LWV LEAGUE OF WOMEN VOTERS®
OF PENSACOLA BAY AREA

Survey of the Use of Behavioral and Mental Health Programs in Santa Rosa County Public Schools

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Bullying Program
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Check in-check out
CKH Capturing Kids Hearts
Dating Violence Presentation
Growth Mindset
HERO Program locally created program Help Encourage Respect Others
ISS Coordination of assignments and services for students.
Mandatory Mental Health, substance abuse, and human trafficking curriculum
Mental Health Training
MFLC Counselors Military and Family Life counselors
MTSS Multi-tiered System of Support
Online Cyber Safety
PBIS Positive Behavioral Interventions and Support
Positive Post Card
Project Wisdom
Ripple Effects Personalized technology to address non-academic impediments to
school success
RTI Response to Intervention
SEL Social Emotional Learning
Senior Notebook Help with college applications financial aid
SRC Santa Rosa County
SRO School Resource Officers (law enforcement)
Student Leadership Development Course
Suite360 Web and mobile programs for social emotional learning, character
development, and intervention/ restorative practices
Threat Assessment Team
TIC Trauma Informed Care
Truancy Intervention
Youth Mental Health First Aid

Santa Rosa County School District Summary

The Education and Juvenile Justice Committees of the League of Women Voters of the Pensacola Bay Area are grateful for the assistance of Dr. Karen Barber, Santa Rosa County School District Superintendent, Melanie Pattullo, secretary, Autumn Wright, Coordinator of Mental Health and the school principals whose help and support made this survey possible.

BACKGROUND:
In 2021, the committees were interested in and somewhat concerned that the encounters between juveniles and law enforcement seemed higher than expected, especially in the larger community.   Although the statistics are trending downward, members are aware of the multiple factors that go into determining differences in students' behaviors and achievements.

Committee members are aware of programs in place in schools here and elsewhere to address some of the problems students might be having that put them at risk of encounters with law enforcement; however it was unknown which programs and strategies were being used in Santa Rosa County and how they seem to be working. Questions were submitted to the school principals in order to learn as much as possible from those who are involved.

PROCESS
Relevant questions were designed in a survey to assess the range of related programs in schools. Those 26 questions are attached in Appendix A. Fifteen principals responded to the survey. This is not a formal study which would yield definitive answers about which program is best or most effective. Such a study would be above the scope of this survey and require matched control and study groups. However, some interesting findings were identified and are summarized by school level and grouped in a way that seemed to make sense to the committees. Those summaries are attached as Appendices B, C, and D. It is hoped these findings will be interesting and possibly useful to the school system.

PLANS
Recognizing the restrictions due to the pandemic, this is not a typical school year, which skewed the responses. Some of the programs are in the early stages of implementation with results not yet available. In view of these factors, questions will be improved and a second survey will be proposed in early 2023 when hopefully things will be more normal.

Penny Fendt
Shirley Lewis-Brown
Elizabeth Major
Paula Montgomery

Appendix A:

League of Women Voters-Santa Rosa County School District
To be completed by the Principal

1.   Name of School (Note: This information is only used for tracking purposes and will be removed if information is shared outside of the League of Women Voters.)
2.   What grades does your school include?
3.   How large is the student body?
4.   What percent of your students are on free or reduced lunches?
5.   What is the ratio of students to teachers (not staff, just teachers)?
6.   What is the ratio of students to counselors?
7.   How many hours per week do your students have access to Trauma Informed Counselors?
8.   What is the caseload in your school of CDAC Support personnel?
9.   What are the qualifications of your CDAC personnel?
10.   How is a child referred to CDAC personnel?
11.   How many School Resource Officers (SROs) do you have on campus at one time?
12.   Are the same SROs present on a daily basis?
13.   What is the role of SROs in discipline?
14.   What programs, such as Capturing Kids' Hearts or others, are used in your school that apply a holistic approach to interactions with students?
15.   How many teachers in your school are trained in Trauma Informed Care?
16.   What other programs are used in your school to support social emotional well-being?
17.   What programs in your school focus on Social Emotional Learning?
18.   Are there other programs addressing support for at risk students and prevention of behavioral problems, rather than discipline after the fact? If so, what are they?
19.   How long have any/each of these programs been in place?
20.   Has there been a decrease in behavioral problems resulting in disciplinary action since these program(s) have been used? If so, what percentages?
21.   Has there been any improvement in student academic achievement since these programs have been in place? If so, what percentages?
22.   What is attitude among teachers and/or parents to these program(s)?
23.   Are there other programs you have heard about that you would like to implement but cannot because of cost or time? If so, what are they?
24.   Have there been any comments by students about the atmosphere at the school improving since the programs have been in place?
25.   What are you most proud of in your school?
26.   What would you like to see changed in your school?

