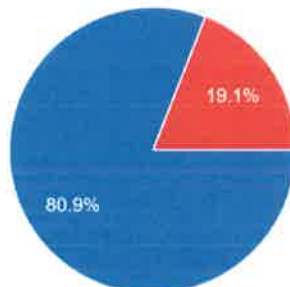
1,217 responses



- Dealt with quickly and appropriately
- Dealt with inconsistently and as such is problematic leading to continued disruptive student behavior and una...
- Is not dealt with appropriately leading to increased disruptive student behavior and unacceptable learning...
- Is almost out of control leading to increased disruptive student behavi...
- Out of control

### I Believe That Discipline and Suspensions Are Under Reported in My School

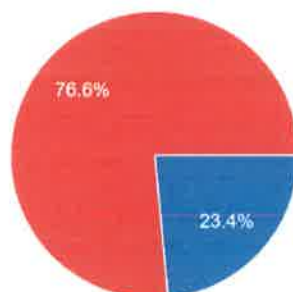
1,217 responses



- Agree
- Disagree

### An Administrator Discusses How a Student's Behavior Can Be Expected to Improve Before Returning The Student to the Teacher's Class.

1,217 responses



- Agree
- Disagree

# School

1,217 responses



5

7



- School 3
- School 6
- School 12
- School 17
- School 18
- School 19
- School 27
- School 30

1/10 ▼

## TOTAL RESPONSES BY SCHOOL

School 3 - 26	School 66 - 16	School 197 - 35
School 6 - 29	School 67 - 3	School 198 - 32
School 17 - 9	School 69 - 14	School 204 - 1
School 18 - 33	School 72 - 43	School 205 - 11
School 19 - 24	School 74 - 13	School 206 - 28
School 27 - 17	School 76 - 22	School 207 - 1
School 30 - 28	School 79 - 28	School 208 - 3
School 31 - 12	School 80 - 22	School 212 - 10
School 32 - 42	School 81 - 9	School 301 - 13
School 33 - 33	School 82 - 12	School 302 - 10
School 37 - 21	School 84 - 2	School 304 - 17
School 42 - 4	School 89 - 29	School 305 - 28
School 43 - 23	School 91 - 26	School 307 - 6
School 45 - 91	School 93 - 30	School 309 - 11
School 46 - 1	School 94 - 52	School 335 - 7
School 48 - 3	School 95 - 19	School 353 - 4
School 53 - 27	School 97 - 13	School 355 - 8
School 54 - 21	School 99 - 17	School 357 - 6
School 59 - 29	School 131 - 13	School 358 - 3
School 61 - 17	School 156 - 12	School 363 - 9
School 64 - 2	School 192 - 31	School 366 - 5
School 65 - 24	School 195 - 12	Other - 12

### SCHOOL 3 - D'Youville Porter Campus School

Safety is a moment to moment concern. Coverage is not in keeping with student IEP mandates for supports in class. SST is overwhelmed and not enough people to help us. Admin seems ill-equipped to support a positive learning environment due to lack of staffing and space. We are daily dealing with violence toward peers and teachers. Students are using severe vulgar language toward teachers and peers. Sexual bullying and a culture of harassment continues to grow among the middle school. Teachers are trying but there is no help to deal with it. No counselors or other venues to talk about issues such as violence in the community and lack of basic needs. We must change quickly before there is a real emergency. There are crises daily and students not feeling safe.

The abuse and physical assault on teachers by students is unacceptable, whether they have a disability or not. Teachers should not have to come to their place of employment to be a "human punching bag" by students, children, adolescents. The safety of teachers and other students is essential to a positive and successful learning environment. These behaviors, events, and situations must be dealt with.

The classrooms surrounding ours, and the behaviors within them, have disrupted our learning throughout the day for months. The students that are causing the disruptions are returned to class after assaulting teachers and students. It routinely sounds like a riot is occurring and our students are fearful of coming to school.

There are students in my room that are making it impossible for me to teach and for the other students to learn. These students are dangerous to themselves and others. They are abusive verbally and physically to the other students and to me. When I have an emergency, I call the school office and they do not answer the phone.

We were operating without two AP's from Sept - November. We finally have two.

### SCHOOL 6 - Buffalo Elementary School of Technology

Administration constantly cites how suspensions must be kept to a minimum.

Discipline is inconsistent and "restorative practices" are being misused instead of discipline. They are not working. Kids know they can get away with anything.

If the problem is not solved soon, the issues will increase in frequency and severity and will lead to a chaotic school in which learning cannot be achieved.

It depends on which administrator handles the behavior to what extent and how it is dealt with.

Not only are the students treated unfairly, the teachers are treated worse!

The assistant principals do their best to handle student behavior but are always undermined by the lead principal.

### SCHOOL 18 - Dr. Antonia Pantoja Community School of Academic Excellence

A support system is lacking. There is a significant concern for school safety and learning. There is inconsistency in student discipline.

I already filled out a survey and mailed it to BTF. The school is out of control, students are running it. Disruptive behavior is progressively getting worse and worse. We need help desperately.

Special Education students on the second floor, who are under the supervision of a substitute teacher on a daily basis (they have not had a certified teacher since the first week of school), are out of control. They run in and out of classrooms through the halls, shouting and pounding on walls, ripping student work off walls in hallway, either horsing around or actually causing bodily harm to other students, e.g. one girl was hit in the eye (in the hallway) with an eraser that a boy kept throwing at her. I heard another girl screaming/crying because she feared one of her male classmates was going to harm her. The aide in the room had to sit with her to calm her down and keep the boy away from her. One day I saw the principal trying to 'deescalate' a student who was forcefully pushing her (the principal herself) with no regard for authority.

Student behavior is blamed on the teachers. Students are allowed to physically attack other students repeatedly (within the same day even) with absolutely no consequence. Admin turns students against teachers and play "good cop, bad cop". Students feel entitled to run from class and be disrespectful to teachers because admin promotes this behavior calling eloping "breaks" and treating the teacher as if they were a child in front of students.

Students are running in the hallways/cafeteria. Students use disrespectful language to teachers and other staff. Students choose not to follow directions when, after multiple approaches, challenge or question authority. Some students try to harm themselves and others physically, emotionally, and mentally.

- Students are threatening teachers with violence and in many cases are physically attacking teachers with little to no consequence.

