

DISCIPLINE SURVEY, PART 2

December 2011

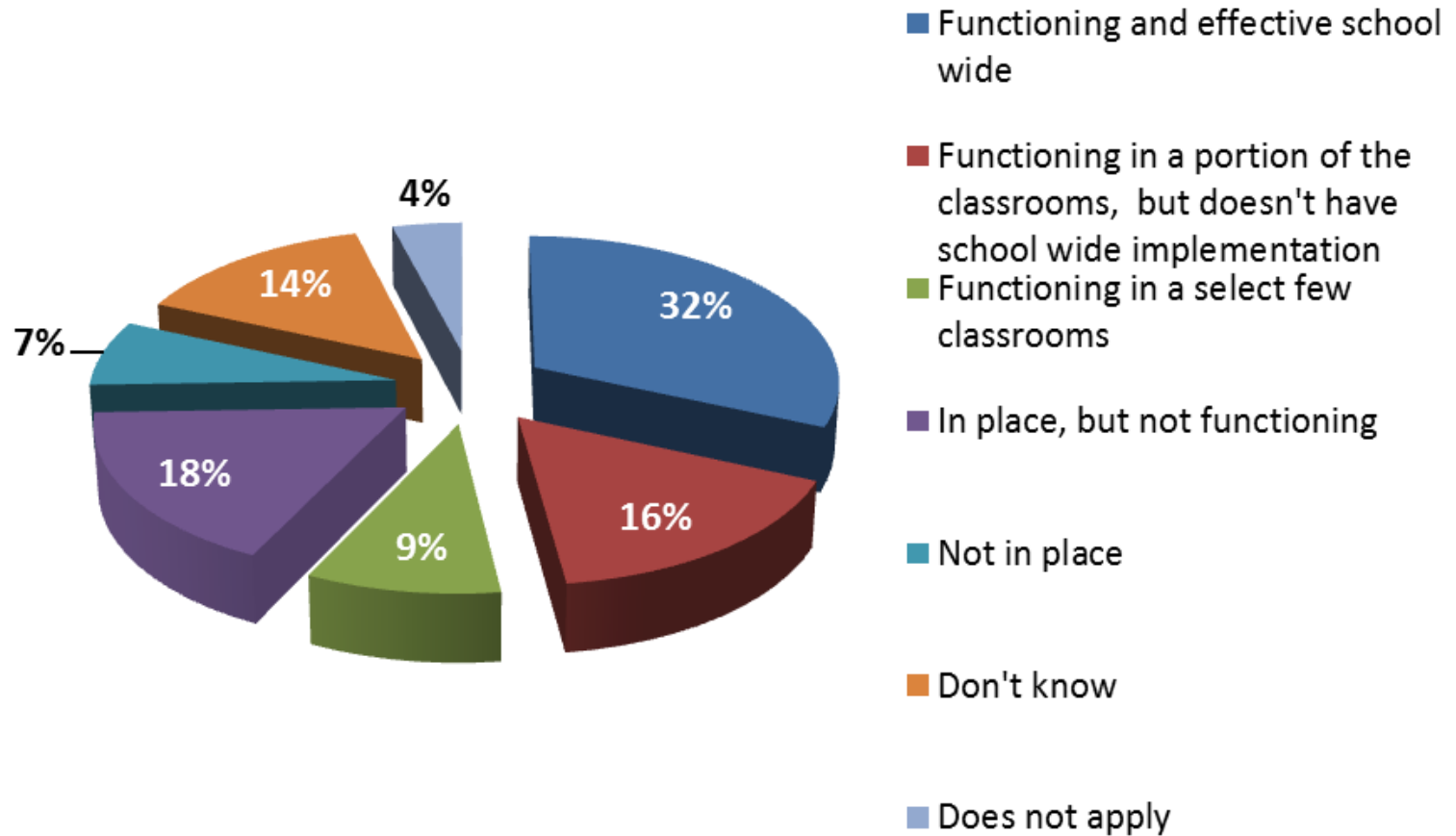
Demographics

- 1509 total entries
- School type: 48% Elementary, 45% Middle/High, 7% other
- Employee type: 71% teacher, 23% support staff, 6% other
- Basic demographics of gender, race, age, etc. are consistent with the demographics of the district as a whole.
- 31% of respondents listed their school name to assist with disaggregation of the data.

