Reclaiming the Promise of Great Public Schools
in Jackson through Common-Sense Student Discipline

A REPORT BY THE JACKSON FEDERATION OF TEACHERS, PARAPROFESSIONALS & SCHOOL-RELATED PERSONNEL
ABOUT US

The Jackson Federation of Teachers, Paraprofessionals and School Related Personnel, AFL-CIO is a union of licensed and non-licensed, non-administrative school personnel. As the local affiliate of the American Federation of Teachers, and our state federation AFT-Mississippi, JFT/PSRP is the organized voice of educators in Jackson Public Schools. We are committed to creating positive change in the working conditions of all school employees, the quality of education for students, and to serve as an example for other working professionals throughout the city.

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PRESIDENT
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I. EXECUTIVE SUMMARY

This report documents the findings of a 20-question survey designed by JFT/PSRP members, stories collected from Jackson Public Schools (JPS) personnel, and records requests submitted to JPS and the Jackson Police Department on current conditions and practices related to student discipline.

In 2007, Mississippi’s state Legislature passed measures requiring the implementation of systems—such as Positive Behavior Invention Supports (PBIS)—to reform discipline procedures. PBIS is policy in JPS. Our findings suggest inconsistencies and inadequacies in addressing discipline issues and reporting unlawful activity. This raises significant concern for the utility of current systems, and evidences need for change and improvement.

Throughout November and December 2014, 1,513 licensed and non-licensed personnel in 61 worksites throughout Jackson Public Schools were surveyed. The Mississippi Department of Education (MDE) reported a personnel count for JPS of 4,801, including all administrative and non-administrative positions. It is unclear if this count refers to total filled jobs, or if it also includes open listings.

Some 1,021 teachers were surveyed—53 percent of the teachers in JPS. Student discipline concerns manifest in various ways and affect personnel, regardless of job classification. Survey questions focused on classroom personnel, and were organized into five categories: 1) demographics, 2) discipline/safety, 3) professional development, 4) administration support, and 5) JPS student discipline policies. Key findings are listed below:

Question 1: Two-thirds of respondents indicated their work environment “feels out of control” on a daily or weekly basis due to student discipline issues.

Question 4: 45.9 percent of respondents “consider leaving their job or profession” due to student discipline issues.

Question 5: 41.9 percent of respondents “have not received adequate training on using PBIS” in their classroom.

Question 12: 61.7 percent of respondents “feel their school does not have adequate alternatives to detention, suspension, and expulsion.”

Question 18: 49.6 percent of respondents “feel that PBIS is not an appropriate intervention strategy to deal with student discipline.”

“I feel discipline in the school district has diminished. Children are suffering—socially and academically—because of disciplinary issues. For PBIS to work, it must be implemented correctly.”

SURVEY RESPONSE
II. SURVEY FINDINGS

TOTAL NUMBER OF COMPLETED SURVEYS: 1,513

DEMOGRAPHICS

Position
- 1,021 Teachers of 1,923 Classroom Teachers*
  - 53% of Teachers in JPS
  - 67.5% of Total Respondents
- 142 Paraprofessionals of 461 Paraprofessionals
  - 30.8% of Paraprofessionals in JPS
  - 9.4% of Total Respondents
- 71 Custodians of 234 Janitors/Maids.
  - 30% of Custodians in JPS
  - 4.7% of Total Respondents
- 106 Food Service Workers of 299 Cafeteria Workers and 52 Cafeteria Managers
  - 30% of Food Service Workers in JPS
  - 7% of Total Respondents
- 173 Other (Including 36 Respondents who did not answer this question)
  - 11.5% of Total Respondents

*Personnel counts attributable to MDE 2014-15. It is unclear if the personnel count refers to total filled jobs or if it includes open listings.

Gender
- 1,143 Female, 75.5% of Total Respondents
- 322 Male, 21.3% of Total Respondents
- 48 No Response, 3.2% of Total Respondents

Years of Experience*
- 168 First year staff, 11.1% Total Respondents
- 341 2-5 year, 22.5% Total Respondents
- 370 6-10 year, 24.5% Total Respondents
- 619 10+ years, 40.9% Total Respondents
- 15 No Response, 1% Total Respondents

*Responses may indicate either years of employment with JPS or overall years of career experience.

“If something isn’t done about the discipline problem soon, JPS district will not have enough teachers to finish out this school year.”

SURVEY RESPONSE
Worksite
- 823 Elementary School Personnel, 54.4% of Total Respondents
- 314 Middle School Personnel, 20.8% of Total Respondents
- 332 High School Personnel, (Includes Career Development Center), 21.9% of Total Respondents
- Transportation Personnel, Workers were not sampled
- Itinerate Personnel, Were not identified from responses and uniquely categorized
- 44 Other, (Includes Capital City, JPS Central Office, and Morrison Complex), 2.9% of Total Respondents

JFT/PSRP Membership Status
- 331 JFT members, 21.9% of Total Respondents
- 1,111 non-members, 73.4% of Total Respondents
- 71 No Response, 4.7% of Total Respondents

DISCIPLINE/SAFETY

1. How often does your work environment feel out of control because of student discipline issues?
   - 592 Daily, 39.1% of Total Respondents
   - 414 Weekly, 27.4% of Total Respondents
   - 180 Monthly, 11.9% of Total Respondents
   - 255 Never, 16.9% of Total Respondents
   - 72 No Response, 4.8% of Total Respondents

2. Do you feel your school/worksite is safe enough for students and employees?
   - 972 Yes, 64.2% of Total Respondents
   - 479 No, 31.7% of Total Respondents
   - 62 No Response, 4.1% of Total Respondents

3. Have you or a co-worker been physically or verbally assaulted at work? (By students, parents, or staff)
   - 908 Yes, 60% of Total Respondents
   - 585 No, 38.7% of Total Respondents
   - 20 No Response, 1.3% of Total Respondents

4. Do you consider leaving your job or profession due to issues associated with student discipline?
   - 695 Yes, 45.9% of Total Respondents
   - 793 No, 52.4% of Total Respondents
   - 25 No Response, 1.7% of Total Respondents

“Fights happen almost every day. But students go to the office and come right back to class. We can’t write up students.”

SURVEY RESPONSE
5. Have you received adequate training on using PBIS in the classroom?
   - 831 Yes, 54.9% of Total Respondents
   - 634 No, 41.9% of Total Respondents
   - 48 No Response, 3.2% of Total Respondents

6. Have you received adequate training on procedures for documenting student misbehavior?
   - 889 Yes, 58.8% of Total Respondents
   - 586 No, 38.7% of Total Respondents
   - 38 No Response, 2.5% of Total Respondents

7. Are documentation forms easily accessible and available?
   - 1,068 Yes, 70.6% of Total Respondents
   - 395 No, 26.1% of Total Respondents
   - 50 No Response, 3.3% of Total Respondents

8. Do you need training on how to handle antisocial behavior or de-escalation of student behavior?
   - 769 Yes, 50.8% of Total Respondents
   - 713 No, 47.1% of Total Respondents
   - 31 No Response, 2% of Total Respondents

9. Have you received training provided by the district on how to handle student violence or bullying?
   - 567 Yes, 37.5% of Total Respondents
   - 916 No, 60.5% of Total Respondents
   - 30 No Response, 2% of Total Respondents

10. Are you comfortable approaching school administration and district personnel regarding student discipline issues?
    - 1,033 Yes, 68.3% of Total Respondents
    - 451 No, 29.8% of Total Respondents
    - 29 No Response, 1.9% of Total Respondents

11. Do you receive adequate feedback on discipline issues that you report?
    - 718 Yes, 47.5% of Total Response
    - 722 No, 47.7% of Total Response
    - 73 No Response, 4.8% of Total Response
12. Do you feel your school had adequate alternatives to detention, suspension, and expulsion?
- 527 Yes, 34.8% of Total Respondents
- 934 No, 61.7% of Total Respondents
- 52 No Response, 3.4% of Total Respondents

13. Rate your school’s administration on their handling of school discipline:
- 250 Very Good, 16.5% of Total Respondents
- 622 Good, 41.1% of Total Respondents
- 420 Poor, 27.8% of Total Respondents
- 162 Very Poor, 10.7% of Total Respondents
- 59 No Response, 3.9% of Total Respondents

14. Has your principal/supervisor ever discouraged you from reporting discipline issues?
- 331 Yes, 21.9% of Total Respondents
- 1,147 No, 75.8% of Total Respondents
- 35 No Response, 2.3% of Total Respondents

15. When reporting student behavior issues, has your integrity ever come into question by an administrator?
- 398 Yes, 26.3% of Total Respondents
- 1,069 No, 70.7% of Total Respondents
- 46 No Response, 3% of Total Respondents

16. Is the discipline policy equitably enforced by school administration?
- 745 Yes, 49.2% of Total Respondents
- 677 No, 44.7% of Total Respondents
- 91 No Response, 6% of Total Respondents

17. Circle how effective current procedures and practices are in reducing student discipline issues:
- 19 Circled Extremely Effective, 1.3% of Total Response
- 111 Circled 5, 7.3% of Total Respondents
- 221 Circled 4, 14.6% of Total Respondents
- 427 Circled 3, 28.2% of Total Respondents
- 306 Circled 2, 20.2% of Total Respondents
- 198 Circled 1, 13.1% of Total Respondents
- 151 Circled Not Effective at all, 10% of Total Respondents
- 80 No Response, 5.3% of Total Respondents

18. Do you feel PBIS is an appropriate intervention strategy for student discipline?
- 601 Yes, 39.7% of Total Respondents
- 750 No, 49.6% of Total Respondents
- 162 No Response, 10.7% of Total Respondents
19. Check offenses that you believe merit an out or in school suspension.