Teachers are trying everything within their power to maintain control within the building, but administration seems unable to adequately support staff. This has resulted in an increase in undesirable behaviors and disruption of the learning environment.

- The administration is not handling the disruptive behavior appropriately at my school. Students roam through the building continuously all day disrupting classrooms. 80% of my day is spent dealing with classroom behaviors and the safety of the other students in my room. There is very little time left for learning. I stopped calling for help because administration was not coming to the classroom or I was told to deal with it myself.

## SCHOOL 19 - Native American Magnet School

Administration takes 10 + minutes to respond to a fight or other high-level behaviors

CSE students are allowed to swear and use totally inappropriate language toward and about teachers. The excuse is that such language is 'part of their diagnosis.' A write-up is ignored.

Students are NOT suspended. Instead, they are held in what is called a 'reflection room.' They are given work to do, or not. They also throw things and lie on the desks, still out of control. They are supposedly watched by aides who are illegally taken out of other classes, such as 6:1:1 classes. At one point, I opened the door to the room and a student was lounging on top of a desk at the door. An aide informed me that the student was 'in prison.'

I constantly have students from neighboring classrooms enter my room after they elope from their own classroom. I have called when my own students elope and I get no response.

I have students who are suspended and yet continue to come to school with no repercussions.

In regards to question 3, I'm not really sure what they discuss with the students, and I only know of 1 incident where the disruptive/violent student has been removed from the room by administration. We are far from the office, however-- maybe they are busy dealing with disruptions closer to them (I have seen them in rooms downstairs dealing with disruptions on a few occasions.)

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The students are recognizing that there are minimal consequences to their actions and more students are engaging in behaviors that are detrimental to learning.

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We are being told to call home ourselves when we write up a student. There is also a discipline chart administration gave us that we have to follow. The sheets for write-ups are never returned and we cannot send any student to the office. We have to call the office and sometimes administration comes. However, a lot of the time they do not.

## SCHOOL 27 - Hillery Park Elementary

Special classes in my school are not treated equally when it comes to consultant teachers, so there are two teachers in every class EXCEPT Art and Music. Gym has at least two teachers for every class. Since disruptive students are often the reason a consultant teacher is needed, misbehavior is multiplied just as students are transitioned to a new teacher and classroom, and there are problems daily.

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The problem of disruptive, distrustful students is a district problem that affects every student/teacher in Buffalo. When a student continuously disrupts the class, the administrators have no choice to suspend or send back. Each school needs an in house suspension/time out room. It needs to be staffed by fully trained professional, not a different person every period. It is ludicrous that anyone does not put behavior before anything else. There cannot be learning unless the environment is conducive to learning. Also, the immense, unnecessary paper work for referrals is just another way to extend time and discourage the teacher from doing it. Teachers in Buffalo need support as well as students!

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There needs to be clear expectations set by the district and supports in place to better meet the needs of the students, teachers and administrators. There needs to be a fully trained staff, including teacher aides and assistants. Other options/placements need to be available to ensure safety of all students in the district. Administrator needs support so they can do their job effectively.

## SCHOOL 30 - Frank A. Sedita Academy

Behavioral specialist comes to room and gives student a "pep talk" asking them if they are going to make better choices. As soon as she leaves, behavior continues.

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More behavior staff is needed.

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Overcrowding is a huge concern. The lack of space is increasing disruptive behavior. Our 3<sup>rd</sup> – 6<sup>th</sup> grades are at 27-32 students and we are expecting more students from Puerto Rico as they arrive over the next few months.

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Students are in school after having multiple fights. When write ups occur, there are no consequences. Admin discusses that behavior should change with the student, but the student doesn't follow through with good behavior, and there is no other action taken with that student.

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Students are running out of classroom

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Students are sometimes not even taken out of the room when an administrator is requested. Other times, the students are taken out to "cool off" but do not face many consequences, if any, and view being sent out of the room almost as a reward



because nothing bad ever actually happens, except for with a few specific behavioral techs (Gunter, Landers). While I feel supported by the administrators in general, I do not think enough is actually being done to address repeated behavioral concerns (i.e. if a student is getting pulled out of class because of disruptive behavior, insubordination, etc., almost every day, something needs to happen other than just letting him/her calm down and return to the room).

Varies depending on teacher. Admin decides if they will address it as a priority or not. Consequences for students are not equal across even grade level. Lunchroom behavior is not addressed at all creating a lot of chaos.

We have students who are violent offenders and continuously start problems. They make the classroom unsafe but being suspended is unfortunately a behavior that has been sought by some. Some students want to be suspended. They get to stay home and play video games all day. They return to school and start another issue. It is a vicious cycle. We need to start looking at alternatives.

## SCHOOL 31 - Harriet Ross Tubman School

Discipline determined by Class Dojo. Too many opportunities for students to gain points to get to 85% even if they were completely disruptive in several classes.

## SCHOOL 32 - Bennett Park Montessori

Admin at my school tells us that they are “taking away our power” when asked to step in. I do not feel supported. Horrific behavior is often laughed off and consequences are extremely inconsistent (if any).

Discipline is not dealt with. Students do whatever they want. They ignore adults talking to them, they skip classes, they yell, play and fight, in the middle of classes. They disrupt the learning of others constantly. The hallways are horrendous. Students treat adults like garbage. There are no consequences for any of this behavior.

Disruptive behaviors are allowed and not dealt with appropriately (refusing to come into the classroom, leaving the classroom without permission, knocking over chairs and tables, yelling, jumping off of tables, refusing to do work, refusing to follow directions, running out of the building, fighting, etc.). This causes additional behavior problems because the other students see that nothing happens to the disruptive students and then they become disruptive also. Restorative practices are not effective with students who have serious behavior issues. Many students have serious emotional and behavioral issues that are not being addressed.

Part two... The teachers joke that when the kids get sent to the principal at School #32, they get a sucker and told not to do it again. Three of the administrators walk around with blinders on, or say it's poor classroom management. Teachers walk around in tears because they are humiliated, disrespected and in some cases physically abused. The grade stats here prove it is a circus. Many subs will no longer come to this school because the atmosphere is so disruptive. In a million years, I would never send my children to this school.... That is why half of the 6th grade class leaves over the summer, being filled with the cast-outs of other schools. The administrators here are sweet, hardworking people, but way out of their league on discipline-management skills.