SRC APPENDIX B
Santa Rosa County School District
High School Responses

INTRODUCTION:

Santa Rosa County School District lists 5 traditional High Schools. All 5 High Schools responded.

Each High School was assigned initials thus HSA, HSB, HSC, etc. in order for responses to remain anonymous.

Three schools had 30% to 35% free or reduced price one school had 21% and one school had 57%.

All schools but one have between 1,832 to 2,237 students. One smaller school has 458 students.

The ratio of students to counselors:
 HSA: 448:1
 HSB: 458:1
 HSC: 458:1
 HSD: 400:1
 HSE: 470:1
 For an average of 447:1

TRAUMA INFORMED CARE (TIC):

Student access to Trauma Informed Counselors:
 HSA: 40 hours.
 HSB: 37.5.
 HSC: 37.5.
 HSD: When we call, they come.
 HSE: As needed for all 30+ hours at school.

Number of teachers who are trained in TIC:
 HSA: Unknown; would guess at least 25%.
 HSB: 75%.
 HSC: 1.
 HSD: 7.
 HSE: n/a.

CDAC USE AND REFERRAL:

The CDAC Support personnel caseload:
        HSA: 1.5/200.
        HSB: 71.
        HSC: 35 individuals and 4 groups per week.
        HSD: 20/week.
        HSE: 125+/-.

Referrals to CDAC personnel varies slightly in each school:
        HSA: Refers through faculty member, counselor, parent, DJJ, etc.
        HSB: Self referred, teacher referred, staff referred.
        HSC: Admin, counselor, parapro, teacher.
        HSD: By guidance.
        HSE: Refers through counselors, administrators, TAT Team, teacher input.

SCHOOL RESOURCE OFFICERS (SROs) ROLE IN DISCIPLINE:

Each reporting school has one SRO who is present daily.

HSA: Typically only involved in offenses that relate to violating the law and DJJ probation check-ins.

HSB: Mentor to some students, PR for all students, present in zero tolerance type situations.

HSC: assist as needed (counselor, enforcer, oversee events). Invaluable!

HSD: Assist.

HSE: None, they become involved if a law is broken.

SOCIAL EMOTION LEARNING (SEL) AND MENTAL HEALTH INITIATIVES USED:

Among these 5 schools, 5 different SEL and mental health initiatives were listed. Four schools listed more than one program and HSB listed only one program.

Positive Behavioral Interventions and Supports (PBIS) was listed by two schools, HSA and HSE

Multi-Tiered System of Support (MTSS), which integrates Response to Intervention (RTI) and PBIS, is used in one school, HSD.

Ripple Effects was listed by 2 schools, HSA and HSC.

Suite 360 was listed by one school, HSD.

Mandatory Mental Health, substance abuse and human trafficking curriculum for all grade levels was listed by four schools, HSA, HSB, HSC, and HSE.

OTHER MEASURES:

HSA uses Restorative justice; peer-to-peer mediation; CDAC counselor availability; MFLC counselor availability; School Counselor availability; Youth Mental Health First Aid Training for ALL employees; additional grief counselors present when necessary; TIC counselor availability; social worker availability; Growth Mindset; ISS Coordinator who rehabilitates instead of punishes are all used by

HSB uses a positive postcard program.