<table>
<thead>
<tr>
<th>OFFENSES</th>
<th>OUT-OF-SCHOOL SUSPENSION</th>
<th>%</th>
<th>IN-SCHOOL SUSPENSION</th>
<th>%</th>
<th>BOTH</th>
<th>%</th>
<th>NEITHER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive Tardiness</td>
<td>97</td>
<td>6.6%</td>
<td>1,016</td>
<td>69.4%</td>
<td>10</td>
<td>0.7%</td>
<td>341</td>
<td>23.3%</td>
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<tr>
<td>Act of Violence</td>
<td>1,361</td>
<td>93%</td>
<td>45</td>
<td>3.1%</td>
<td>21</td>
<td>1.4%</td>
<td>37</td>
<td>2.5%</td>
</tr>
<tr>
<td>Truancy</td>
<td>429</td>
<td>29.3%</td>
<td>657</td>
<td>44.9%</td>
<td>10</td>
<td>0.7%</td>
<td>368</td>
<td>25.1%</td>
</tr>
<tr>
<td>Drug Possession</td>
<td>1,322</td>
<td>90.3%</td>
<td>108</td>
<td>7.4%</td>
<td>13</td>
<td>0.9%</td>
<td>21</td>
<td>1.4%</td>
</tr>
<tr>
<td>Cursing a Student</td>
<td>463</td>
<td>31.6%</td>
<td>861</td>
<td>58.8%</td>
<td>29</td>
<td>2%</td>
<td>111</td>
<td>7.6%</td>
</tr>
<tr>
<td>Destruction/Vandalism of School Property</td>
<td>1,114</td>
<td>76.1%</td>
<td>269</td>
<td>18.4%</td>
<td>27</td>
<td>1.8%</td>
<td>54</td>
<td>3.7%</td>
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<tr>
<td>Theft of School Property</td>
<td>1,278</td>
<td>87.3%</td>
<td>133</td>
<td>9.1%</td>
<td>13</td>
<td>0.9%</td>
<td>40</td>
<td>2.7%</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>98</td>
<td>6.7%</td>
<td>1,092</td>
<td>74.6%</td>
<td>7</td>
<td>0.5%</td>
<td>267</td>
<td>18.2%</td>
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<tr>
<td>Failure to Complete an Assignment</td>
<td>55</td>
<td>3.8%</td>
<td>995</td>
<td>68%</td>
<td>2</td>
<td>0.1%</td>
<td>412</td>
<td>28.1%</td>
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<tr>
<td>Cursing a Teacher/School Employee</td>
<td>1,090</td>
<td>74.5%</td>
<td>293</td>
<td>20%</td>
<td>26</td>
<td>1.8%</td>
<td>55</td>
<td>3.8%</td>
</tr>
<tr>
<td>Threatening a Student or Employee with Violence</td>
<td>1,328</td>
<td>90.7%</td>
<td>82</td>
<td>5.6%</td>
<td>17</td>
<td>1.2%</td>
<td>37</td>
<td>2.5%</td>
</tr>
<tr>
<td>Chewing Gum in Class</td>
<td>39</td>
<td>2.7%</td>
<td>922</td>
<td>63%</td>
<td>1</td>
<td>0.1%</td>
<td>502</td>
<td>34.3%</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>485</td>
<td>33.1%</td>
<td>779</td>
<td>53.2%</td>
<td>98</td>
<td>6.7%</td>
<td>102</td>
<td>7%</td>
</tr>
<tr>
<td>Lacking Materials</td>
<td>53</td>
<td>3.6%</td>
<td>897</td>
<td>61.3%</td>
<td>5</td>
<td>0.3%</td>
<td>509</td>
<td>34.8%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>1,297</td>
<td>88.6%</td>
<td>109</td>
<td>7.4%</td>
<td>15</td>
<td>1%</td>
<td>43</td>
<td>2.9%</td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>1,365</td>
<td>93.2%</td>
<td>55</td>
<td>3.8%</td>
<td>11</td>
<td>0.8%</td>
<td>33</td>
<td>2.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>49</td>
<td>3.2%</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Detention
Survey findings reflect real experiences, perceptions, perspectives and feelings of educators. Responses suggest a lack of control and authority stemming from inconsistent training, intervention practices and policy. This evidences liability, and diminishes a model that would build stronger schools.

**DISCIPLINE/SAFETY**

**Questions 1-4**

Responses to the first four questions of the survey examining discipline and safety raise significant concern about conditions in Jackson Public Schools. Survey responses highlight questions about the ability of PBIS to maintain order and address higher-level, severe student infractions.

1. **How often does your work environment feel out of control because of student discipline issues?**

A majority of respondents to question #1 indicated feelings that their work environment is out of control due to student discipline issues with distressing regularity. Some 39.1 percent said they felt this way on a daily basis, and 27.4 percent reported feeling out of control on a weekly basis. Combined, this represents two-thirds of the total responses. Another 11.9 percent said they felt out of control of their work environment on a monthly basis, while only 16.9 percent reported never feeling this way. About 4.8 percent of respondents did not answer.

Work environments should not feel out of control, and circumstances that encourage this feeling appear to occur in regular frequency across the district. A variety of factors may influence the response. Individually, factors may include disruptive behavior, violence, students requiring individualized learning and attention, and discrepancies in student discipline policy and practice. These challenges also can be compounded and amplified by large class sizes and lack of resource material. Respondents who reported never feeling out of control generally also said they are employed at worksites where personnel feel greater levels of control.

2. **Do you feel your school/worksite is safe enough for students and employees?**

Responses to question #2 indicate that the majority of respondents feel their schools/worksites are safe enough for students and employees. However, a significant number of respondents do not feel

“A JPD enforcement officer needs to be on site to handle disruptive behavior. Parents need to be notified. We need to take back our school.

We are in a losing battle with disruptive children. Teachers need help!!”

**SURVEY RESPONSE**
their schools and worksites are adequately safe. Perceptions of safety may be influenced by incidence of violence, the presence and quantity of safety officers, school building infrastructure and environmental conditions on or near campus, and more. Contrasting the overall responses of question #2 and question #1, safety is not the sole factor influencing the perception that work environments feel out of control due to student discipline issues.

3. **Have you or a co-worker been physically or verbally assaulted (by students, parents or staff) at work?**

Due to the phrasing of question #3, findings indicate a general trend rather than an exact frequency. Though indefinite, the trend of yes responses indicates an unacceptable level of violent incidents. It is unclear if affirmative responses address distinct, separate incidents or if they account for fewer that are more publicly known. The severity and impact of incidents is unclear as the question addresses physical and verbal assault. The potential of danger and appropriate consequence will differ significantly if the assailant is 9 years old, 17 years old, a parent, or a coworker. All violence, however, hinders job performance, is a detriment to learning, and reduces feelings of security, well-being and control in a school.

4. **Do you consider leaving your job or profession due to issues associated with student discipline?**

Morale is low and may influence staff retention and detract from recruiting qualified applicants. Personnel that are retained may demonstrate resilience, but potential increasing rates of turnover illustrate institutional instability and would impact the consistency of student learning. A sense of order and control is a critical incentive for recruiting and retaining high-quality educators in JPS to improve progress in the district. As a slim majority of responses are no, it is unrealistic today to expect district personnel to successfully surmount the challenges that inhibit the progress of students.
As professionals, educators uphold standards. Responses to questions #5 through #9 indicate deficiencies in training and current procedures that may undermine orderly and controlled environments. PBIS is designed to curtail the loss of instructional time by providing student behavior intervention strategies to prevent or reduce the use of exclusionary punitive measures, such as suspension and expulsion. Findings suggest that intervention strategies are inconsistently implemented.

5. **Have you received adequate training on using PBIS in the classroom?**

The response may indicate that the capacity and usefulness of PBIS is limited. The provided interventions may not be effective in certain age groups. As an established policy, personnel should be familiar and comfortable with procedures in practice. As the majority of survey respondents are not first-year personnel, the response to this question indicates a long-standing problem that may have begun with the inception of PBIS in JPS.

6. **Have you received adequate training on procedures for documenting student misbehavior?**

The majority of district personnel feel adequately trained in the documentation process. However, a significant number of respondents said they do not feel adequately trained. Contrasting the responses of question #6 and #5, there is a slight increase in respondents feeling adequately trained for documentation of student misbehavior over practice of PBIS in the classroom.

Possible factors may influence the response, such as inconsistency in the layout of documentation and referral forms across worksites, the detail required, and the length of time it takes to fill out a form. Inconsistency may lead to confusion. As the majority of survey respondents are not first-year personnel, with question #5 this response suggests a long-standing deficiency in training and implementation of PBIS.

7. **Are documentation forms easily accessible and available?**

This response shows that documentation resources generally are provided to personnel. More than a quarter of responses were no. This may be attributable to a lack of forms in certain worksites, a lack of training of personnel, or a lack of awareness. A strong majority of yes responses suggests commendable organization and
process. However, the process of documentation may lack appropriate “teeth.” Contrasting the responses of question #1 and #7 shows that appropriate documentation does not, of itself, result in order and control in the work environment.

It appears that while more respondents know that documentation forms exist and how to acquire them, those respondents do not necessary feel that they have been trained appropriately on how to complete those forms. Certain administrators may discourage documentation of incidents where students are disciplined. While the likely goal of under-documentation is to portray a positive public image and an illusion of discipline, this is detrimental to students and staff.

8. **Do you need training on how to handle antisocial behavior or de-escalation of student behavior?**

Separated by a 3.7-percent margin, the response evidences a divided sense of preparedness in handling antisocial and de-escalating student behavior. The response may reflect varying degrees of frequency of anti-social and out of control behaviors exhibited by students at individual worksites. Responses may indicate a need for new training, improvement on existing training, and clarity on procedures in applying intervention methods in specific contexts. Respondents answering “no” may feel adequately trained or prepared.

Contrasted with the response of question #6, more respondents feel comfortable documenting student misbehavior than deescalating it. Contrasted with question #5, more respondents feel comfortable utilizing PBIS than handling antisocial or de-escalating student behavior. This comparison may illustrate limitations of PBIS, or its application within JPS. Deficiencies in training contribute to inadequate approaches to handling troubling student behavior and its consequences.

9. **Have you received training provided by the district on how to handle student violence or bullying?**

The response indicates district personnel are ill-prepared to intervene in situations involving student violence and bullying. Limited trainings may occur as a significant minority of respondents answered yes. Personnel should be provided expectations and guidelines to intervene in situations appropriately. Contrasted with question #6, nearly an equivalent percentage of respondents have been adequately trained on documenting student misbehavior as have not been trained to handle student violence. Personnel may
seek training from sources independent of the district. However, the percentage of yes responses indicates that student violence and bullying is currently a low priority for address in the administration of JPS.

**ADMINISTRATION SUPPORT**

**Questions 10-16**

Responses to question #10 through #16 indicate that school administrators have inconsistent levels of success in addressing student discipline, and supporting school personnel. This perception may be attributed to the limited utility of current policies and procedures, and less so limited capacities of individuals. Opaque policy inhibits decisive action, truncating the power of school administrators and personnel.