School 32 is out of control. Principal has no control - Afraid she won't get tenure so keeps incident numbers down by never suspending kids. Staff bullied into not asking for suspensions.

Some students are allowed to repeatedly disrupt classes because admin/staff cannot reach their parents; therefore, preliminary steps before suspension cannot be followed. Admin solution is to do nothing, or to take so long to respond as to be indistinguishable from doing nothing.

Student behavior is not dealt with and administrators blame teachers' lack of classroom management.

The students at school #32... run the show.... We are disrespected, vulgar language is used everywhere by the students. Administrator is always in a meeting. The morale in the building is terrible.

There are NO CONSEQUENCES for unacceptable behavior. Restorative Justice is a joke, and the students know that. They give it "lip service" but then return and engage in the same disruptive behaviors.

There is a lack of understanding of behavior theory. There are very few consequences that occur nor is there any follow up.

Told to hold onto referrals until there are 3 with a pattern before submitting.

### SCHOOL 33 - Bilingual Center

Because there are extreme behaviors being dealt with, less "extreme" behaviors that are just as egregious (swearing at the teacher, ignoring direct instructions, or ignoring the teacher all together) are not addressed and assumed to be classroom management issues as if they are not actionable behaviors.

### SCHOOL 37 - Marva J. Daniel Futures Preparatory School

Lack of documentation of informal suspensions, students are constantly removed for minor offenses, most discipline outsourced to SST.

- Inappropriate behaviors are on a daily basis and they are swept under the rug.

### SCHOOL 42 - Occupational Training Center

Discipline is administered very subjectively by principal.

In-servicing aides as well as professional staff regarding suggested responses to student behaviors would benefit all involved, so that situations do not escalate.

I am at this school, although I travel throughout the district. In other schools, I see a lot of problem behavior and lack of resources to deal with these problems.

### SCHOOL 43 - Lovejoy Discovery School

Behaviors are being handled by conversation and there are no consequences for behavior problems.

- Certain repeat offenders run the building throughout the day with no consequences for such behaviors as leaving the room without permission. Students do not fear being written up due to lack of consistent consequences when students are written up.

Minimal consequences are implemented especially for students who are repeat offenders with disruptive behaviors.

- One administrator hides in her office. Support staff deals with disruptions.

SST deals with discipline more than administrators.

Student Support Team deals with the majority of student disruptions. One Assistant Principal is afraid of the children.

Students are not given consistent discipline within our school and as a result disruptive student behavior continues to be a problem that is not appropriately handled within our building.

## SCHOOL 45 - International School

Disruptive behavior has become the norm for many students. Teachers have been made to think that we should ignore it because of student trauma, etc.

Problems - Especially in the cafeteria.

I have never seen anything like it. The behavior is unreal. The students know that they can get away with acting out because there are no real consequences. The kids are controlling the school - fights, furniture being thrown, students eloping, nonstop verbal abuse/swearing at staff from students. The list goes on and on. It's an unsafe environment.

I would choose this response and out of control because both are true... some things are dealt with and some, not at all. Students at our school actually banded together the other day chanting, "Who runs the school? WE DO." Yes, that actually happened and seems to be partially true. Our assistant principals are micromanaged and thus are unable to do their jobs effectively - particularly when their judgment seems better than that of our actual "leader"— if you can call her that.

No consequences for students destroying school property, e.g. exit signs, water fountains. Constant swearing fighting screaming and yelling in halls during change of classes, disrupting the learning environment of others.

Principal has allowed discipline to get to unacceptable level; she has not supported her AP's who have tried to instill some level of discipline and consequences. As a result, consequences are inconsistent, weak, and meaningless. A relatively small number of students take the time and energy of all SST, counselors, and many teachers/staff - every day they are running after elopers, de-escalating one crisis after another, and hardly getting any time for their true work. The behavior has become dangerous and many students suffer all day long while the troublemakers deprive them of an education.

Students and staff are often in unsafe environments.

Students are constantly hitting other students, running wild all over the school, throwing chairs and desks, out of control swearing and being totally disrespectful to the staff. There is screaming, yelling, students throwing things out windows and smashing hallway clocks. Teachers and several assistant principals have even been hurt by students. We need a security guard on every floor. The Jr. High should not be in the same building with the elementary grades. It is not safe. We have too many self contained special ed. classes with severe behavior problems. These students are not being placed in the correct setting. Some of these students are so out of control that they need to be placed in agency schools. We also have over 1300 students! Our student population has exploded with kids that have been kicked out of charter schools or other Buffalo Schools. Morale is horrible! People want to transfer or change careers. The stress at our building is making many, many staff members sick. Teachers can't teach and students can't learn in this environment.

Students are rarely held accountable. As a result, students that want an education have to suffer being in a volatile environment on a daily basis.

Students do not take the administrators seriously. The admin will ask them to do things and they do not listen (especially in the cafeteria). The blatant disrespect (students telling adults fuck you, and to suck their dick and nothing is done) The constant lack of respect and total disregard for following school rules and no admin support. When admin is asked for support, we are supported by the principal coming up onto the floor and screaming all day at the kids and us and



screaming at the kids that she is tired of her teachers emailing her about their behaviors. I for one will be asking to leave early the next time that occurs. When we are in a lock down situation we are told that if a student is left out in the hall after the initial sweep that it is a situation where you may have to sacrifice the one to keep the other 28 safe. However, we have 2-4 students in each class that are extremely disruptive to the point we are unable to teach and teachers have called homes, done restorative circles, conferences with counselors present and parents have been brought in, yet we still sacrifice the learning of the other 26 or so students because nothing happens to the ones who disrupt. We are told that they need a paper trail in order to get a student into alternative or other higher tier interventions. However, when we do the write ups, they are used against us as examples of how we have poor classroom management....

So then teachers get to the point where they don't want to report incidents. Tell me any job where it is acceptable for a worker to be cursed at or sworn at, have rude comments made to you about anything from weight to clothing to haircut and sexual innuendos. This would be grounds for harassment lawsuits. Just because I work with children does not mean that I am any less entitled to a harassment free work environment. What we are dealing with goes far beyond students accidentally using a curse word here or there. I was actually told by a student that they act the way they do in school and not that way at home because they know that the school can't do anything to them like their parent can. The students don't feel like there are any consequences to the actions so they say and do whatever they want, whenever they want, how they want, why they want.