HSE uses Dating Violence Presentation, Bullying Program, Senior Notebook (45 RPM for 2020-21 school year); Truancy Intervention meetings

ADDITIONAL PROGRAMS DESIRED:

HSA: I would love to have our high school participate in Capturing Kids' Hearts, although I know more elementary teachers tend to participate. I think our teachers would LOVE it, and it would further make our school better! It would need to be on a Saturday, be optional, and we would need to pay for it with grant/donated money, I presume.

HSB: School based emotional reinforcement programs.

HSC: No.

HSD: No.

HSE: Would be interested in Capturing Kids Hearts for the high school level.

ATTITUDES OF TEACHERS & PARENTS TO THESE PROGRAMS:

HSA: Generally, everyone is on-board and willing to do what they need to do to help students; teachers are concerned about academic time away from classroom content, though; some parents are concerned about the mandatory Mental Health curriculum for their sensitive students who are already receiving intense therapy outside of the school environment.

HSB: Teachers have mixed emotions about the program; parents are pleased to get positive feedback.

HSC: Favorable.

HSD: For the most part positive.

HSE: Supportive and understanding on need for such programs due to our demographics.

SCHOOL ATMOSPHERE CHANGES SINCE PROGRAMS BEGAN:

HSA: The comments by students about improved atmosphere at the school are generally, when we do check-ins with students, they know that we aren't "out to get them" and instead we are here to help, support, and provide a calm environment where they can learn from their mistakes and encourage good decision-making skills to be enhanced/used.
HSB: A few students have mentioned they feel adults at school care more for them.
HSC: No.
HSD: Some.
HSE: N/A

CHANGES DESIRED:

HSA: I would like to perhaps see our teachers be given more time to just teach and less constant interruptions from things we can't control. He said that our teachers work extremely hard, and I try to be conscientious of doing whatever I can to make things less difficult for them. I truly believe that if you "feed the teachers"; they in turn "feed the students".
HSB: Higher motivation level.
HSC: 100% of the student body plugged into a meaningful extracurricular activity.
HSD: More flexibility to schedule more electives.
HSE: Improved attendance among students.

ACADEMIC ACHIEVEMENT CHANGES:

HSA: I would assume so - graduation rate has steadily climbed for five
years now.
HSB: About the same.
HSC: Proudly, remains steady.
HSD: Not really.
HSE: Academic achievement has remained steady with a few increases in testing
          scores.

SUMMARY OF DECREASED BEHAVIORAL PROBLEMS:

HSA: Yes, there has been a decrease in amount of OSS
Programs used: PBIS which has been in place for about 4 years, Youth Mental Health First Aid Training for ALL employees has been in place for 2 years; mandatory Mental Health curriculum for all grade levels has been in place for less than 2 years; TIC counselor has been available for less than 1 year; ISS Coordinator rehabilitates instead of punishes and uses Ripple Effects curriculum which has been in place for about 5 years; Dean and

Administrative, school counselor and social worker have been available indefinitely. The lengths of time the following programs have been in use were not listed: Growth Mindset; restorative justice, peer-to-peer mediation, CDAC counselor availability; MFLC counselor availability; mandatory substance abuse and human trafficking curriculum for all grade levels; additional grief counselors present when necessary.

HSB: About the same
Programs used: Annual Mental Health program and a Positive post-card program that have been in use for 2 years.

HSC: Yes, a reduction in OSS.
Programs used: Ripple effects, Schoolwide Mental and Emotional Health Training, in use for 4 years.

HSD: Not really
Programs used: Suite 360 for 2 years and MTSS for 20 years.

HSE: Gradual decreases over time
Programs used: PBIS for 3 years; Senior Notebook used for 8 years (45 RPM for 2020-21 school year); Truancy Intervention meetings in place for 10 years. The lengths of time the following programs have been used were not listed: Mental Health/Drug Awareness/Human Trafficking Trainings, Dating Violence Presentation, Bullying Program.

HIGH SCHOOL PRIDE:

HSA: We love the diversity of our school! Everyone is accepted as they are! We are proud of our students and our faculty.
HSB: Since our school is small, our students do not have similar biases that are present at larger schools. Thus, the conflicts are not as great.
HSC: Continued academic success.
HSD: Students supporting students and our high graduation rate.
HSE: Graduation rates.