10. **Are you comfortable approaching school administration and district personnel regarding student discipline issues?**

There appears to be a general level of comfort in approaching school administrators and district personnel regarding student discipline issues. A significant number of district personnel, however, disagree—indicating a need for change. All school personnel should feel comfortable approaching administrators, district personnel outside of their school, and colleagues at their own worksite. The ability to approach administrators with questions or concerns regarding student behavior should be key to ensuring control within a class and school-wide. Classroom personnel are held accountable for ability to manage behavior.

Contrasted with the response of question #1, comfort approaching administrators does not alone result in a controlled work environment. Contrasted with question #7, nearly the same percentage find documentation forms accessible as are comfortable approaching their administrators. Reporting misbehavior through appropriate channels does not necessarily result in solutions.

11. **Do you receive adequate feedback on discipline issues that you report?**

The margin between yes and no is the smallest from all responses. This may be attributed to a divided opinion of uniform protocol, or varying degrees of feedback at worksites. Contrasted with question #10, 20.8 percent more school personnel feel generally uninhibited approaching administrators than feel they receive an adequate response. Feedback is communication. Deficiencies in communication may promote feelings of isolation and futility among personnel in addressing student discipline concerns. Documentation of

“Our administration needs to enforce the discipline policies. Telling the students to apologize and return to class is not effective. I’ve also been blamed for inappropriate student behavior.

“If parents, students and administrators are not supporting teachers, then there is no reason for us to be here. We need to be supported and not opposed in our discipline so that we can obtain and maintain control of our classrooms.”

**SURVEY RESPONSE**
student misbehavior provides data that allows for objective measurement and assessment, which informs the discipline process. This process should not end with reporting from non-administrative school personnel. Administrators should be expected to communicate with school personnel in objectively measurable ways.

12. Do you feel your school has adequate alternatives to detention, suspension, and expulsion?

This response evidences a lack of accountability and consequence for student misbehavior in JPS. Lacking mechanisms to handle out of control behavior with individuals allows for erosion of group dynamics in classrooms and other settings throughout schools. This may contribute to feelings of work environments being out of control, personnel feeling powerless, and repetitive offenses leading to a higher incidence of student misbehavior.

Administrators are expected to provide support and leadership. The response suggests that PBIS offers limited options or there has been a failure to initiate these broadly as realistic, effective alternatives to detention, suspension, and expulsion. “Yes” responses may be attributable to worksites with lower incidence of disciplinary issues. Identified by worksite, elementary school personnel are the majority demographic group accounting for 54.4 percent of survey responses. It may be assumed that frequencies of detention, suspension, and expulsion rise with student age, since high schools report a greater rate than elementary schools. The response evidences the need for alternatives regardless of a student’s age.

13. Rate your school’s administration on their handling of school discipline.

The majority of responses, a combined 57.6 percent, rated their school’s administration positively, and a significant minority—38.5 percent—provided a negative rating. This response evidences generally commendable handling of student discipline by school administrators in JPS.

Contrasted with the response to question #1, a portion of the 66.5 percent of respondents who feel their worksite is out of control on a daily or weekly basis also rated their administration’s handling of student discipline positively. This may evidence that current discipline policies, though exercised competently, have limited efficacy. The impact of activity or inactivity by school administrators addressing student discipline depends on context.
Comments stating that administrator’s hands are tied have notably high incidence in the response to question #20, further augmenting criticism of PBIS's utility. Positive responses reflect a healthy respect towards administrators. Contrasted with question #4, 7.4 percent fewer respondents rate their administration poorly, compared to the 45.9 percent of respondents who consider leaving their job or profession.

14. Has your principal/supervisor ever discouraged you from reporting discipline issues?

The response shows that the majority of principals and supervisors are not discouraging school personnel from reporting discipline issues. A significant number of respondents, however, said they have felt discouraged from reporting discipline issues. This suggests that the majority of discipline issues are reported and documented at worksites without inhibition by administrators. Negative responses may indicate a lack of transparency and contribute to inaccuracy in self-assessments by JPS.

The act of discouraging reporting could be expressed in a variety of ways, such as verbal warnings, intimidation, coercion in public or in private. Discouraging reporting could instill feelings of vulnerability, fear, isolation and futility. JPS should cultivate work environments where issues are reported and addressed without retaliation.

15. When reporting student behavior issues, has your integrity ever come into question by an administrator?

The response indicates that in the process of reporting discipline issues, the majority of respondents have not had their integrity questioned by an administrator. A significant minority of respondents, however, indicated their integrity has been questioned. JPS should cultivate work environments that encourage trust among and between administrative and non-administrative personnel. Student discipline issues should be assessed and addressed objectively by their own content within policy framework.

Contrasted with the response to question #14, the act of questioning integrity is distinct, but may be related to discouraging reporting of discipline issues. To question the integrity of non-administrative personnel, administrators may be questioning their personal character, the veracity of their documentation of student discipline, or both. Questions of character can be interpreted as ad hominem attacks, and such accusations would demonstrate poor staff management. As professionals, public educators adhere to a code of ethics.
Concerns regarding the honesty of non-administrative staff should be based on objective material, not personal disposition.

16. Is the discipline policy equitably enforced by school administration?

The response evidences divided feelings regarding the equity of enforcement of discipline policy by school administrators, as there is a very small variant between answers. “Yes” and “no” responses appear in varying frequency at individual worksites. This question has the second highest rate of respondents not answering.

An equitably enforced discipline policy will demonstrate informed application, just cause for intervention, and a consistent approach. “No” responses may signify observation of inefficient, ineffective and inconsistent enforcement techniques from school administrators. Equitably enforced policies are fair to both students and school personnel. Respondents answering no may feel the issues they have documented or reported have been ignored.

Contrasted with the response to question #10, 19.1 percent fewer respondents felt that school administrators equitably enforce policy than feel comfortable approaching administrators regarding discipline issues. Contrasted with question #13, 8.4 percent fewer respondents feel there is equitable enforcement by administrators than rate their handling of discipline issues as “good” and “very good.” The contrast with question #13 suggests that issues addressed through a formal process produce a greater level of personnel confidence in their administration, but that policy is not enforced universally in JPS.

JPS STUDENT DISCIPLINE POLICIES
Questions 17-19
Responses to questions #17 through #19 illustrate limited success and satisfaction with student discipline policy. Questions evaluate levels of efficacy and appropriateness, as well as examine merits and perceived practicality of detention and suspension. The limited utility of intervention methods provided in PBIS causes detrimental effects in discipline and safety. Professional development, documentation and administrative support have negligible impact without authority and progressive action.

17. How effective are current procedures and practices in reducing student discipline issues?

On the Likert scale, the choices “extremely effective” and “not effective” at all were intended as directional guides, not as options.
Some respondents interpreted the words to be selections. It is unclear if respondents who selected “5” and “1” intended to pick the end or an option second to the end of the scale. This question had the third highest rate of respondents not answering. The response evidences a negative trend in opinions on the effect of current procedures and practices in reducing student discipline issues. Significant percentages of responses are neutral and positive, evidencing division and inconsistency in JPS.

18. Do you feel PBIS is an appropriate intervention strategy for student discipline?

The majority of responses indicate that PBIS is an inappropriate framework to address student discipline issues. Only a minority of respondents said they feel it is an appropriate strategy. This division evidences that the utility of PBIS is limited, and that district policy should be modified to address concerns. This question had the highest rate of respondents not answering.

Contrasted with question #16, there is less than a 1-percent variant between the percent of respondents who feel PBIS is inappropriate and those who believe discipline policies are applied equitably. Contrasted with question #1, more respondents feel their worksite is out of control daily and weekly as a result of student discipline than feel PBIS is an inappropriate way to address it. These contrasts evidence that current PBIS interventions and procedures are inappropriate as comprehensive district policy, but are effective in specific circumstances.

19. Check offenses that you believe merit an out or in school suspension. (See chart on page 11 in Survey Findings.)

Percentages that compose the response to question #19 were calculated slightly differently from questions #1-#18. The calculation differentiates between respondents who did not answer the question, and respondents that did not check “out of-” and “in-school” suspension boxes for specific offenses. When these boxes were not marked for an offense, the responses were categorized as neither. The percentages next to individual offenses are of the 1,464 total responses to question #19. Forty-nine respondents did not answer question #19, 3.2 percent of the 1,513 total survey response.

The findings evidence that a majority of respondents believes that out-of and in-school suspensions are merited to every offense provided. These are exclusionary discipline practices that PBIS is designed to curtail. The practice of discipline is not a dichotomy of all or nothing. Multiple low-level infractions may result in progressive
discipline, such as in-school suspension or detention. Documenting repetitive low-level infractions may prove burdensome. In a high school setting, this may become more challenging as the continuity of misbehavior is difficult to observe with different instructors, class locations, and peer groups. In an elementary school, simpler interventions may apply, if only short-term, such as time-outs and parent contact. Policy should provide authority to halt misconduct immediately. Discipline policy should be consistent in all student environments. Currently bus disturbances are categorized as class 2 infractions. Student misbehavior on a bus may result in bus suspension, but not suspension from class.

**ELEMENTARY, MIDDLE, AND HIGH SCHOOLS**
The response of elementary school personnel comprises more than 50 percent of total surveys, varying slightly when analyzed independently. In a majority of questions, there is less than a 5-percent variant in response rates. (See Appendix A for elementary school findings.) Middle school responses make up 21 percent of the total and with the majority of questions the variant is less than 3 percent. (See Appendix B for middle school findings.) High school responses comprise 22 percent of the total and vary more than middle and elementary school groups. (See Appendix C for high school findings.)
IV. OPEN RECORDS ANALYSIS

On Jan. 7, 2015, records requests were sent to Jackson Public Schools and the Jackson Police Department (JPD). These records provide an objective measure of the current mechanisms to address unlawful activity related to student discipline. The requests included language from JPS’s reporting requirements for unlawful activity within the Student Code of Conduct. The requirement states:

*Any school employee who has knowledge of any unlawful activity which occurred or may have occurred on educational property or during a school-related activity must report such activity to the superintendent or designee who shall notify the appropriate law enforcement officials. The principal may make the report if the superintendent or designee is unavailable.*

*When the superintendent or designee has a reasonable belief that an act has occurred on educational property or during a school-related activity involving possession or use of a deadly weapon, possession, sale or use of any controlled substance, aggravated assault, simple assault on a school employee, rape, sexual battery, murder, kidnapping, or fondling, touching or handling a child for lustful purposes, the superintendent or designee shall immediately report the act to the appropriate law enforcement agency…* A superintendent who fails to make a report required by this law may be fined up to $1,000.00 and jailed for up to six (6) months, or both. (Miss. Code Ann. § 37-11-18.)