Students getting in fights are sent back into the classroom.

The persistently disruptive students takes away from teaching the class. There are almost constant low and mid-level disruptions in 4 of my 5 classes. I cannot keep these required notes and still teach the class effectively.

We are told not to use IC and are bullied into compliance.

We have no protocol or consistency

We were told by our principal in our October faculty meeting to “just take it” when students swear at teachers and interrupt instruction because “students still swear after suspensions” and that she will not be suspending students for foul language toward a teacher or other students.

## SCHOOL 53 - Community School

Different consequences for different students committing same infraction. Union reps' students in building receive more immediate and serious consequences... it's apparent admin is choosing to address her students properly so union rep doesn't notice.

I don't know if discipline and suspensions are under reported in my school

If the problem isn't solved soon the issues will increase in frequency and severity and will lead to a chaotic school in which learning cannot be achieved.

Students walk out of my classroom at will. Students constantly disrupt teaching and learning for me and the kids who want to learn. Admin is always all over me about how I have to improve. Nothing about how the kids should improve. I have all the rules, procedures, and rewards in place. The kids still don't behave and it is always ruled as my fault.

Teachers should not be expected (gen. ed. AND special ed.) to frequently be exposed to violent students. There needs to be better supports in place.

## SCHOOL 54 - Dr. George E. Blackman School of Excellence ECC

I realize that suspensions are not an answer or cure, but it seems that the special education policies regarding discipline seem to be backfiring considering there is no alternate plan. My school claims that special education students can only be out of the room for 10 minutes, twice a day, which negatively impacts the teaching and learning of the other students.

● Sadly, those teachers that are "liked" by the administrator get helped. Those that are not, and everyone knows who they are, do NOT.

The Check In/Check Out process is an insufficient practice. The SAIG groups, which never meet, are also inadequate.

## SCHOOL 59 - Dr. Charles R. Drew Science

● A student has tried to physically fight me twice now, I was told she cannot be suspended because they are afraid of her mom.

Students are becoming more and more violent. Administration is often unavailable or not present. Teachers and other children are getting hurt and the students with behaviors go on unaddressed or suspended.

We do not have enough resources and staff to deal with the intensive needs of our children - half-time Student Support, extra duties given to all, substitute teachers who are unsupported in high demanding/behavioral intensive classrooms, call for assistance and get no to help

When I call for assistance, often no one ever even shows up.

## SCHOOL 61 - Arthur O. Eve School of Distinction

Administration is never around to discipline. You take a student to the office and they close their door as if they are busy. When a teacher is physically abused, the teacher is blamed for the student's behavior. ODRs are not to be put in infinite campus because it is ruining the "image of the school." We need this data to place students in the proper setting. Teachers are told to call parents when it should be an administrator making the call. After a physical altercation, students are put back into the classroom.

● My students are often rewarded when removed from class for disruptive behaviors.

● The psychologist, social worker, and CSE chair are constantly pulled for inappropriate behaviors, taking away from their job roles and responsibilities. There are no consequences or systems in place to address inappropriate behavior; therefore, students are removed, sit in an office for the whole day, and then returned to class, with no deterrents for repeating the same behavior.

## SCHOOL 64 - Frederick Law Olmsted

Our school has many special needs students such as those on the autistic spectrum, and others that act out in ways that require certain consideration. The learning process and environment are inclusive, which is their right, but what about the rights of everyone else? The teachers often don't get to consult the administration, and are dealing with grey areas if a restraint or reasonable physical action is warranted to deter or stop a problem, or problematic student. No one seems to be trained or allowed to try SKIP training tactics.

We have a very large autistic population. Because of this, it becomes too much of an excuse when a student with autism is just really exhibiting poor and unacceptable behavior and may not be dealt with appropriately.

## SCHOOL 65 - Roosevelt ECC

- Hope Barnes is destroying our school. Please help.

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In one year, building has changed from few behavior issues to many issues daily

- The children run the school not the adults. The AP wants to have consequences but Principal blocks her decisions.

## SCHOOL 66 - North Park Middle Academy

Administrative AP seems unwilling to do anything other than pray for students.

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I feel the admin at my building are truly doing their best but it seems as though their hands are tied to do more by their superiors. It's creating a cycle of misbehavior and disrupted learning. It's very disheartening. No teacher (or adult for that matter) should come to school and get verbally abused repeatedly by a child. I don't know what the answer is, but I do know what we're currently doing isn't working either.

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Some serious situations are dealt with using the most trivial of consequences

## SCHOOL 67 - Discovery School

Consequences for disruptive behavior are often unfair and based on if parent will complain or not.

## SCHOOL 72 - Lorraine Elementary

Depends on administrator answering the call

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I believe my administration does its best, but that they are overwhelmed with the number of behavior problems. Special Ed misplacement seems to be one root cause of this.

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I believe the problem stems from the red tape, documentation, and time it takes to get a student to the correct placement. Some students in Special Ed/inclusion classes need day treatment. Some students in Reg. Ed classes need Special Ed/inclusion.

- No consequences for anything. And we are not allowed to write students up in Infinite Campus/.

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Students are not being suspended for majors such as fighting. Principal follows 1st punch for suspension but not the other student involved.

- Students who rarely get in trouble are easily suspended for a one-time infraction, while students who are repeat offenders get no consequences. They have just been given up on. Or, they will just continue to "talk" to the students who are continuous problems. It's so backwards and the kids see it.

- The principal has absolutely NO control over children's behavior & I, as well as other administrators and staff, have personally witnessed him manhandling smaller children. With the bigger children, he will laugh with, play thumb war, and poke them playfully. It's disgusting. Bring Miklas back to maintain order, respect, & control.

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Understaffed/ not enough resources to properly address disruptive behavior.

We have the same seriously violent and disruptive students that it appears admin. has ignored or given SST the job of dealing with where chairs, desks, staplers, shoes, and whatever is in their vicinity is being thrown. Our SST is being physically attacked quite frequently. There is literally only ONE admin, Sarah Vittoria, that does anything.

### SCHOOL 74 - Hamlin Park Claude & Ouida Clapp Academy

A major reason for discipline issues in our 6:1:1 classrooms is the lack of consistent classroom aides. I have had four since the beginning of the school year!