SRC APPENDIX C
Santa Rosa County School District
Middle School Responses

INTRODUCTION:

Santa Rosa County School District lists 7 Middle Schools. Four Middle Schools responded.

Each middle school was assigned initials thus MSA, MSB, MSC, etc. in order for responses to remain anonymous.

All schools but one have between 975 to 1,050 students. One smaller school has 755 students.

Two schools reported 35% to 40% free or reduced price one school has 23% and one school has about 55%.

The ratios of students to counselors were 525:1, 975:2, 700:1, 1,000:2 for an average of 533:1.

TRAUMA INFORMED CARE (TIC):

Student access to Trauma Informed Counselors:
>   MSA: As needed basis, we share with other sites.
>   MSB: TIC counselors are available upon request.
>   MSC: If they are Tier II or Tier III, usually 1 hr/week.
>   MSD: Students have access the entire week.

Number of teachers who are trained in TIC:
>   MSA: 3.
>   MSB: 0.
>   MSC: We had professional development on TIC three years ago. Since, we have not had any additional TIC pd.
>   MSD: Around 40 at this time.

CDAC USE AND REFERRAL:

The CDAC Support personnel caseload:
>   MSA: 77 students.
>   MSB: 120.
>   MSC: 100 students, 1 CDAC.
>   MSD: Around 50 students at any time.

Referrals to CDAC personnel varies slightly in each school:

MSA: Students are referred by any staff member on campus. Our CDAC counselor works hand in hand with our school based counseling.

MSB: Via School counselor or admin.

MSC: By administration, primarily, as need is evaluated. Teachers and staff may also make referrals.

MSD: Students and parents submit a form to determine eligibility along with parent consent.

SCHOOL RESOURCE OFFICERS (SROs) ROLE IN DISCIPLINE:

Each reporting school has one SRO who is present daily.

MSA: Our SRO is a resource for students, community, and school. He assists with issues when asked.

MSB: Support and education.

MSC: SROs usually are not involved in discipline. But, our SRO does work to send positive messages about school safety, as well as, when needed, the occasional 'wake-up' call to students. The SRO also is consulted when investigations present that need.

MSD: The SRO is not responsible for campus discipline. He is in a support role for our students and staff.

HOLISTIC AND OTHER INITIATIVES USED FOR SOCIAL EMOTIONAL WELLBEING AND LEARNING (SEL), MENTAL HEALTH, AND SUPPORT FOR AT RISK STUDENTS.

MSA: We are a PBIS School and have been recognized each year for PBIS Program. Anti-bullying Club, Guidance Lessons, School based counseling.

MSB: PBIS, Suite 360 Mental Health Training, Dating Violence Program, On-line/cyber safety, Ripple Effects, Behavior Coach, 2 MFLAC Counselors, Student leadership Development course

MSC: We utilize Tier 1 behavior interventions, We teach school rules, and support those through a Positive Behavior Support program, Suite 360 Mental Health Instruction /curriculum, we have a behavior intervention paraprofessional that works with Tier ll and Tier lll students. She utilizes preventative measures such as: monitoring/check-in and out/behavior contracts/point sheets.

MSD: The HERO Program is a program designed by WBMS faculty to reward positive behavior and encourage student to help, encourage and respect others. Mental Health Training, Ripple Effects Program, CDAC, MFLAC

Among these 4 schools, 7 different SEL and mental health initiatives were listed. MSB uses 5 programs. MSC and MSD use 3 programs each. MSA uses 2 programs.

(PBIS) was listed by two schools, MSA and MSB.

RTI2-B was listed by MSC.

HERO was listed by MSD.

Suite 360 was listed by MSB and MSC.

Ripple Effects was listed by MSB and MSD.

Student Leadership Development Course is used by MSB.

Mental Health Training is used by MSB MSC and MSD and Guidance Lessons are used by MSA.