The request to JPS covered a four-and-a-half year period. The scope of the initial request to JPD covered a shorter period, two-and-a-half years. It was amended on Jan. 21 to extend over the same period as the request to JPS.

Pursuant to the Mississippi Department of Education Public Records Act of 1983, Miss. Code Ann. Section 25-61-1, the request to inspect and copy all records must be filled within seven working days. Though, responses from JPS and JPD were received, the process proved challenging, and data provided from both sources was inadequate to address the criteria of the requests.

*Jackson Public Schools Records*
First sent by mail, the request was returned to JFT’s office as the recipient was no longer employed through JPS. The request was delivered in person on Jan. 14 and, after compiling the information electronically on a flash drive, JPS mailed its response on Feb. 3.
data provided was inaccessible or irrelevant. Certain objects could not be opened, appearing in name but absent of data. Others provided limited data, recommendations for disciplinary action instead of definitive rates. Addressing this, JFT sent a letter to JPS outlining deficiencies in the data provided. Despite repeated attempts by JFT, this issue was never resolved.

On Feb. 5, the superintendent of JPS, Dr. Cedrick Gray, wrote a letter to educators to announce a reduction in student suspensions by 1,000 compared to the previous school year. From the data that was provided in JPS’s response to the records request, recommendations for suspensions and expulsions were accessible from Aug. 26, 2010 through Jan. 13, 2015.

Over this period, there were a total of 1,899 recommendations for disciplinary action. There were 412 recommendations for disciplinary action in the 2013-14 school year, and 170 recommendations between Aug. 26, 2014 and Jan. 13, 2015. There is an alarming disparity between publicly reported incidences of suspension and expulsion, and rates provided in the records from JPS. This may be attributable to inaccessible electronic objects providing incomplete data, and that accessible objects were recommendations not definitive disciplinary actions. Poor record keeping, a lack of transparency, and misleading public statements also may be attributable for this disparity.

**Jackson Police Department Records**

The records request to JPD sought to obtain documentation of police responses to unlawful activity in JPS, objectively assessing reporting practices. There are a number of occurrences of incidents that were not reflected in this data. A worker described that, at an elementary school in February, 2014, a student brought a gun onto campus and fired it in a bathroom. At the same school in November, 2014, a student brought a steak knife onto campus (see worker story #1 on page 29). This may be attributed to incidents not being reported to JPD and handled internally, or a failure to include these incidents in the provided offense records.

The request was received on Jan. 9, signed for by Mr. Derrick Cleveland, but initial correspondence with the department occurred with Ms. Sharon Gray. On Jan. 14, Ms. Gray requested specific addresses within JPS for searching and compiling records, and stated that issues on the properties were only in the department’s jurisdiction if they received a call requesting police presence. She was provided addresses for 65 Jackson Public School worksites, including Central Office and the Hinds County Youth Court. On Feb. 2, Ms. Gray was unavailable for contact, and the department requested another copy
of the request. It was resubmitted in person that day. The records were received on Feb. 13, 2015, at the Office of the City Clerk. Though the request included a copy of the email amending and expanding the scope for records from Aug. 1, 2010—another additional two years—that data was excluded. The provided data were offense listings categorized by address/location, report date, and time analyzed.

**Worksites Reporting**
- **6 out of 38 Elementary Schools** where JPD responded to an incident is 16% of Elementary Schools, 23% of 26 total worksites reporting
- **11 out of 13 Middle Schools** where JPD responded to an incident is 85% of Middle Schools, 42% of 26 total worksites reporting
- **7 out of 7 High Schools** where JPD responded to an incident is 100% of High Schools, 27% of 26 total worksites reporting
- **2 out of 8 Other Worksites** where JPD responded to an incident is 25% of Other worksites, 8% of 26 total worksites reporting

Offenses occurred at a higher rate in middle and high schools and comprise 69 percent of the total worksites where the police department responded. This may be attributed to greater autonomy and higher risk behaviors occurring among older students.

**Offense by Worksite**
- **20 out of 310 offenses** at Elementary Schools were responded to by JPD, 6% of total offenses
- **88 out of 310 offenses** at Middle Schools were responded to by JPD, 28% of total offenses
- **185 out of 310 offenses** at High Schools were responded to by JPD, 60% of total offenses
- **17 out of 310 offenses** at Other Worksites were responded to by JPD, 5% of total offenses. Of the 17 offenses, 12 were at the Hinds County Youth Court

Eighty-eight percent of the offenses responded to by JPD occurred at a middle or high school.

**Offense by Year**
- Offenses at Elementary Schools responded to by JPD (20 Offenses):
  - 2012: 4
  - 2013: 6
  - 2014: 10
- Offenses at Middle Schools responded to by JPD
A concern of educators in JPS is a perceived decrease in the level of involvement of JPD in schools. This may be attributed to a practice encouraged by administrators that JPS Campus Enforcement is contacted prior to contacting JPD. In escalated scenarios, this places a step between school employees and an authority independent of JPS. Such practices also may reduce documentation of offenses in public records.

**Offense by Time**

7:00-17:00 represents the period of 7:00 a.m. through 5:00 p.m. 17:00-7:00 represents the period of 5:00 p.m. through 7:00 a.m.

- **Offenses at Elementary Schools** responded to by JPD (20 Offenses):
  - 7:00-17:00: 16
  - 17:00-7:00: 4

- **Offenses at Middle Schools** responded to by JPD (88 Offenses):
  - 7:00-17:00: 67
  - 17:00-7:00: 21

- **Offenses at High Schools** responded to by JPD (185 Offenses):
  - 7:00-17:00: 139
  - 17:00-7:00: 46

- **Offenses at Other Worksites** responded to by JPD (17 Offenses):
  - 7:00-17:00: 15
  - 17:00-7:00: 2

The majority of offenses occur during operational hours. There is
more than a 3:1 ratio of offenses occurring during daylight hours to evening and nighttime hours at middle and high schools. In elementary schools the ratio rises to 4:1.

**Offense Listing and Frequency**

- **68 Assault-Simple Family & Non-Family**
  - 2 Elementary School, 25 Middle School, 39 High School, 2 Other Worksites
- **61 Larceny**
  - 5 Elementary School, 15 Middle School, 40 High School, 1 Other Worksites
- **38 Information**
  - 5 Elementary School, 9 Middle School, 22 High School, 2 Other Worksites
- **31 Auto Burglary, Auto Theft and Abandoned Auto**
  - 1 Elementary School, 14 Middle School, 16 High School, 0 Other Worksites
- **18 Threat**
  - 1 Elementary School, 5 Middle School, 11 High School, 1 Other Worksites
- **17 Missing Person/Runaway**
  - 0 Elementary School, 7 Middle School, 10 High School, 0 Other Worksites
- **11 Vandalism**
  - 2 Elementary School, 1 Middle School, 8 High School, 0 Other Worksites
- **6 Robbery**
  - 0 Elementary School, 0 Middle School, 6 High School, 0 Other Worksites
- **6 Disorderly Conduct**
  - 0 Elementary School, 1 Middle School, 5 High School, 0 Other Worksites
- **5 Possession of Marijuana**
  - 1 Elementary School, 1 Middle School, 2 High School, 1 Other Worksites
- **5 False Pretense (3 Misdemeanors, 2 Felonies)**
  - 0 Elementary School, 1 Middle School, 2 High School, 2 Other Worksites
- **4 Arson**
  - 1 Elementary School, 0 Middle School, 0 High School, 3 Other Worksites
- **4 Foreign Warrants**
  - 0 Elementary School, 2 Middle School, 2 High School, 0 Other Worksites
- **3 Rape**
  - 0 Elementary School, 1 Middle School, 2 High School, 0 Other Worksites
- **3 Disturbing the Peace**
  - 0 Elementary School, 0 Middle School, 2 High School, 1 Other Worksites
- **3 Trespassing**
  - 1 Elementary School, 0 Middle School, 2 High School, 0 Other Worksites
- **3 Stolen License Plates**
  - 0 Elementary School, 0 Middle School, 3 High School, 0 Other Worksites

Twenty-two percent of the total offenses were simple assaults. Other offenses that occurred once or twice include: embezzlement, gratifying lust, resisting arrest, old fines, purse snatching, incorrigible child, receiving stolen vehicle, child neglect, interfering with police officer, DUI, business burglary, sexual battery, lost and found, and escaped patient or prisoner.
Worker Story #1

A prominently displayed Jackson Public School District certificate adorns the entrance to a school. Dated Jan. 22, 2015, it praises the school for having, during November, no suspensions.

Located a few feet away is the classroom where, earlier, a student brought a steak knife. When questioned by his teacher about bringing his weapon to school, an offense prohibited by federal and state law, he retorted, “I brought it in my book bag to stab you, bitch.” The student’s action constitutes a Class 5 infraction. According to the Code of Student Conduct, page 18, this involves the most serious misbehavior. Such behavior requires “immediate response from the school discipline administrative team and Central Office.” After thorough investigation and due process, it warrants, “by law, expulsion or suspension up to 180 school days.” This behavior did not get the student expelled or suspended.

Directly above the hallway adorned by the “No Suspensions” accolade is the classroom where a student, also in the month of November, punched his teacher. Shortly after he had battered this faculty member in a severe and unprovoked act of physical aggression, the principal allowed him to go out to catch his school bus. The young man swiftly got into an altercation with another student. The bus driver refused to let him ride the bus home. He was brought into the principal’s office. His mother was called. Upon encountering his mother in the office, he struck her repeatedly, knocking her to the floor and continuing to hit her while she was down. The custodian and four of the student’s male family members struggled to restrain the student. He got facedown on the floor, refusing to get up. The five males had to carry him out of the school, moving him down a steep flight of stairs that leads to the parking lot. The student returned to school the next day. During lunch he began to fight another student. In this attack, he inflicted bodily harm. His physical violence against the faculty member (who resigned), against his mother, and against the student constitutes Class 5 and Class 4 infractions. According to the Code of Student Conduct, p. 16, a Class 4 infraction involves “misbehaviors that significantly interfere with others’ safety and learning and are threatening or harmful in nature.” For a Class 4 infraction, the District “may assign an out-of-school suspension or direct the school discipline administrative team to utilize other corrective strategies as appropriate, except in emergency situations involving serious and immediate threats to safety.”