### SCHOOL 76 - Herman Badillo Bilingual Academy

Students are disrespectful and there is nothing that stops them.

Students frequently destroy the classroom by throwing books and tearing down posters. Others kick and punch teachers. The administration's responses include occasional suspensions and other times ignoring the call for help.

There are only 2 to 3 present administrators when we should have 4. Students are repeatedly suspended, parents don't care, and they come back with no changes. Students are taken out of the class they're disrupting and put into the younger grades which is exactly what they want, so the behaviors continue to escalate. Our students ALL have a sense of entitlement and power.

We have no in-school suspension. Their version of it is to place an out of control youth in another teacher's classroom for the day. We all agree- suspension does not always work. (I even heard an 8th grade student the other day saying he wanted suspension and was telling his friends why.) The prospect of suspension can even encourage bad behavior. So, why can there not be after-school detention? Something they don't want. We have ELT and busing for that, so detention students could be bussed home that way. We need deterrents to bad behavior, not just talking circles. Not just CICO, pride tickets and heaping prizes on them for civil, expected behavior.

### SCHOOL 79 - Pfc. William J. Grabiarz School of Excellence

We have issues in our building with inappropriately placed special education students. Students placed in integrated co-teacher classrooms with Behavior Intervention Plans to reduce "physically aggressive" behaviors should be placed in 8:1+1 or 6:1+1

Issues with principal not wanting to suspend students even though they exhibit significant safety and behavioral concerns for themselves and others.

Students are asked "why are you doing that?", then told "stop doing that!" and sent back to class.

### SCHOOL 80 - Pfc. William J. Grabiarz School of Excellence

Admin works extremely hard.

Administration works hard and typically has the back of teachers. Can do a better job with following up face-to-face with teachers after serious issues arise such as suspensions and when meetings regarding that child happen.

Many "suspensions" are not entered into Infinite Campus; therefore, there is no paper trail to help teachers in the event that alternative placement needs to be made. Discipline practices are inconsistent.



School #80 has serious disruptive behaviors that are brushed under the rug instead of writing up students to have documentation of the incidents and the frequency. Students sometimes are removed from the class and that's all. The blame is put on the teacher. I have students with serious behavior issues and administrators make excuses for them. I went from having a great class to an arguing disruptive class because they see kids getting away with unacceptable behaviors. I went to school to become a teacher so I could teach students, not act as a prison guard or at times when we can't work because of the nonsense, a babysitter. The principal is always stressing to praise students, but she doesn't practice what she preaches because she doesn't compliment her teachers. School #80 would benefit from a stronger principal when it comes to discipline and one that treats her teachers better.

Under reported incidents often

## SCHOOL 81

I believe that our administration is amazing and extremely supportive. However, my responses that behavior is not dealt with appropriately at times is not because of administration, but because administration has their hands tied. They get pressure from downtown to not have suspensions or write ups. It absolutely creates an unsafe environment. I want to stress that our administration at 81 is amazing. I strongly think downtown needs to let administration suspend because students and staff are getting hurt because we're "not allowed to suspend" anymore. Downtown needs to figure out an alternative situation for students who create a disruptive and unsafe learning environment. It is unbelievable that schools get rewarded for having the fewest write ups or suspensions. It is YOUR JOB to make sure staff and students are safe!

Threats to teachers and students by students are not being removed.

## SCHOOL 82 - Early Childhood Center

Some students see a suspension as a reward and not a consequence.

## SCHOOL 84 - Health Care Center for Children at ECMC

My principal is very "hands off" and leaves the majority of discipline up to the social worker... it creates confusion and upsets the hierarchy we're supposed to follow. While school 84 has very special needs circumstances and the children's disabilities are always taken into consideration, there is a complete lack of administrative involvement when it comes to student behavior.

## SCHOOL 89 - Dr. Lydia T. Wright School of Excellence

I am a member of the SST and would love to be able to actively engage disruptive students in the restorative practice techniques, which the district says will help alleviate behavioral concerns. I often conduct mediations, which most of the time are successful, but I'm only one person and I have about 20 other job responsibilities. The problem is I am the only school counselor in the building. From September - December I'm swamped with high school ahead, that I barely have time to do much else. The district is NEVER going to see success with behavioral concerns if we don't provide the necessary support to students and their families. It is unacceptable, actually appalling, to have one school counselor in a building of over 700 students. If I would guess, 80% of our students have experienced, or are experiencing trauma, yet we have one school counselor, one social worker (where CSE is half of his job) and one psychologist (CSE if half of her job). I talked to a school counselor the other day in a suburban school. It was a 6-8 building. They had 3.5 school counselors, a crisis counselor, a social worker and a psychologist! If we want to truly see success with behaviors then we need to have more SST staff to help with the behaviors and the needs of the students.

I am no longer at the school but "0" level talking policy in place took up much class time moving students in the hall until "0" level was achieved. That said, about every one of my 5 classes had at least 8-10 students that never stopped disrupting. Behavior tracking system on a clipboard with each class was very difficult for me to master as I did not know



most of the students' names and those 8-10 would not stay seated. As a longtime educator, but first year Buffalo Teacher, I was frustrated about not being able to teach. I do not presume to know a solution but a big help would be being able to separate out those 15-20 kids in each class who begged me with their eyes to teach. I still feel awful about leaving them. They deserve better!

## SCHOOL 91 - BUILD Academy

Behaviors are not dealt with in a timely manner nor are they dealt with appropriately. Students have no real consequences for their actions (and they know it.). Students are taken to In School Suspension (ISS) for a period or a day and then returned. ISS is not a threat because the kids like going.

The students know that they can't/won't be suspended and therefore they use that to their advantage, act how they want and receive little to no punishment.

Students do not follow the expectations for transitions, and no repercussions are handed out. Students talk to teachers any way they choose and no repercussions are given. Students run around room, throw materials, desks and put hands on other students and to ISS they go (if that) - which is somewhere that they like to go.

In all my years of teaching, this year, I deal with more student behavior problems than ever. Teaching seems to be secondary because, even though my class is small, the behavior issues are huge and non-stop.

There is no fear of administration. The kids will get a lecture on behavior and within 10 seconds of the admin leaving the room, the behaviors start again.