OTHER MEASURES:
Anti-bullying club; School based counseling; Dating Violence Program; Online/cyber safety; Behavior Coach; 2 MFLAC Counselors; We have a behavior intervention paraprofessional that works with Tier II and Tier III students who utilizes preventative measures such as: mentoring/check-in and out/behavior contracts/point sheets; CDAC.

ADDITIONAL PROGRAMS DESIRED:
     MSA and MSC would like to implement Capturing Kids Hearts.
     MSB and MSD had none in mind.

ATTITUDES OF TEACHERS & PARENTS TO THESE PROGRAMS:
     MSA: Teachers know that the program works when they support it.
     MSB: Favorable.
     MSC: Most teachers have 'buy-in' to social emotional programs; some don't.
     MSD: Positive.

SCHOOL ATMOSPHERE CHANGES SINCE PROGRAMS BEGAN:

     MSB: Students have indicated they feel safe on campus and have someone they can talk to.
     MSC: I think so; an 8th grade focus group recently met with the district. They reported problems, such as bullying, but they also reported that the magnitude and severity of those problems has declined.
     MSD: At the time of implementation, students were very positive.

CHANGES DESIRED:
   MSA: Would love to have more school based guidance counselors to support students in all areas of growth and learning.
   MSB: Increase in the number of certified school counselors.
   MSC: We need more personnel. We only have one guidance counselor, for 700+ students. While we do have a CDAC counselor, as well, the CDAC has very defined limitations for service (for example, only the guidance counselor can take 'walk-ins'). Our guidance department is overwhelmed with caring for social and emotional needs, as well as all the other demands of a guidance counselor.
   MSD: More staffing would be great.

All responding Middle Schools asked for more in-school guidance counselors or more staff for their adolescent students while Elementary and High Schools did not mention this under the "CHANGES DESIRED" section.

ACADEMIC ACHIEVEMENT CHANGES:
   MSA: Unknown.
   MSB: School has maintained an "A" status.
   MSC: To be determined; we think so, but we're waiting on standardized assessments at the end of the year to decide this.
   MSD: There is no direct correlation that can be established.

SUMMARY OF DECREASED BEHAVIORAL PROBLEMS:

MSA: Varies year to year.
   Programs used: PBIS, Anti-bullying Club, Guidance Lessons, School based counseling. These programs have been in place for at least 6 years.

MSB: Yes - first year for Student Leadership Development Course 40% decrease; levels have stayed low.
   Programs used: Dating Violence, 2 MFLAC Counselors; Our Student Leadership Development Course is a curriculum-based program that specifically works on those skills needed to become a leader. We have modified it to include a Junior ROTC feel utilizing discipline organization and PT. PBIS has been around a long time and we do a monthly celebration of those students who were recognized for displaying whatever character trait we are highlighting that month. The Mental Health training is mandated by the state and Santa Rosa County has chosen Suite 360 as our method for delivering that instruction. Ripple Effects is a computer program which contain modules targeting certain behavior infractions; when students are placed in ISS they will be assigned a module and a behavior coach goes in first and sixth period to discuss the module and strategies for not repeating the infraction they committed. (I also have the best kids in the world and my faculty is tops.)
   These programs have been in place for 4 years

MSC: Yes.Last year, school wrote 1000+ office disciplinary referrals. This year, to date, we have written just at 200 office disciplinary referrals.
Programs used: We utilize Tier I behavior interventions for all students. We teach school rules, and support those through PBIS (Positive Behavioral Interventions and Supports); Suite360 mental health instruction/curriculum; We have a behavior intervention paraprofessional that works with Tier II. and Tier III students. She utilizes preventative measures such as: mentoring/check-in and out/behavior contracts/point sheets.

The results we experienced this year are related to the right people, doing the right job. Any success we have is because of people, not programs.

This year, I hired a new dean of students, explicitly because of the number of behavior issues I had last year. He has transformed discipline at our school. He's just ... consistent with expectations, enforces consequences when expectations aren't met, and he ... cares, about our students, especially the Tier II and Tier III kiddos.

The RTI2-B program that we use has helped, as well. This program provides direct and indirect resources to our students who need more support at the Tier II and Tier III level. These include: daily check-in/out, point sheets with measurable goals and daily feedback provided by teachers, counseling services through our guidance office and our CDAC (https://cdac.info/), behavior contracts, and positive rewards.