SURVEY QUESTIONS

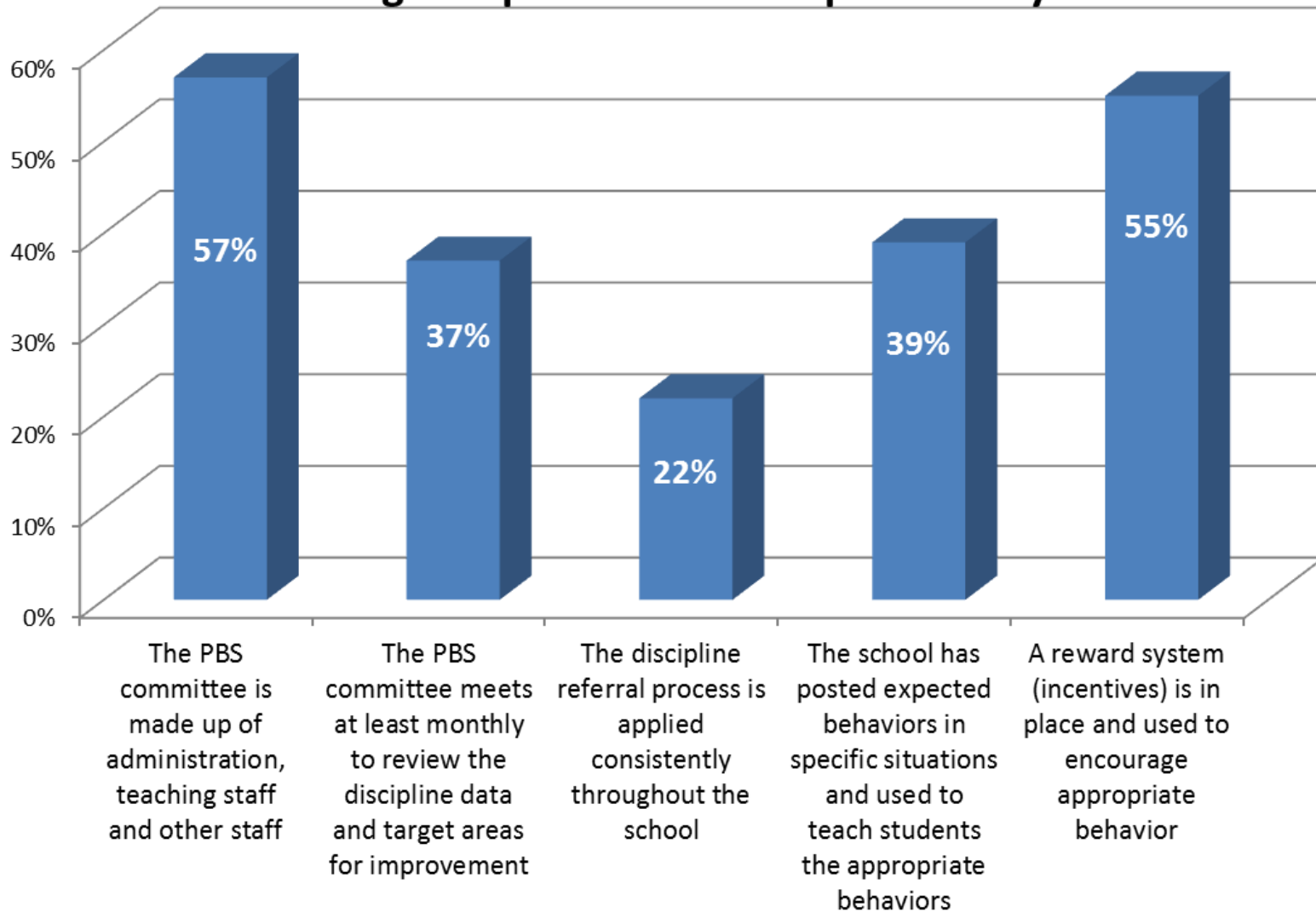
Choose the best answer

PBS can be best described in my worksite as



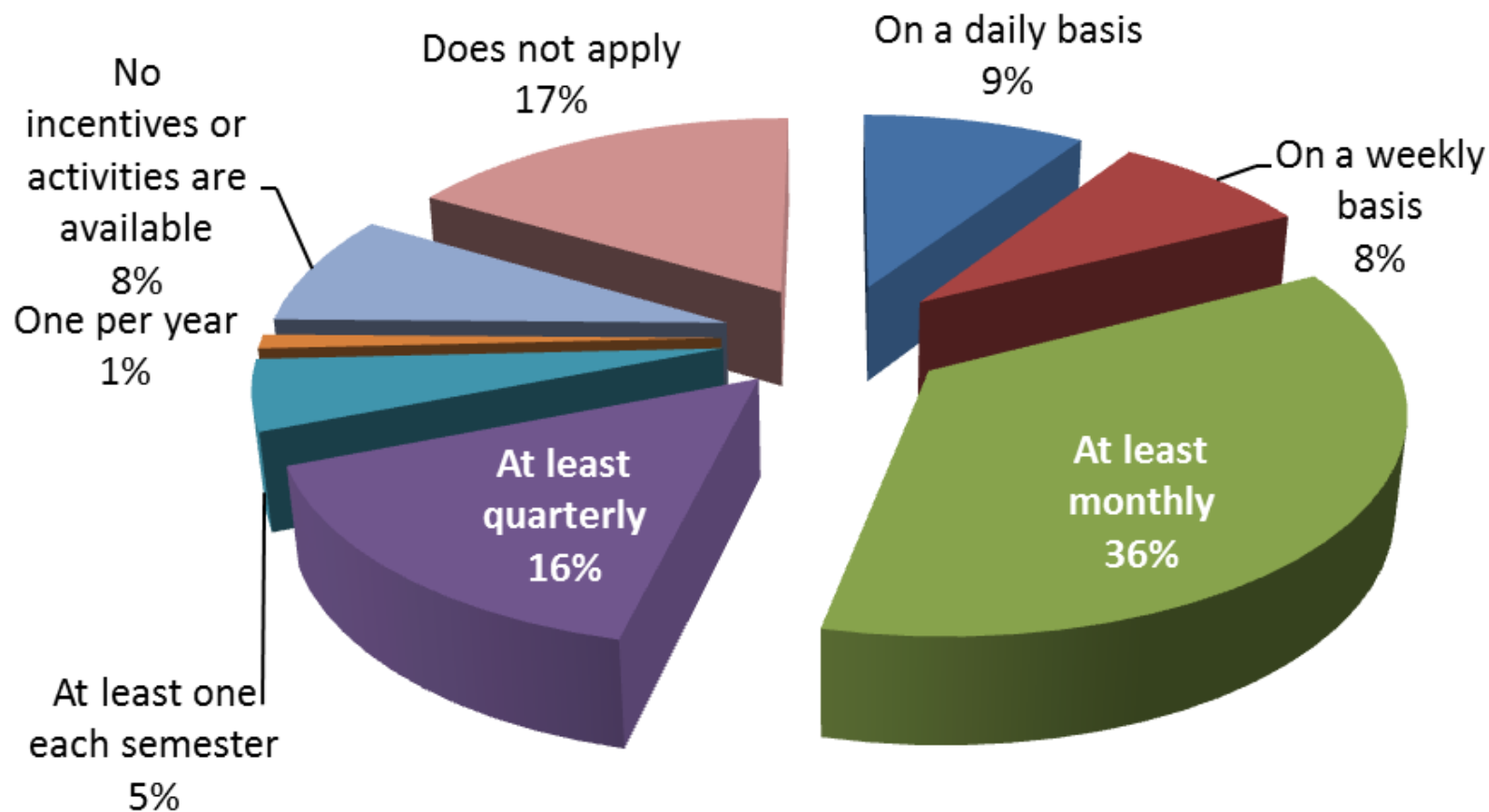
Choose all that apply

The following PBS processes are in place at my worksite