Parents are notified, behavior does not change.

Suspensions are under reported to keep data down. Some students receive the '5 day phone call'. Parents receive the phone call to keep their child home for a set number of days. Or students receive a conference in-lieu of suspension, have a meeting, and are misbehaving again before the parents leave the grounds.

Behaviors are escalating. Since BUILD has been in the paper, and its fate is questionable, some of the students feel they can do as they wish.

Teachers are held accountable for bad behavior, not parents and certainly not students.

Chronically disruptive students are allowed to do as they please, yet the book is thrown at the great students who make a mistake.

- I was told by an admin at 91 that he rips up write-ups

It's very difficult to earn respect from students when they insult the assistant principals and there are no consequences because they don't want to have a high suspension rate.

My school doesn't follow district protocol. We have to do paper ODRs instead of putting them into IC

There are times when you call the office and it takes 45 minutes for anyone to show up or no one shows up at all. Students are allowed to do things to teachers (for example make racist remarks) but if they do it to the administration, they get suspended. Students quickly learn they can do what they want to in the classroom.

## SCHOOL 93 - Southside Elementary

- If the administrator does not want to deal with the parents, very little is done with the student and they do not receive consequences.

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It depends on the grade level and which administrator is dealing with the child. Our middle school behavior is not monitored in the hall near elementary classes and they walk down the same halls. No Pre-K, K, 1-2 students should be sharing halls with vulgar language shouted by 7-8th grade students.

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The fact is that students have 0 consequences and we are constantly told it is because of lack of classroom management they act like this. We no longer have rules ("since they like to break rules") and everything is a "procedure".

## SCHOOL 94 - West Hertel Academy

Behavior problems are swept under the rug. Teachers are being blamed for discipline issues. We are told lack of supervision is the cause of these issues. There is inconsistency in punishments for students. Principal takes student's side and not the teacher's. She stated that she will protect the students before the teacher.

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- Fights and assaults happen both on teachers and students but yet there is no discipline but rather a lack thereof. Students are brought back to classrooms without solutions and no restorative practices are made whatsoever.

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I am instructed to use progressive discipline to ensure fairness; but, it results in so many "warning" stages that concrete consequences are avoided and the disruptive behavior continues. Administration does not use progressive discipline and is inconsistent at best. Students have been given informal suspensions for talking in line in the hall, while others are sent back into the classroom immediately after fighting.

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Inconsistency by administration

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- No administrator help at all. The teacher is always the one blamed for classroom issues.

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Students are in control and they know it. I have numerous examples of ODRs being changed or not inputted into IC. Admin has said that they will not respond to "Classroom managed" behaviors and if you have a problem with that, talk to your BTF Building Committee.

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Students are seeing others get away with inappropriate behaviors and are acting out as well.

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We are told that disruptive student behavior is the teacher's fault for not having good classroom management and not to call the office when students are disruptive and creating unacceptable learning conditions .

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- When a student was screaming at the top of her lungs at other students I was told to call home and student remained in the classroom. We are reprimanded at every faculty meeting for calling the office too much. We are told behavior, no matter what it is, is our fault. We are not allowed to enter disciplinary issues into Infinite Campus ourselves.

## SCHOOL 95 - Waterfront Elementary School

Administrator attempts to handle immediately and effectively but there is such high rate of disruption and no District support.

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I feel we are doing the best we can to deal with disruptive student behavior; however, due to the significant amount of behavior issues we face, as a result of having seven 6:1:1 classes and a 15:1 class that is out of control, we are not able to

consistently and effectively manage the issues we face. Our students are not being adequately served as we are “putting out fires” at best. If we had increased support staff, we could do much better at truly working to make a difference in supporting students and families in sustained improvements toward healthy and successful futures! I must note our acting principal and assistant principal are amazing and work extraordinarily hard to make sure all have what they need, though again they too are faced with an insurmountable task given our limited resources in staffing.

It is ok for Spec Ed students to bully teachers, call us names, swear, jump off tables, etc. I have had students call me ugly, skeleton, etc. just from walking into a room. I watch students gang up on (bully) a single student and nothing is written up when the student who is being bullied threatens to kill himself. The bullies have a "behavior" log that the parents never check. There is never a plan to address bullying that occurs ALL day every day at this school. Passing out surfer tickets or fish does not deter older bullies in grades 4-8, this is only useful for primary grades.

Please note that we have had our Principal recently removed on Disciplinary Leave. The building was left in shambles. Our APs and our staff have been working very hard to get things back on track. It's hard to accurately gauge our school given the situation we are in.

Waterfront Elementary had a huge influx of self-contained classes without adequate support. In order for our school to maintain a safe climate for learning, our school desperately needs another assistant principal, preferably Terence Jenkins coming back to Waterfront, a second full time school counselor, another social worker, a behavioral specialist, or even a resource officer. We need more support in our building due to the severity of these students' problems/behavior. Last year, we had one principal, and three assistant principals for close to 1000 students while maintaining a status of a school in good standing. We made huge strides towards academic success. This year our school is dealing with students with severe ED's that should have been hospitalized or placed in an agency. A problem in placement is not reading IEP's thoroughly and students are sent to our school. Once they get to Waterfront, we are told that "they are waiting for agency placement." The SST and administration are being pulled in all different directions because of the seriousness of these students' disabilities. The special ed. department has been notified; however, they need to proactively make calls and finds placements for these students as soon as possible.

## SCHOOL 99 - Stanley M. Makowski Early Childhood Center

We have open concept classrooms. In just our wing, discipline is not handled. We have students who disrupt multiple classrooms continuously on a daily basis. IF they are removed by an administrator, they are returned shortly after and engage in the same behavior again. There is no accountability for the student OR their parent. We will get a parent conference in lieu of suspension. Fine! But parents don't show and nothing is done. The same kids engage in the same behavior daily and continue to disrupt our learning environments. It has gotten out of control and kids feel they are untouchable.

## SCHOOL 131 - Academy Programs

- Students are given a free pass to do what they want, when they want to do it. There are no consequences for their actions.

Students are NOT held accountable for their behaviors at my building.

Students are NOT held accountable for their misbehavior.

Teachers' requests of students not being allowed back into room until a parent conference is held are ignored. Students are routinely returned to class with NO meeting with parent.