Long story short ... if you want to know how to help Tier II and Tier III behavior students ... it's through people (and we need lots of them), coupled with the right resources.
These programs have been in place for 2 years.

MSD: Discipline referrals reduced by 50% when the program was implemented. Those numbers have held since.
Programs used: Mental Health Training; Ripple Effects Program, CDAC, MFLAC; and the HERO Program.
The HERO program is a program designed by our faculty to reward positive behavior. It was implemented to place emphasis on the attitudes we would like to see in our students. HERO means that we "Help, Encourage and Respect Others". Everything we do is tied to this one word, including expectations for our students in the classroom and on campus. Before COVID, we used a token system to reward student for behaviors that help, encourage and respect others. Those tokens (or tickets) resulted in student being able to participate in reward days and special activities. We hope to revitalize the program for next year. COVID restrictions did curtail some of our plans. Over the years, we have seen it change the culture on our campus.
These programs have been in place for 5 or more years.

MIDDLE SCHOOL PRIDE:

MSA: The educational program that we provide in a safe environment.

MSB: Our students care and look out for each other. They have taken ownership in their school.

MSC: We have amazing students that are smart and kind and positive and just great kids overall. I am proud of the efforts the faculty and staff make to support these students.

MSD: We have an outstanding and very supportive school community. They send us great students and our faculty and staff work hard to provide the best educational experience possible.

SRC APPENDIX D
Santa Rosa County School District
Elementary School Responses

INTRODUCTION:

Santa Rosa County School District lists 16 Elementary Schools. Six elementary schools responded.

Each elementary school was assigned initials thus ESA, ESB, ESC, etc. in order for responses to remain anonymous.

All schools have between 650 to 972 students.

Two schools were K-5, three were 3-5 while one was K-2.

Schools reported 40% - 80% free or reduced price with one outlier of 32% which they said was probably not accurate since parents were not filling out forms because all students were receiving free breakfast and lunch.

The ratio of students to counselors ranged from one school reporting 1 guidance counselor, 1 CADC counselor and 2 MFLC counselors for about 800 students to a low of 1:875.

The access of students to Trauma Informed Counselors varied from 'as needed' to approx. 38 hours weekly.

      ESA: on call
      ESB: available as we need her M-F
      ESC: only when we call them because we are doing a Threat Assessment
      ESD: as needed
      ESE: 37.5 hours
      ESF: 32 hours weekly

What is the caseload in your school of CDAC Support personnel?

      ESA: 35 students
      ESB: 62
      ESC: She has about 65 kids she sees weekly
      ESD: 41
      ESE: 75 students with 64 receiving group services and 11 receiving individual support.
      ESF: 167 students.

How is a child referred to CDAC personnel?

        ESA. Teacher, parent, guidance counselor

        ESB. Through our guidance department and/or administration

        ESC. through administration or guidance

        ESD. Concerns of parent, teacher, admin, or counselor.

        ESE.   We have referral forms in our guidance office. All teachers have access to these forms

        ESF. Referrals are made by administrators, guidance, teachers, and parents

What is the role of SROs in discipline?

        ESA.   Very little, he does talk with students if we need him to and he will assist in removing a student from a classroom. He is a great resource for knowing the law when we have questions.

        ESB.   As needed for serious situations.

        ESC.   They are not a part of discipline unless legal action is advised.

        ESD.   Our SRO supports our Positive Behavior Intervention Programs and is occasionally used to support with discipline

        ESE.   Our SRO is only involved with discipline when it is a situation requiring law enforcement. He does play a significant role in our Positive Behavior Supports though by mentoring students and providing check-in/check-out services with some of our struggling students.

        ESF. The SRO is present on campus for safety not for disciplinary purposes.

PROGRAMS

What programs, such as Capturing Kids' Hearts or others, are used in your school that apply a holistic approach to interactions with students?

        ESA.   Capturing Kids Hearts

        ESB.   PBIS

        ESC.   PBIS

        ESD.   CHAMPS, and we plan CKH training for next school year.