Upstairs and down the hall from the entrance where the “No Suspensions” accolade hangs, is the classroom where a student stole his teacher’s $600 Smart Phone, her $75 cellphone case, and erased all of her data. It was the fourth phone stolen by the student. This student’s action, which involved the theft of property valued greater than $500, constituted a Class 5 infraction. For his behavior, the principal sent the student to the Media Center for two days where he played video games on the computer, an activity that he relishes. When the teacher informed the principal and the Chief Academic Officer of Elementary Schools, she was told not to press charges.

These three incidents involving the possession of a weapon prohibited by state and federal law, physical assault against a teacher, and theft of property valued greater than $500 occurred in rapid succession during the three week period in November that the “No Suspension” award was celebrated. The administration failed to take swift and appropriate remedial action. This failure, exacerbated by an accolade in spite of it, has caused deep-seated fear and disillusionment in the hearts of the teachers, staff, and students whose lives remain endangered.
Teacher abuse is real. It happens every day at my school. I have been sexually harassed, physically assaulted, spit on, received death threats, had my room vandalized, and had belongings stolen.

When I sought administrative support and completed disciplinary forms, I was ignored. I was told it was my fault for not having stronger classroom management. Once, I was even laughed at. My assistant administrator thought what the student had done to me was funny.

At any time, students outside my class are free to walk into my room and start fights, yell insults, curse at me in front of my students, topple desks, throw things. No action is taken. I was told the write-ups were lost. Yet, disciplinary action was taken against me for my lack of management and for refusing to be verbally attacked by administrators, humiliated in front of my peers.

We work in third-world conditions. The district fails to provide basic necessities, such as air conditioning, heat, and adequate lighting. A teacher at my school is in a classroom where the floor is caving in a section of his room. Teacher autonomy is severely limited. We are not free to collaborate with other teachers due to principal paranoia of what we might be conjuring in their absence.

Our copy machine usage is regulated, but children are free to walk out of class, including ISS, at any moment without reprisal. I have not had the worst of it. A teacher at my school recently was stabbed by a student with a pair of scissors. He survived.

The discipline policies of Jackson Public Schools need revision. There is too much red tape. There are either no consequences or the ones available are ineffective. Teachers are expected to wave a magic wand—making students with emotional disturbances, on medicine they refuse to take or don’t have access to, taking illegal substances, in gangs, living in extreme poverty, committing crimes, whom have failed at least one grade and perform two behind—to obey school rules. We are to accomplish this without parental and administrative support. JPS is tougher on teachers than on students! We need a different approach. To stop the chaos flooding our schools we need parents to be accountable for the actions of their children. A parent conference is only productive if they are not on house arrest and can meet. A parent phone call is only effective if they provide a working number and can be reached. We need administrators who are experienced classroom educators. We need school leaders who get in the trenches, show novice teachers by example, and solve problems because they understand. Not just bureaucrats occupying an office and abusing instructors.

Let’s stop the madness, shall we?
Ten years ago, I left the Jackson Public School system and entered the business world. Last year, I returned to teach 11th- and 12th-graders because I thought that this would be a better fit for me. I was correct; I enjoy teaching these older students more than I did teaching the younger ones. Many students are eager to learn. The administration encourages and supports various learning strategies that give the students opportunities to apply lessons to real-world situations.

However, I have faced many setbacks. The learning environment is compromised by the hostility and harassment that happens every day. Student-on-student assaults are regular occurrences. As a parent and citizen, I cannot stand by while any child is assaulted. I have physically intervened on three occasions to pull apart students who were punching each other. There is constant student harassment. Students regularly record acts of violence using cell phones. All of this is combined with the lack of administrative support in properly handling discipline issues. Administrators minimize criminality when they do not discipline these behaviors. Too often, the only remedy to serious misconduct is an apology from the student and a request to come back to class.

The most disturbing aspect of the student misconduct is sexual harassment and sexual assault. Last fall, I was physically sexually harassed by a student. I reported the act immediately to the principal. Later that day the Jackson Public School Security officer told me that writing a report to JPS was the same as reporting it to the Jackson Police Department. The next day the student’s parent met me outside of the principal’s office and said: “We don’t f---- white people.”

The principal told me that the school board dismissed my grievance against the student and the parent. The student returned to school. After four months, the student is now on permanent suspension from the school for assaulting another student.

If a student can do this to me and get away with it, how many more victims are out there?
There is need for change in Jackson Public School’s student discipline. The issue affects students and personnel as individuals and in groups, influencing learning, safety, development, morale, retention and success. The Jackson Federation of Teachers, Paraprofessionals and School Personnel proposes the formation of a working group to discuss, design, and advise implementation of solutions for student discipline issues to the School Board of Jackson Public Schools. The composition of this group shall be three school board members, and five members of JFT who are currently employed within JPS. The group shall begin meeting in the month of May 2015.

The following topics should serve as the focus of the working group:

- Examine restorative justice plans to augment PBIS
- Holistic training of PBIS for all school personnel
- The quantity of campus enforcement officers
- Facility and infrastructure concerns
- Zero tolerance for assault on school personnel
- Communication with community emergency personnel and first responders
- Developing wrap around services to support students, personnel, and administrators
- Examine EMD programs, encourage parent involvement and accountability

**PBIS**

Behavior expectations are illustrated, but there is no working plan to address consequences for students who misbehave. The working group will examine the adoption of restorative justice ideals to positively redirect negative behavior. Instead of suspension, students would participate in several activities to redirect inappropriate behavior:

- Conferencing/Mediation Circle- Adding peer counseling, mentoring, and other student-led activities
- Community Service- enhancing their school and community environment, affording students the opportunity to see how disruptive behavior has a negative effect on the people around them.
- Restitution- After completing the mediation circle/conferencing and community service, the student that is reinstated into the classroom will have a new perspective about how their actions play a role in their education.

Training for cafeteria workers and custodians. A custodian’s role in the school has gone from serving as maintenance to acting as disciplinarian to students whom are sent out of class for disruptive behavior and roam the halls. Cafeteria workers also enforce rules of discipline in the lunchroom. Holistic PBIS training for all school personnel would encourage leadership in helping students assert their behavior responsibilities.

**Health and Safety**

Security during school hours should only be the concern of the on duty officer. Depending on classroom location, some teachers instruct their classroom as well as guard doors for intruders. In many schools, locks on doors and windows are not working properly or there is desperate need for repair. There are schools that do not have security. An evaluation of the number of campus enforcement officers at schools is an import-
Bullying, harassment, and violent behavior are prevalent. This affects both students and school personnel, whom are subject to disrespectful language, behaviors, physical assault, sexual harassment, threats and intimidation. Inaction when these issues are reported is dehumanizing, and cruel. The health and safety of school personnel should be of critical importance to JPS. There must be consequences for students who demonstrate such behavior. We recommend the adoption of a zero tolerance policy for assault on school personnel.

Reporting requirements for unlawful activity in the Student Code of Conduct details that simple assault and aggravated assault on a school employee must be immediately reported by the superintendent or designee. In cases of severe emergencies school personnel and safety officers should feel allowed and encouraged to call emergency personnel and first responders outside of JPS.

Professional Development and Accountability
Student behavior is influenced by issues at home and in the community. Improving wrap around services to meet the needs of students and professional development opportunities addressing key issues will support school personnel and administrators. Examining current emotional disturbance programs (EMD) and developing resources to support counselors and social workers is a significant component to improving wrap around services. Students and parents are both accountable for student misbehavior, and truancy. The working groups should examine methods to involve parents, and support families in the Jackson community to improve student discipline in JPS.
VII. APPENDICES

APPENDIX A
ELEMENTARY SCHOOL FINDINGS

TOTAL SURVEYS: 823 out of 1513—54%

DEMOGRAPHICS

Position

- **512 Teachers** out of 1,923 Classroom Teachers*
  - 26.6% of Teachers in JPS
  - 50.1% of Total Teacher Response
  - 62.2% of Elementary School Response

- **118 Paraprofessionals** out of 461 Paraprofessionals
  - 25.6% of Paraprofessionals in JPS
  - 83.0% of Total Paraprofessional Response
  - 14.3% of Elementary School Response

- **38 Custodians** out of 234 Custodians
  - 16.2% of Janitors/Maids in JPS
  - 53.5% of Total Janitor/Maid Response
  - 4.6% of Elementary School Response

- **59 Food Service Workers** out of 299 Cafeteria workers and 52 Cafeteria Managers
  - 16.8% of Food Service Workers in JPS
  - 55.6% of Total Food Service Worker Response
  - 7.2% of Elementary School Response

- **96 Other** (Including 17 Respondents that did not answer this question) out of 173 Other Responses
  - 55.5% of Total Other Response
  - 11.7% of Elementary School Response

*Personnel counts attributable to MDE 2014-15. It is unclear if the personnel count refers to total filled jobs or includes open listings.

Gender

- **709 Female**, 86.1% of Elementary School Response, 62.0% of Total Female Respondents
- **90 Male**, 10.9% of Elementary School Response, 27.9% of Total Male Respondents
- **24 No Response**, 2.9% of Elementary School Response, 50.0% of Total Non-Responses

The density of female responses is 10.6% higher than in the total response, and male responses are 10.4% lower.
Years of Experience*

- **78 first year staff**, 9.5% Elementary School Response, 46.4% of Total First year staff
- **190 two-five year**, 23.1% Elementary School Response, 55.7% of Total 2-5 year staff
- **216 six-10 year**, 26.2% Elementary School Response, 58.3% of Total 6-10 year staff
- **332 10+ years**, 40.3% Elementary School Response, 53.6% of Total 10+ year staff
- **7 No Response**, 0.9% Elementary School Response, 46.6% of Total No Responses

*Responses may indicate either years of employment with JPS or overall years of career experience.

There is slight variance from the total response, no more than a 2-percent deviation per answer. The largest difference is a 1.7-percent higher response from elementary personnel with 6-10 years of experience.