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The LTEP Program at #131 is run tightly with few instances of disrespect. When those instances occur, it is dealt with quickly and teachers are supported.

### SCHOOL 156 - Frederick Law Olmsted

I would say dealt with inconsistently and sometimes inappropriately.

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Teacher's responsibility, not principal's.

### SCHOOL 192 - Buffalo Academy for Visual and Performing Arts

Teachers are not notified or involved in helping the student return to class after a discipline referral. Teachers are not asked how to help a student with their discipline, when the teachers are the ones working with the students daily and know the student on a one-to-one basis. Students are not being disciplined accordingly and are not being formally suspended when there is a serious discipline issue, i.e. physical altercations. ILC is used instead of formal suspensions and the students like to be put in ILC.

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- The students' serious behaviors are never dealt with through counseling, social skill groups or mediation - especially
- Special Ed students who are impulsive and have no social skills. Special Ed students are put into classes to just "fill up" their schedules but these classes have no purpose i.e. 2 or 3 business classes in a day!! In turn, this causes a lot of discipline issues.

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This new approach to spreading out special education students, specifically 6-1-1 and 8-1-1 students, who have no or little connection to the larger school community is becoming a danger to our schools. There are no consequences that matter and these students are aware that little will be done. Our administration works hard, but it appears to be more of a "downtown" problem. Also, the way IEPs are written, inconsistent with wide ranges of accommodations, leads to confusion and inefficient use of special education staffing. This directly correlates to discipline problems in my school.

### SCHOOL 198 - The International Preparatory School

Many times, students who disrupt are sent right back to class, thus further disrupting the learning environment

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- Student behavior and lack of administrative intervention has made me fearful of coming to work this year - our building is spiraling out of control

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The district's push to reduce suspensions has never resulted in improved student behavior. Instead, it has emboldened disruptive students who know they can do or say nearly anything and be returned to school or class. The whole idea that suspensions are disproportionate by race has been a faulty bill of goods that has been sold to the staff, parents, and public. The students who want to learn are the true victims as many of their peers have disrupted their education for years.

By the time a district action takes place to move a disruptive student to another school, class, etc., there is a long process that must take place (10 weeks of evidence/BIPs/levels of intervention, etc.). The process essentially takes most of the year and basically kills the whole school year. The constant vulgar, disruptive, and profane behavior that goes on in the city schools is the precise reason why the district is the last choice for any concerned parents in the district.

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The issue gets blamed on the teacher

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There is not consistency with the way discipline is handled.....students can be completely unruly and disrespectful and receive a write up and then be back in class the next day as if nothing happened!



There is not a standard way to handle students' disruptive behaviors. The inconsistency leads to more problems occurring and miscommunication with students and families.

## SCHOOL 205 - Riverside Institute of Technology

- There is no discipline procedure and no consequences for students.

## SCHOOL 206 - South Park High School

Each administrator varies in consequences, and often security does not respond when a teacher has called to have a disruptive student removed. It often takes several inappropriate situations to occur with the same child before a reasonable consequence is given. Many behaviors that resulted in a suspension in the past are now given a conference ("don't do it again") and sent back to class. Students within the classrooms are subjected to what I would call abuse and harassment even if it is not directed at them. A common phrase that is yelled out and not dealt with is "suck my dick", along with a variety of swearing and inappropriate sexual phrases. As a parent, I would be extremely outraged and horrified if any of my daughters were constantly subjected to the disgusting and abusive language that is now being allowed to be the norm. For some reason the administrators cannot seem to maintain something as simple as detention for a consequence. The students are required to do detention if skipping class or late, but most do not bother to attend and then the hall walking continues. Some will force kids to do lunch detention or ILC, but it is really inconsistent. Often kids are detained in the morning for period 1 or 2 or both, if they are late, in order to deter arriving to school late every day but that is also inconsistent and all it really does is keep kids out of class that need to be there. There is also now the PPC letter which is threatened like it is a suspension letter, but it is not. If a kid gets this letter sent home then they are not allowed to return back to school without a parent for a conference. So some students are back immediately because a parent comes in the next day and some are not. In the end, it is not much of a consequence. I do not understand why a consequence is not given and then if a student needs counseling or any other outside services because of trauma or some other need that it is not implemented at the same time. The behaviors cannot be treated as acceptable, because we are producing individuals who do not know how to behave appropriately in society. Often the parents' behavior is similar, but how can the cycle be broken if we aren't teaching them? We are supposed to produce citizens, but instead we are doing a real disservice by allowing these behaviors to be the norm.

I am assigned to South Park HS in the afternoon. They do not utilize the online submission system. I often do not receive the resolutions of write-ups until days later or never at all.

When a parent conference is requested, the administrator substitutes a phone call with a parent, without the teacher present. Students are returned without a resolution...often without any consequence. I have one student who currently lists 8 missed detentions and is allowed to roam the halls, attend Pep assemblies, and comes escorted by security to my class daily.

Severe actions are not receiving severe consequences. At one building, I had a student who threatened to 'shoot up a party'. They were formally suspended. At this building, I had a student tell me he was going to 'shoot up the school' if his cell phone was not returned. He got a 2-day suspension. The inconsistencies between buildings is outrageous.

The number of disruptive students roaming the halls, entering the classroom without permission, and banging on doors has caused such extreme disruptions that very little learning can happen during the last 2 periods of the day.

- The number of students with IEPs in one class far outweighs the number of general education students. No aide is sent to assist with the needs. These classes are hosting 30-35 students with constant interruptions.

Inconsistent outcomes



More staffing is needed for our administration to be consistent

### SCHOOL 207 - Lafayette International

My school practices Restorative Justice and we have a Reflection Room where students go when security/office is called to remove them. Last year students had a conference with the teacher prior to returning, usually the following day. This year that has not continued. The Reflection Room has its own log, I'm not sure if this goes into IC or not.

### SCHOOL 208 - Riverside Academy

I feel like principals' hands are tied in certain situations, and that is because of downtown and the fact that they don't understand what is happening in classrooms.

### SCHOOL 212 - Leonardo daVinci High School

Assistant principal sends students back to the room even after threatening the safety of adults and students in room.