        ESE.   We are a CKH campus. All faculty and staff members have been trained in CKH.

        ESF.   Anchored 4 Life

What other programs are used in your school to support social emotional well-being?

        ESA.   Positive Behavior Intervention Support (PBIS), we use a House system throughout the school

        ESB.   Anchored For Life and Check In/Check Out Program

`   ESC.   School Vision and mission- character building drive for the year

        ESD.   Banana Splits groups for families of divorce/separation; grief counseling; Project Wisdom

ESE. The Project Wisdom curriculum is shared weekly on our ITV program. It is also used, as needed, in individual classrooms.

ESF. Guidance Counselor (group and individual counseling), Anchored 4 Life (student-led support group), PBIS (school-wide behavior support), Military & Family Life Counselors (MFLC) with group and individual counseling, CDAC (group and individual counseling)

What programs in your school focus on Social Emotional Learning?

ESA. Guidance lessons

ESB. Social Skills and Check In/Check out Program

ESC. Lunch Bunch Groups, classroom lessons, Second step lessons

ESD. Project Wisdom

ESE. Project Wisdom. We also do weekly character lessons on ITV focusing on diversity and respecting the differences in others.

ESF. Banana Splits for children of divorce, SS Grins (CDAC small group program for social & emotional development), Anchored 4 Life (students supporting other students), Project Wisdom (shared school-wide weekly)

Are there other programs addressing support for at risk students and prevention of behavioral problems, rather than discipline after the fact? If so, what are they?

ESA. Behavioral Coach

ESB. Check In/Check out Program & PBIS (The Five Communities of WNIS)

ESC. We have tier 2 and tier 3 behavior interventions to support individual student needs

ESD. Our PBIS along with our Behavior Intervention Paraprofessional

ESE. We have a full-time behavior coach on staff. She works with our students struggling with expected behaviors. Her focus is on intervention and prevention rather than discipline. Additionally, we have had an extensive PBIS program at Rhodes for many years. This tier one program provides rewards and incentives for expected behaviors in all students.

ESF. Threat Assessment Team, Behavior (Multi-Tiered System of Support) Team, PBIS

How long have any/each of these programs been in place?

ESA. 2 years

ESB. Check In/Check Out for at least 9 years; Anchored for Life for 5 years/ PBIS - 9 years

ESC. at least 5 years

ESD. Several years.

ESE. Project Wisdom is our guidance curriculum. It has been in place for many years. Our faculty/staff was originally trained in CKH at the beginning of the 2015-2016 school year. Our new faculty/staff members have been trained each year since.

ESF. Behavior MTSS Team (8 years), PBIS (10 years), Threat Assessment Team (4 years)

Has there been a decrease in behavioral problems resulting in disciplinary action since these program(s) have been used? If so, what percentages?

- ESA. Discipline has decreased 9% in the past 4 years.
- ESB. Discipline data has been inconsistent. We have been successful with our check in/check out program.
- ESC. not so much but, we feel like a good portion of behavioral problems are tied to mental health
- ESD. I cannot determine the direct correlation.
- ESE. We have had a decrease in significant behavioral issues that resulted in OSS or ISS since the beginning of CKH.
- ESF. Yes, we have seen a steady decrease in discipline referrals. So far this year, we have seen a 40% decrease.

Has there been any improvement in student academic achievement since these programs have been in place? If so, what percentages?

- ESA. Individual students have made academic growth after working with our Behavioral Coach and counselors. The school has remained fairly stable overall academically.
- ESB. Academic achievement has increased but that is due to a variety of factors. We can attribute success to check in/check out for the students who have participated.
- ESC. it is the same
- ESD. Cannot determine direct correlation
- ESE. Unfortunately, significant shifts have yet to be seen. This is our daily focus!
- ESF. The last time our students participated in statewide testing, the proficiency levels increased by 5%. We were improved by two points toward being an A school- only two points away.

What is attitude among teachers and/or parents to these program(s)?