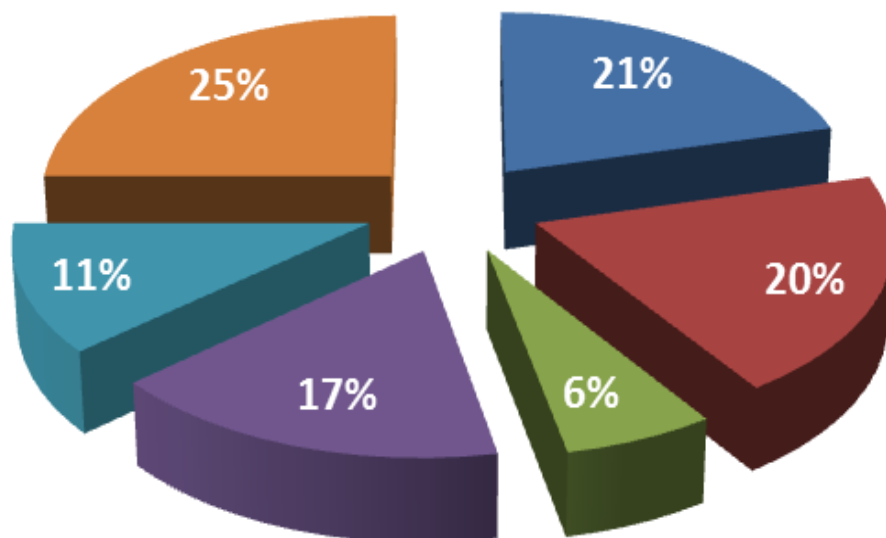
Choose the best answer

PBS sponsors activities or makes incentives available school wide



Choose the best answer

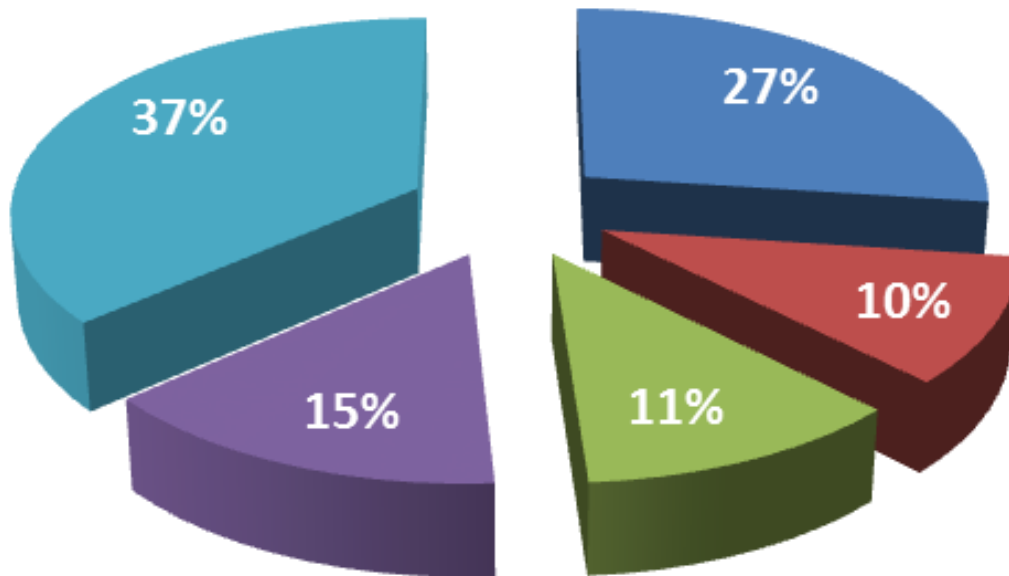
I find that PBS



- Assists me in managing student behaviors
- Is a good idea, but isn't meeting my expectations
- There isn't enough staff to implement PBS with fidelity
- Creates layers that block actual behavior correction
- Does not address the various needs of my students
- Does not apply