Assistant principal insists staff not input behavior referrals into e-school but submit a paper form. She has not inputted

- ANY of the behavioral write-ups into e-school and we have not received ANY results as to the follow-up and documentation of these referrals. Also, student suspensions are not being recorded. This is concerning especially when special education teachers are required to keep track of behavioral data...how can we do this when there is no data to keep track of???

I speak of self-contained 9th and 10th grade classes only, not general school population at Da Vinci HS

Students are not disciplined consistently. Additionally, behavior referrals are done on paper, not in Infinite Campus.

- Suspended students are not always marked absent as suspended and there is often no record of suspension in Infinite Campus. Frequently students are "talked to" and sent back to class minutes after being removed,

### SCHOOL 301 - Burgard High School

Punishment not matching offense.

Students not dealt with at lunch times.

The rules are applied arbitrarily. There is very little support from administration and security. Many times per day, security is called because a student refuses to comply with the rules. No one ever comes to remove the student or enforce

- the rule. Administrators question what teachers have written on discipline referrals. Referrals are not allowed to be entered into Infinite Campus. They are written down and placed in the appropriate administrators mailbox. Sometimes referrals are never returned to the teacher, which brings into question if the student was ever held accountable for their behavior or was the referral simply ignored?

### SCHOOL 302 - Emerson School of Hospitality

- Emerson Annex--The size of the school and the number of administrators makes a huge difference. I am split between + schools and this school does a very good job of handling discipline matters.

While I feel supported, one of the administrators does not have the pulse of students and can give consequences far more extreme than necessary. Her disruptions to check for "hoodies, open containers, and cell phones" are excessive, disruptive, and undermine the actions of the teachers.

- Students are suspended and stay in school for the rest of the day. They flaunt this by being disruptive and saying that teachers can't do anything because they are already suspended.

## SCHOOL 304 - Hutchinson Central Technical High School

Class cut slips often go unaddressed for an extended period, leading to more class cuts.

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Referrals are not done regularly. It sometimes takes weeks before they are even looked at.

- Some of the lack of "appropriate" measures are due to outlandish guidelines from downtown. In addition, guidelines have been made to allow for disruptive behavior without consequence plus there is NO parental accountability.

## SCHOOL 305 - McKinley High School

Depends on which administrator is handling the discipline.

- ✶ There is a student in the 9th grade who disrupts and is removed from every one of his classes, each and every day. He lunged at a pregnant teacher today. He has been suspended before, but now "we just have to deal with him".

- ✶ We were informed that the school had to reduce suspensions by 25%. No plan was presented.

## SCHOOL 307 - East High School

Sometimes security does not come and remove the student when needed

## SCHOOL 309 - East Community High School

Our administration over-suspends students and does not look to using restorative justice. Instead, students are suspended multiple times and return to school only with the mindset that they are frustrated, behind, and feel like they are not valued in school. Two students were suspended for 5 days yesterday because they ALMOST got into a fight, whereas two other students who actually did get into a physical altercation, one student (male) got 5 days and the other student (female) got 0 when she struck first. This same female student struck two teachers yesterday.

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Students are disciplined differently for same offense. Inconsistent action is taken by administration when dealing with offenders that are constantly defiant and disruptive.

## SCHOOL 355 - 355 Emerson Annex@28

- No kids show for detention and only certain teacher referrals get attention...the others just get sent back to class...no consequences

## SCHOOL 357 - Pathways Academy@East

I believe district pressure and direction leads to inadequate discipline in the school building.

## OTHER

BPS version of Restorative Justice is half-baked and does not work. It only works if pieces and resources are in place. They are not.

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Faculty and staff are constantly expected to treat disrespect, such as verbal abuse and cursing as acceptable behavior on the student's part. This is demoralizing and disruptive for a positive and safe learning environment. Most often students are asked to comply with simple requests multiple times, taking time and energy away from the learning experience.

Sexual harassment of teachers and other students is not taken seriously. Nothing is done. Last year I was sexually harassed twice and I was told that the student had problems and that I just had to understand that. I was told to return to my duty where I felt unsafe (something that could have easily been adjusted). A student threw a box of books at me. Nothing was done. He didn't even have to clean up the books. It is impossible to go into work every day in an environment like that. I was once a healthy and happy passionate teacher, and now I suffer from PTSD and anxiety and depression and am unable to work. This is the first time anyone has showed any concern about this and the first time I am asked to speak about it. I just want to live a normal life where I can go to work and teach, but I can't. Day after day, it takes a toll and I am working every day to fight to live a normal life. There are so many videos and photos documented of students screaming, slamming and throwing things, and verbally and physically abusing teachers and peers. I have heard that it is better this year at my school, but I know this is a common thing around the district. I am shocked that the district is allowed to have schools in 100% poverty and massive amounts of trauma and abuse and little to no support for these children and the teachers, but are expected to perform like they are 0% poverty schools. 100% poverty schools should be outlawed. It is impossible to manage behaviors at a 100% poverty school, and that will always be the problem.

These comments are not mine personally, but comments on behalf of the many teachers I have spoken with and feel that they are in a dark place of helplessness when it comes to student behavior.

Rules are NOT enforced and psychology cannot be the answer to every problem. Consequences are not administered until a child is completely out of control. Students are so disrespectful and disruptive. Children are always running and screaming down the halls. Teachers are getting sick. Teachers have headaches on a daily basis. Teachers are on the front line, yet have little support. Teachers are so abused by students and their parents. I have seen teachers cry. Teachers feel helpless and hopeless when it comes to student behavior.

Statistics show that education majors have decreased across the entire country. The word 'out there' is that substitutes do not want to teach in our schools. Parents are NOT held accountable on any level for raising their children properly. The word is that teachers are nothing but 'legal babysitters'. How is it that teachers are people who made good decisions in life by going to college to give back in life and are the most abused people, the scapegoat for the problems in the public school system?

If the school system wants to promote sexual activity between children by passing out condoms, then parenting classes should be required from 7th - 12th grade. Maybe the next generation that enters the public school system will demonstrate that they are being raised to respect their elders, respect authority, value a good education, and are disciplined children that come from disciplined adults that are willing to work hard for their own lives, their families, and their communities.

I have seen excellent teachers and even excellent administrators that had excellent control of their classrooms and schools. Still, the disciplinary action in the public school system must be redone. BEHAVIOR in our schools is one of the main reason why teachers are excessively challenged in their teaching AND why our numbers are not where we desire."