JFT/PSRP Membership Status

- **152 JFT/PSRP members**, 18.5% of Elementary School Response, 45.9% of Total Member Response
- **633 non-members**, 76.9% of Elementary School Response, 56.9% of Total Non-member response
- **38 No Response**, 4.6% of Elementary School Response, 53.5% of Total No Responses

Respondents identified as members 3.4 percent less than the total response. Respondents identified as non-members 3.5 percent more than the total response.

**DISCIPLINE/SAFETY**

1. **How often does your work environment feel out of control because of student discipline issues?**
   - **292 Daily**, 35.5% of Elementary School Response
   - **214 Weekly**, 26.0% of Elementary School Response
   - **110 Monthly**, 13.4% of Elementary School Response
   - **167 Never**, 20.3% of Elementary School Response
   - **40 No Response**, 4.9% of Elementary School Response

Trends are comparable to total responses. There is a decrease of 3.6 percent in those who identified with feeling so daily, and a 3.4 percent inverse in never responses.

2. **Do you feel your school/worksite is safe enough for students and employees?**
   - **589 Yes**, 71.6% of Elementary School Response
   - **203 No**, 24.7% of Elementary School Response
   - **31 No Response**, 3.8% of Elementary School Response

Elementary school respondents feel safer when compared to the total responses. There is a 7.4 percent increase in respondents who feel their working environment is safe enough and 7 percent inverse with those who do not.

3. **Have you or a co-worker been physically or verbally assaulted at work? (By students, parents, or staff)**
   - **459 Yes**, 55.8% of Elementary School Response
   - **352 No**, 42.8% of Elementary School Response
   - **12 No Response**, 1.5% of Elementary School Response
There is a decrease of 4.2 percent in “yes” responses compared to total responses and an inverse of 4.1 percent with respondents answering “no.”

4. **Do you consider leaving your job or profession due to issues associated with student discipline?**
   - 340 Yes, 41.3% of Elementary School Response
   - 465 No, 56.5% of Elementary School Response
   - 18 No Response, 2.2% of Elementary School Response

There is a 4.6-percent decrease in “yes” responses, compared to the total response, and an inverse of 4.1 percent answering “no.”

**PROFESSIONAL DEVELOPMENT**

5. **Have you received adequate training on using PBIS in the classroom?**
   - 504 Yes, 61.2% of Elementary School Response
   - 301 No, 36.6% of Elementary School Response
   - 18 No Response, 2.2% of Elementary School Response

There is a 6.3-percent increase in “yes” responses, compared to the total response, and an inverse of 5.3 percent answering “no.”

6. **Have you received adequate training on procedures for documenting student misbehavior?**
   - 490 Yes, 59.5% of Elementary School Response
   - 317 No, 38.5% of Elementary School Response
   - 16 No Response, 1.9% of Elementary School Response

There is less than a 1-percent difference when compared to the total response.

7. **Are documentation forms easily accessible and available?**
   - 613 Yes, 74.5% of Elementary School Response
   - 190 No, 23.1% of Elementary School Response
   - 20 No Response, 2.4% of Elementary School Response

There is a 3.9-percent increase in “yes” responses and an inverse of 3.0 percent answering “no” when compared to the total response.

8. **Do you need training on how to handle antisocial behavior or de-escalation of student behavior?**
   - 422 Yes, 51.3% of Elementary School Response
   - 384 No, 46.7% of Elementary School Response
   - 17 No Response, 2.1% of Elementary School Response

There is a less than a 1-percent difference when compared to the total response.

9. **Have you received training provided by the district on how to handle student violence or bullying?**
   - 307 Yes, 37.3% of Elementary School Response
   - 500 No, 60.8% of Elementary School Response
   - 16 No Response, 1.9% of Elementary School Response

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There is less than a 1-percent difference when compared to the total response.

**ADMINISTRATION SUPPORT**

10. **Are you comfortable approaching school administration and district personnel regarding student discipline issues?**
   - **566 Yes**, 67.6% of Elementary School Response
   - **254 No**, 30.9% of Elementary School Response
   - **13 No Response**, 1.6% of Elementary School Response

There is roughly a 1-percent difference when compared to total responses.

11. **Do you receive adequate feedback on discipline issues that you report?**
   - **418 Yes**, 50.8% of Elementary School Response
   - **362 No**, 44.0% of Elementary School Response
   - **43 No Response**, 5.2% of Elementary School Response

There is a 3.7-percent decrease in respondents answering “no” and a 3.3-percent inverse in “yes” answers compared to the total response.

12. **Do you feel your school has adequate alternatives to detention, suspension, and expulsion?**
   - **313 Yes**, 38.0% of Elementary School Response
   - **482 No**, 58.6% of Elementary School Response
   - **28 No Response**, 3.4% of Elementary School Response

There is a 3.1-percent decrease in respondents answering “no” and an inverse of 3.2 percent in “yes” responses compared to the total response.

13. **Rate your school’s administration on their handling of school discipline:**
   - **161 Very Good**, 19.6% of Elementary School Response
   - **329 Good**, 40.0% of Elementary School Response
   - **212 Poor**, 25.8% of Elementary School Response
   - **94 Very Poor**, 11.4% of Elementary School Response
   - **27 No Response**, 3.3% of Elementary School Response

There is a 3.1-percent increase in responses of “very good,” a decrease of 1.1 percent in “good” responses, “poor” responses decreased by 2 percent, and “very poor” increased by less than 1 percent when compared to the total response.

14. **Has your principal/supervisor ever discouraged you from reporting discipline issues?**
   - **202 Yes**, 24.5% of Elementary School Response
   - **601 No**, 73.0% of Elementary School Response
   - **20 No Response**, 2.4% of Elementary School Response

“Yes” responses rose by 2.6 percent, and there is an inverse of 2.8 percent in respondents answering “no” compared to the total response.
15. When reporting student behavior issues, has your integrity ever come into question by an administrator?
   - 195 Yes, 23.7% of Elementary School Response
   - 606 No, 73.6% of Elementary School Response
   - 22 No Response, 2.7% of Elementary School Response

There is a 2.6- percent decrease in the “yes” responses, and inverse of 2.9 percent in respondents answering “no” when compared to the total response.

16. Is the discipline policy equitably enforced by school administration?
   - 433 Yes, 52.6% of Elementary School Response
   - 338 No, 41.1% of Elementary School Response
   - 52 No Response, 6.3% of Elementary School Response

There is a 3.4-percent higher response of “yes” and an inverse of 3.6 percent in the response of “no” when compared to the total response.

17. Circle how effective current procedures and practices are in reducing student discipline issues:
   - 11 Circled Extremely effective, 1.3% of Elementary School Response
   - 71 Circled 5, 8.6% of Elementary School Response
   - 133 Circled 4, 16.2% of Elementary School Response
   - 240 Circled 3, 29.2% of Elementary School Response
   - 153 Circled 2, 18.6% of Elementary School Response
   - 98 Circled 1, 11.9% of Elementary School Response
   - 72 Circled Not effective at all, 8.7% of Elementary School Response
   - 45 No Response, 5.5% of Elementary School Response

The variation in response when compared to total is within 2 percent for each answer.

18. Do you feel PBIS is an appropriate intervention strategy for student discipline?
   - 341 Yes, 41.4% of Elementary School Response
   - 399 No, 48.5% of Elementary School Response
   - 83 No Response, 10.1% of Elementary School Response

There is a 1.7-percent higher “yes” response and an inverse of 1.1 percent in respondents answering “no.”
19. Check offenses that you believe merit an out or in school suspension.

<table>
<thead>
<tr>
<th>OFFENSES</th>
<th>OUT-OF-SCHOOL SUSPENSION</th>
<th>%</th>
<th>IN-SCHOOL SUSPENSION</th>
<th>%</th>
<th>BOTH</th>
<th>%</th>
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<th>%</th>
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## APPENDIX B
### MIDDLE SCHOOL FINDINGS

### TOTAL SURVEYS: 314 out of 1513—21%

### DEMOGRAPHICS

#### Position

- **224 Teachers** out of 1,923 Classroom Teachers*
  - 11.6% of Teachers in JPS
  - 21.9% of Total Teacher Response
  - 71.3% of Middle School Response

- **17 Paraprofessionals** out of 461 Paraprofessionals
  - 3.7% of Paraprofessionals in JPS
  - 11.9% of Total Paraprofessional Response
  - 5.4% of Middle School Response

- **18 Custodians** out of 234 Custodians
  - 7.7% of Janitors/Maids in JPS
  - 25.3% of Total Custodian Response
  - 5.7% of Middle School Response

- **20 Food Service Workers** out of 299 Cafeteria workers and 52 Cafeteria Managers
  - 5.7% of Food Service Workers in JPS
  - 18.8% of Total Food Service Worker Response
  - 6.4% of Middle School Response

- **35 Other** (Including 10 Respondents that did not answer this question) out of 173 Other Responses
  - 20.2% of Total Other Response
  - 11.1% of Middle School Response

*Personnel counts attributable to MDE 2014-15. It is unclear if the personnel count refers to total filled jobs or includes open listings.

#### Gender

- **202 Female**, 64.3% of Middle School Response, 17.6% of Total Female Respondents
- **101 Male**, 32.2% of Middle School Response, 31.3% of Total Male Respondents
- **11 No Response**, 3.5% of Middle School Response, 22.9% of Total Non-Responses

The density of female responses is 11.2 percent lower than the total response, and male responses are 10.9 percent higher.
Years of Experience*

- **46 first year staff**, 14.6% of Middle School Response, 27.3% of Total First year staff
- **67 two-five year**, 21.3% of Middle School Response, 19.6% of Total 2-5 year staff
- **77 six-10 year**, 24.5% of Middle School Response, 20.8% of Total 6-10 year staff
- **120 10+ years**, 38.2% of Middle School Response, 19.3% of Total 10+ year staff
- **4 No Response**, 1.3% of Middle School Response, 26.6% of Total No Responses

*Responses may indicate either years of employment with JPS or overall years of career experience.*

Percentages are similar to the total response for two-five year and six-10 year responses. Differences are more significant with first year responses, 3.5 percent higher and 2.7 percent lower for more than 10 years when compared to the total response.

JFT/PSRP Membership Status

- **59 JFT/PSRP members**, 18.8% of Middle School Response, 17.8% of Total Member Response
- **240 non-members**, 76.4% of Middle School Response, 21.6% of Total Non-member Response
- **15 No Response**, 4.8% of Middle School Response, 21.1% of Total No Responses

Membership response rate is 3.1 percent lower when compared to total, and an inverse of 3 percent with non-members.