- ESA. positive, the Behavioral coach position has provided teachers with support for students with behavioral issues. The Coach helps with developing and implementing a plan, collecting data, Inputting data into the school's spreadsheet, daily check in and out with students, removing students from the classroom for a quiet safe place to de-escalate
- ESB. Positive feedback and support
- ESC. it is divided
- ESD. Positive
- ESE. CKH especially has changed the culture and climate for the better. . We often receive praise for the noticeably nurturing and inviting climate. This is also reflected on our climate surveys.
- ESF. Staff and parents are very supportive of these programs.

Are there other programs you have heard about that you would like to implement but cannot because of cost or time? If so, what are they?

        ESA. I do not know of any

        ESB. Capturing Kid's Hearts is a program we hope to implement within the next year.

        ESC. capturing kids hearts

        ESD. No, we plan to use Capturing Kids Hearts beginning the 21-22 school year.

        ESE. We would LOVE to broaden CKH to our bus drivers and cafeteria staff!!!

        ESF. Capturing Kids Hearts, Ruby Payne, increased sessions for academic tutoring

Have there been any comments by students about the atmosphere at the school improving since the programs have been in place?

        ESA.   Students really enjoy the House system

        ESB.   Positive feedback regarding our PBIS program

        ESC.   They do love our Energy Bus Mission for this year and students are excited to earn PBIS rewards

        ESD.   We typically have positive comments about our school culture from parents.

        ESE.   Since we implemented the programs 6 school years ago, the students currently at _ have not kown the school environment when we were NOT a CKH school.

        ESF   We hear positive feedback from students, teachers, and parents.

What are you most proud of in your school?

        ESA.   The efforts of our teachers to hold our students accountable for their actions both academically and behaviorally. At this school many times wehave to provide the basic needs (food, safety, clothing, etc.) before we can attempt to instruct these students academically.

        ESB.   My staff and the support they provide to each other and the students on a daily basis.

        ESC.   The staff as a whole is coming together as a team so that we can best serve students!

        ESD.   Our amazing faculty and staff.

        ESE.   The climate and culture supports and nurtures our stakeholders while also holding them accountable for their own success.

        ESF.   The positive climate and learning environment for all

What would you like to see changed in your school?

        ESA   Additional supports to be more widely available to teachers. At this time, it seems that we have some supports but they are not available when we need them.

        ESB.   I would like to incorporate Capturing Kid's Hearts into our school.

        ESC.   Continue building our team and positive energy!

        ESD.   Consistent frameworks that CKH will address.

        ESE.   As noted in question 21, academic progress is our daily focus. We have seen positive changes to climate, now closing the academic gap is our goal.

        ESF.   I would like to see increased student achievement for each year that passes.

Summary

Most of these programs have been in place between 4-10 years. When faculty/staff training has previously taken place new faculty/staff are trained annually. One school reported using their program for two years.

Most schools reported a decline in disciplinary action but disciplinary data was inconsistent. Another commented that mental health issues were behind a good portion of behavioral problems.

Individual students who worked with Behavioral coach/counselors made academic growth but over all the schools seem to have been relatively stable academically.

Where academic achievement was made a variety of factors were thought to contribute.

Only one school reported divided support for the program(s), the others reported positive feedback and support. Capturing Kids' Hearts (CKH) was singled out as having changed the culture and climate for the better by one school.

Every school either was currently using CKH or wanted to begin it. One school wants to broaden the scope to include all staff which come into contact with the children including cafeteria staff and bus drivers. Also, Ruby Payne and increased sessions for academic tutoring were wanted by some.

Every school expressed great pride in the climate and learning environment created by their amazing school teams. The efforts of teachers to hold their students accountable for their actions both academically and behaviorally were a large source of pride at a school where basic needs (food, safety, clothing, etc.) had to be provided before any academic instruction could be given.

The changes most wanted were to continue building team-work and positive energy, continued progress in climate accompanied by increased student achievement and additional supports for teachers.

The consensus was that where discipline data was not inconsistent, discipline problem have decreased or remained stable ranging from 4% to 40% decrease. No school reported an increase in behavioral problems. One school strongly related mental health problems to disciplinary ones.