**DISCIPLINE/SAFETY**

1. **How often does your work environment feel out of control because of student discipline issues?**
   - **126 Daily**, 40.1% of Middle School Response
   - **83 Weekly**, 26.4% of Middle School Response
   - **38 Monthly**, 12.1% of Middle School Response
   - **48 Never**, 15.3% of Middle School Response
   - **19 No Response**, 6.1% of Middle School Response

There is a 1-percent increase for daily responses and an inverse of 1.6 percent of never responses compared to the total response.

2. **Do you feel your school/worksite is safe enough for students and employees?**
   - **199 Yes**, 63.4% of Middle School Response
   - **106 No**, 33.8% of Middle School Response
   - **9 No Response**, 2.9% of Middle School Response

There is a 2.-percent increase in respondents answering “no” and a 1.2 percent inverse for “yes” responses compared to the total response.

3. **Have you or a co-worker been physically or verbally assaulted at work? (By students, parents, or staff)**
   - **187 Yes**, 59.6% of Middle School Response
   - **122 No**, 38.9% of Middle School Response
   - **5 No Response**, 1.6% of Middle School Response

The response is within a 0.5-percent variance of the total response.
4. Do you consider leaving your job or profession due to issues associated with student discipline?
   - 146 Yes, 46.5% of Middle School Response
   - 168 No, 53.5% of Middle School Response
   - 0 No Response, 0% of Middle School Response

   The response is comparable to the total with a difference of less than 2 percent.

**PROFESSIONAL DEVELOPMENT**

5. Have you received adequate training on using PBIS in the classroom?
   - 161 Yes, 51.3% of Middle School Response
   - 141 No, 44.9% of Middle School Response
   - 12 No Response, 3.8% of Middle School Response

   There is a 3.6-percent decrease of “yes” responses and an inverse of 3 percent in “no” answers when compared to the total response.

6. Have you received adequate training on procedures for documenting student misbehavior?
   - 183 Yes, 58.3% of Middle School Response
   - 120 No, 38.2% of Middle School Response
   - 11 No Response, 3.5% of Middle School Response

   There is less than a 1-percent difference when compared to the total response.

7. Are documentation forms easily accessible and available?
   - 223 Yes, 71.0% of Middle School Response
   - 80 No, 25.5% of Middle School Response
   - 11 No Response, 3.5% of Middle School Response

   The variant is plus and minus 0.6 percent when compared with the total.

8. Do you need training on how to handle antisocial behavior or de-escalation of student behavior?
   - 149 Yes, 47.5% of Middle School Response
   - 155 No, 49.4% of Middle School Response
   - 10 No Response, 3.2% of Middle School Response

   There is a decrease of 3.3 percent in “yes” responses and an inverse of 2.3 percent in “no” answers when compared with total response.

9. Have you received training provided by the district on how to handle student violence or bullying?
   - 133 Yes, 42.4% of Middle School Response
   - 172 No, 54.8% of Middle School Response
   - 9 No Response, 2.9% of Middle School Response

   There is a 4.9-percent increase in “yes” responses and an inverse of 5.7 percent for respondents answering “no” when compared to the total response.
ADMINISTRATION SUPPORT

10. Are you comfortable approaching school administration and district personnel regarding student discipline issues?
   - **218 Yes**, 69.4% of Middle School Response
   - **86 No**, 27.4% of Middle School Response
   - **10 No Response**, 3.2% of Middle School Response

“Yes” responses are 1.1-percent greater than the total response. There is a 2.4-percent decrease in respondents answering “no.”

11. Do you receive adequate feedback on discipline issues that you report?
   - **136 Yes**, 43.3% of Middle School Response
   - **160 No**, 51.0% of Middle School Response
   - **18 No Response**, 5.7% of Middle School Response

There is a 3.3-percent increase in respondents answering “no,” and an inverse of 4.2 percent in “yes” responses when compared with the total response.

12. Do you feel your school had adequate alternatives to detention, suspension, and expulsion?
   - **109 Yes**, 34.7% of Middle School Response
   - **194 No**, 61.8% of Middle School Response
   - **11 No Response**, 3.5% of Middle School Response

The rate is very similar to the total response.

13. Rate your school’s administration on their handling of school discipline:
   - **48 Very Good**, 15.3% of Middle School Response
   - **124 Good**, 39.5% of Middle School Response
   - **93 Poor**, 29.6% of Middle School Response
   - **32 Very Poor**, 10.2% of Middle School Response
   - **17 No Response**, 5.4% of Middle School Response

The variation is never more than 2 percent on any answer when compared with the total response.

14. Has your principal/supervisor ever discouraged you from reporting discipline issues?
   - **68 Yes**, 21.7% of Middle School Response
   - **238 No**, 75.8% of Middle School Response
   - **8 No Response**, 2.5% of Middle School Response

The response is very similar to the total response.

15. When reporting student behavior issues, has your integrity ever come into question by an administrator?
   - **80 Yes**, 25.5% of Middle School Response
   - **223 No**, 71.0% of Middle School Response
   - **11 No Response**, 3.5% of Middle School Response

When compared to the total response, the variation is less than 1 percent.
16. Is the discipline policy equitably enforced by school administration?
   - 150 Yes, 47.8% of Middle School Response
   - 141 No, 44.9% of Middle School Response
   - 23 No Response, 7.3% of Middle School Response

There is an increase in respondents answering “no” by 1.4 percent when compared to the total response.

17. Circle how effective current procedures and practices are in reducing student discipline issues:
   - 2 Circled Extremely effective, 0.6% of Middle School Response
   - 22 Circled 5, 7.0% of Middle School Response
   - 42 Circled 4, 13.4% of Middle School Response
   - 90 Circled 3, 28.7% of Middle School Response
   - 66 Circled 2, 21.0% of Middle School Response
   - 41 Circled 1, 13.1% of Middle School Response
   - 30 Circled Not effective at all, 9.6% of Middle School Response
   - 21 No Response, 6.7% of Middle School Response

The variation in response when compared to the total is less than 1.2 percent.

18. Do you feel PBIS is an appropriate intervention strategy for student discipline?
   - 144 Yes, 45.9% of Middle School Response
   - 137 No, 43.6% of Middle School Response
   - 33 No Response, 10.5% of Middle School Response

“Yes” responses increase by 6.2 percent, and there is an inverse of 6 percent in respondents answering “no” when compared to the total response.
19. Check offenses that you believe merit an out or in school suspension.

<table>
<thead>
<tr>
<th>OFFENSES</th>
<th>OUT-OF-SCHOOL SUSPENSION</th>
<th>%</th>
<th>IN-SCHOOL SUSPENSION</th>
<th>%</th>
<th>BOTH</th>
<th>%</th>
<th>NEITHER</th>
<th>%</th>
</tr>
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<tr>
<td>Excessive Tardiness</td>
<td>17</td>
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<td>Chewing Gum in Class</td>
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</table>
**APPENDIX C**  
**HIGH SCHOOL FINDINGS**

**TOTAL SURVEYS: 332 out of 1513—22%**

**DEMOGRAPHICS**

**Position**
- **259 Teachers** out of 1,923 Classroom Teachers*
  - 13.5% of Teachers in JPS
  - 25.3% of Total Teacher Response
  - 78% of High School Response
- **6 Paraprofessionals** out of 461 Paraprofessionals
  - 1.3% of Paraprofessionals in JPS
  - 4.2% of Total Paraprofessional Response
  - 1.8% of High School Response
- **13 Custodians** out of 234 Custodians
  - 5.6% of Custodians in JPS
  - 18.3% of Total Custodian Response
  - 3.9% of High School Response
- **25 Food Service Workers** out of 299 Cafeteria workers and 52 Cafeteria Managers
  - 7.1% of Food Service Workers in JPS
  - 23.5% of Total Food Service Worker Response
  - 7.5% of High School Response
- **29 Other** (Including 8 Respondents that did not answer this question) out of 173 Other Responses
  - 16.8% of Total Other Response
  - 8.7% of High School Response

*Personnel counts attributable to MDE 2014-15. It is unclear if the personnel count refers to total filled jobs or includes open listings.

**Gender**
- **203 Female**, 61.1% of High School Response, 17.7% of Total Female Response
- **116 Male**, 34.9% of High School Response, 36.0% of Total Male Response
- **13 No Response**, 3.9% of High School Response, 27.0% of Total No Responses

The density for female responses is 14.4 percent lower than in the total response and male responses are 13.6 percent higher.
Years of Experience*

- 41 First year staff, 12.3% of High School Response, 24.4% of Total First year staff
- 75 two-five year, 22.6% of High School Response, 21.9% of Total 2-5 year staff
- 65 six-10 year, 19.6% of High School Response, 17.5% of Total 6-10 year staff
- 147 10+ years, 44.3% of High School Response, 23.7% of Total 10+ year staff
- 4 No Response, 1.2% of High School Response, 26.6% of Total No Responses

*Responses may indicate either years of employment with JPS or overall years of career experience.

There is less than a 1-percent variance from the total response for personnel in their first year and with two-five years of experience. Responses from personnel with six-10 years of experience are 4.9 percent lower than the total response, and at 3.4 percent higher with 10+ years of experience.

JFT/PSRP Membership Status

- 107 JFT members, 32.2% of High School Response, 32.3% of Total Member Response
- 208 Non-members, 62.7% of High School Response, 18.7% of Total Non-member Response
- 17 No Response, 5.1% of High School Response, 23.9% of Total No Responses

Respondents identified as members 10.3 percent more than the total response, with an inverse of 10.7 percent in non-member response.

DISCIPLINE/SAFETY

1. How often does your work environment feel out of control because of student discipline issues?
   - 153 Daily, 46.1% of High School Response
   - 108 Weekly, 32.5% of High School Response
   - 29 Monthly, 8.7% of High School Response
   - 31 Never, 9.3% of High School Response
   - 11 No Response, 3.3% of High School Response

High school respondents feel their work environment is more out of control than the total response. There is a 7-percent increase in those answering “daily,” a 5.1-percent increase in “weekly,” a 3.2-percent reduction in “monthly,” and a 7.6-percent in “never.”

2. Do you feel your school/worksite is safe enough for students and employees?
   - 166 Yes, 50% of High School Response
   - 146 No, 44% of High School Response
   - 20 No Response, 6% of High School Response

High school personnel feel less safe compared to the total response. The rate of “yes” responses drops by 14.2 percent, and responses of “no” increase by 12.3 percent.

3. Have you or a co-worker been physically or verbally assaulted at work? (By students, parents, or staff)
   - 228 Yes, 68.7% of High School Response
   - 101 No, 30.4% of High School Response
   - 3 No Response, 0.9% of High School Response

“Yes” responses rise by 8.7 percent, with an inverse of 8.3 percent in “no” compared to the total response.
4. Do you consider leaving your job or profession due to issues associated with student discipline?
   - 186 Yes, 56% of High School Response
   - 139 No, 41.9% of High School Response
   - 7 No Response, 2.1% of High School Response

“Yes” responses increase by 10.1 percent with an inverse of 10.5 percent in “no” compared to the total response.

PROFESSIONAL DEVELOPMENT

5. Have you received adequate training on using PBIS in the classroom?
   - 144 Yes, 43.4% of High School Response
   - 170 No, 51.2% of High School Response
   - 18 No Response, 5.4% of High School Response

There is an 11.5-percent decrease in “yes” and an increase of 9.3 percent in “no” compared to the total response.

6. Have you received adequate training on procedures for documenting student misbehavior?
   - 194 Yes, 58.4% of High School Response
   - 128 No, 38.6% of High School Response
   - 10 No Response, 3% of High School Response

There is a less than 0.5-percent variance compared to the total response.

7. Are documentation forms easily accessible and available?
   - 211 Yes, 63.6% of High School Response
   - 104 No, 31.3% of High School Response
   - 17 No Response, 5.1% of High School Response

There is a 7-percent decrease in “yes” responses and an increase of 5.2 percent in “no” compared to the total response.

8. Do you need training on how to handle antisocial behavior or de-escalation of student behavior?
   - 175 Yes, 52.7% of High School Response
   - 153 No, 46.1% of High School Response
   - 4 No Response, 1.2% of High School Response

There is a less than 2 percent variance compared to the total response, with high school personnel responding “yes” more frequently.

9. Have you received training provided by the district on how to handle student violence or bullying?
   - 100 Yes, 30.1% of High School Response
   - 227 No, 68.4% of High School Response
   - 5 No Response, 1.5% of High School Response

There is a 7.4-percent decrease in “yes” responses and an inverse of 7.9 percent in “no” compared to the total response.
ADMINISTRATION SUPPORT

10. Are you comfortable approaching school administration and district personnel regarding student discipline issues?
   - 234 Yes, 70.5% of High School Response
   - 92 No, 27.7% of High School Response
   - 6 No Response, 1.8% of High School Response

“Yes” responses increase by 2.2 percent, with an inverse of 2.1 percent in “no” compared to the total response.

11. Do you receive adequate feedback on discipline issues that you report?
   - 148 Yes, 44.6% of High School Response
   - 172 No, 51.8% of High School Response
   - 12 No Response, 3.6% of High School Response

There is an increase of 4.1 percent in “no,” and an inverse of 2.9 percent in “yes” responses compared to the total response.

12. Do you feel your school had adequate alternatives to detention, suspension, and expulsion?
   - 92 Yes, 27.7% of High School Response
   - 228 No, 68.7% of High School Response
   - 12 No Response, 3.6% of High School Response

“Yes” responses are 7.1 percent lower with an inverse of 7 percent in “no” compared to the total response.

13. Rate your school’s administration on their handling of school discipline:
   - 27 Very Good, 11.1% of High School Response
   - 154 Good, 46.4% of High School Response
   - 100 Poor, 30.1% of High School Response
   - 28 Very Poor, 8.4% of High School Response
   - 13 No Response, 3.9% of High School Response

Responses of “very good” are 5.4 percent lower, “good” 5.3 percent higher, “poor” 2.2 percent is higher, and “very poor” decreased by 2.3 percent compared to the total response.

14. Has your principal/supervisor ever discouraged you from reporting discipline issues?
   - 45 Yes, 13.6% of High School Response
   - 280 No, 84.3% of High School Response
   - 7 No Response, 2.1% of High School Response

“Yes” responses decreased by 8.3 percent, with an inverse of 8.5 percent in “no” compared to the total response.

15. When reporting student behavior issues, has your integrity ever come into question by an administrator?
   - 112 Yes, 33.7% of High School Response
   - 207 No, 62.3% of High School Response
   - 13 No Response, 3.9% of High School Response

50 | SOS: Reclaiming the Promise through Common-Sense Student Discipline
“Yes” responses increased by 7.4 percent, with an inverse of 8.4 percent in “no” compared to the total response.

16. Is the discipline policy equitably enforced by school administration?
   - 146 Yes, 44% of High School Response
   - 171 No, 51.5% of High School Response
   - 15 No Response, 4.5% of High School Response

“Yes” responses decreased by 5.2 percent, with an inverse of 6.8 percent in “no” compared to the total response.

17. Circle how effective current procedures and practices are in reducing student discipline issues:
   - 6 Circled Extremely effective, 1.8% of High School Response
   - 17 Circled 5, 5.1% of High School Response
   - 40 Circled 4, 12% of High School Response
   - 86 Circled 3, 25.9% of High School Response
   - 77 Circled 2, 23.2% of High School Response
   - 54 Circled 1, 16.3% of High School Response
   - 40 Circled Not effective at all, 12% of High School Response
   - 12 No Response, 3.6% of High School Response

There is a slight variance from the total response. Responses of “extremely effective” are 0.5 percent higher, “5s” are 2.1 percent lower, “4s” are 2.6 percent lower, “3s” are 2.3 percent lower, “2s” are 3 percent higher, “1s” are 3.2 percent higher, and “not effective at all” are 2 percent higher than the total response.

18. Do you feel PBIS is an appropriate intervention strategy for student discipline?
   - 96 Yes, 28.9% of High School Response
   - 192 No, 57.8% of High School Response
   - 44 No Response, 13.3% of High School Response

“Yes” responses are 10.8 percent lower, and there is an 8.2-percent increase in “no” compared to the total response.
19. Check offenses that you believe merit an out or in school suspension. (*Percentages exclude “no responses."

<table>
<thead>
<tr>
<th>OFFENSES</th>
<th>OUT-OF-SCHOOL SUSPENSION</th>
<th>%</th>
<th>IN-SCHOOL SUSPENSION</th>
<th>%</th>
<th>BOTH</th>
<th>%</th>
<th>NEITHER</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excessive Tardiness</td>
<td>26</td>
<td>8.2%</td>
<td>256</td>
<td>80.3%</td>
<td>7</td>
<td>2.2%</td>
<td>30</td>
<td>9.4%</td>
</tr>
<tr>
<td>Act of Violence</td>
<td>306</td>
<td>95.9%</td>
<td>4</td>
<td>1.3%</td>
<td>6</td>
<td>1.9%</td>
<td>3</td>
<td>0.9%</td>
</tr>
<tr>
<td>Truancy</td>
<td>110</td>
<td>34.5%</td>
<td>149</td>
<td>46.7%</td>
<td>4</td>
<td>1.3%</td>
<td>56</td>
<td>17.6%</td>
</tr>
<tr>
<td>Drug Possession</td>
<td>255</td>
<td>79.9%</td>
<td>56</td>
<td>17.6%</td>
<td>4</td>
<td>1.3%</td>
<td>4</td>
<td>1.3%</td>
</tr>
<tr>
<td>Cursing a Student</td>
<td>94</td>
<td>29.5%</td>
<td>196</td>
<td>61.4%</td>
<td>7</td>
<td>2.2%</td>
<td>22</td>
<td>6.9%</td>
</tr>
<tr>
<td>Destruction/Vandalism of School Property</td>
<td>281</td>
<td>88.1%</td>
<td>27</td>
<td>8.5%</td>
<td>4</td>
<td>1.3%</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>Theft of School Property</td>
<td>302</td>
<td>94.7%</td>
<td>12</td>
<td>3.8%</td>
<td>2</td>
<td>0.6%</td>
<td>3</td>
<td>0.9%</td>
</tr>
<tr>
<td>Dress Code Violation</td>
<td>28</td>
<td>8.8%</td>
<td>256</td>
<td>80.3%</td>
<td>3</td>
<td>0.9%</td>
<td>32</td>
<td>10.0%</td>
</tr>
<tr>
<td>Failure to Complete an Assignment</td>
<td>10</td>
<td>3.1%</td>
<td>239</td>
<td>74.9%</td>
<td>0</td>
<td>0.0%</td>
<td>70</td>
<td>21.9%</td>
</tr>
<tr>
<td>Cursing a Teacher/School Employee</td>
<td>266</td>
<td>83.4%</td>
<td>39</td>
<td>12.2%</td>
<td>6</td>
<td>1.9%</td>
<td>8</td>
<td>2.5%</td>
</tr>
<tr>
<td>Threatening a Student or Employee with Violence</td>
<td>298</td>
<td>93.4%</td>
<td>11</td>
<td>3.4%</td>
<td>3</td>
<td>0.9%</td>
<td>7</td>
<td>2.2%</td>
</tr>
<tr>
<td>Chewing Gum in Class</td>
<td>4</td>
<td>1.3%</td>
<td>224</td>
<td>70.2%</td>
<td>0</td>
<td>0.0%</td>
<td>91</td>
<td>28.5%</td>
</tr>
<tr>
<td>Disruptive Behavior</td>
<td>117</td>
<td>36.7%</td>
<td>161</td>
<td>50.5%</td>
<td>23</td>
<td>7.2%</td>
<td>18</td>
<td>5.6%</td>
</tr>
<tr>
<td>Lacking Materials</td>
<td>6</td>
<td>1.9%</td>
<td>223</td>
<td>69.9%</td>
<td>3</td>
<td>0.9%</td>
<td>87</td>
<td>27.3%</td>
</tr>
<tr>
<td>Sexual Harassment</td>
<td>290</td>
<td>90.9%</td>
<td>20</td>
<td>6.3%</td>
<td>4</td>
<td>1.3%</td>
<td>5</td>
<td>1.6%</td>
</tr>
<tr>
<td>Sexual Activity</td>
<td>300</td>
<td>94.0%</td>
<td>14</td>
<td>4.4%</td>
<td>1</td>
<td>0.3%</td>
<td>4</td>
<td>1.3%</td>
</tr>
<tr>
<td>No Response</td>
<td>13</td>
<td>3.9%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CONTACT US

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