Choose the best answer

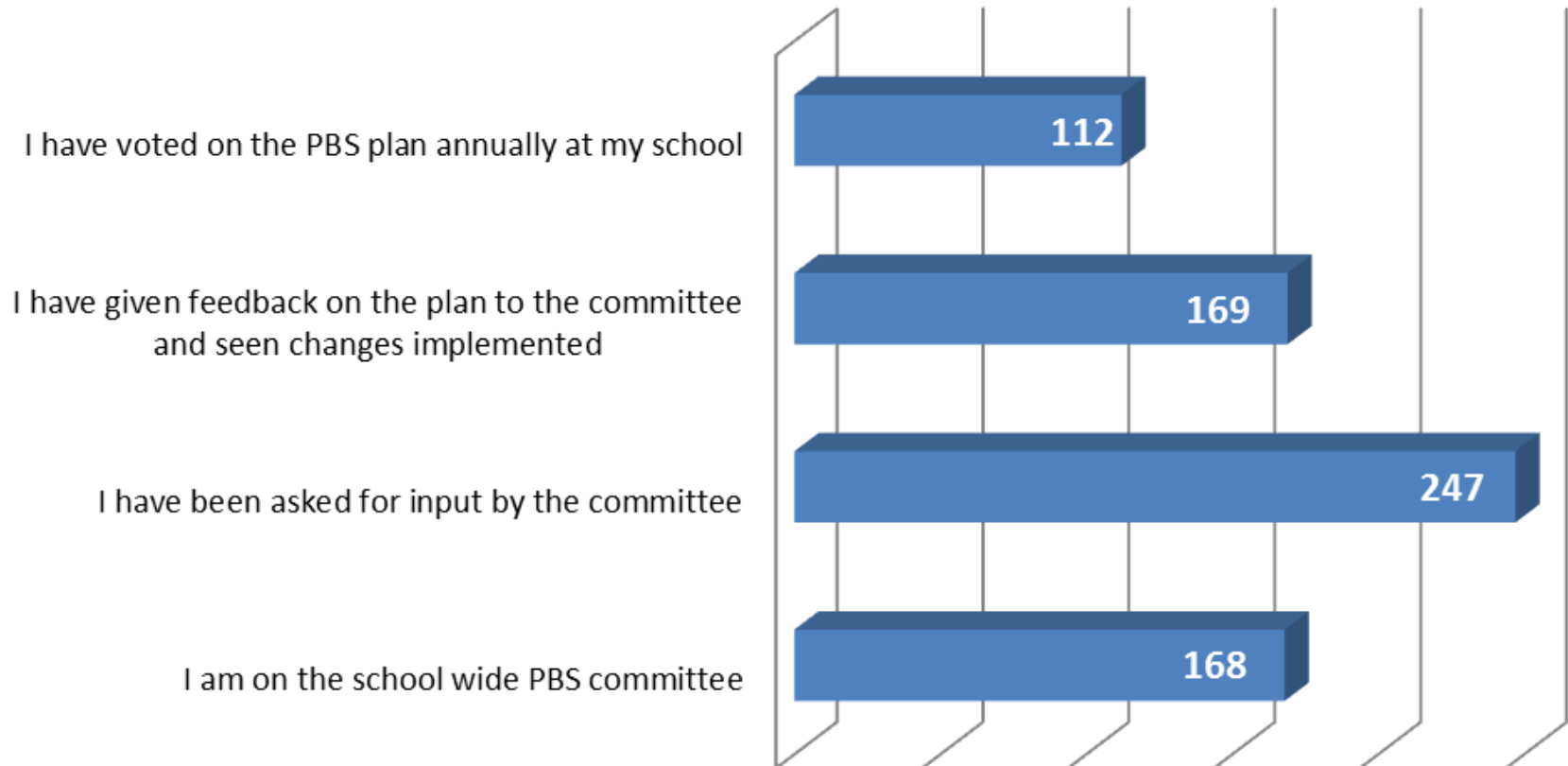
Inclusion students are:



- A part of my classroom and treated the same as other students
- Well supported by the inclusion teacher
- Needing more support from the inclusion teacher
- A constant source of disruptions and discipline issues
- Does not apply

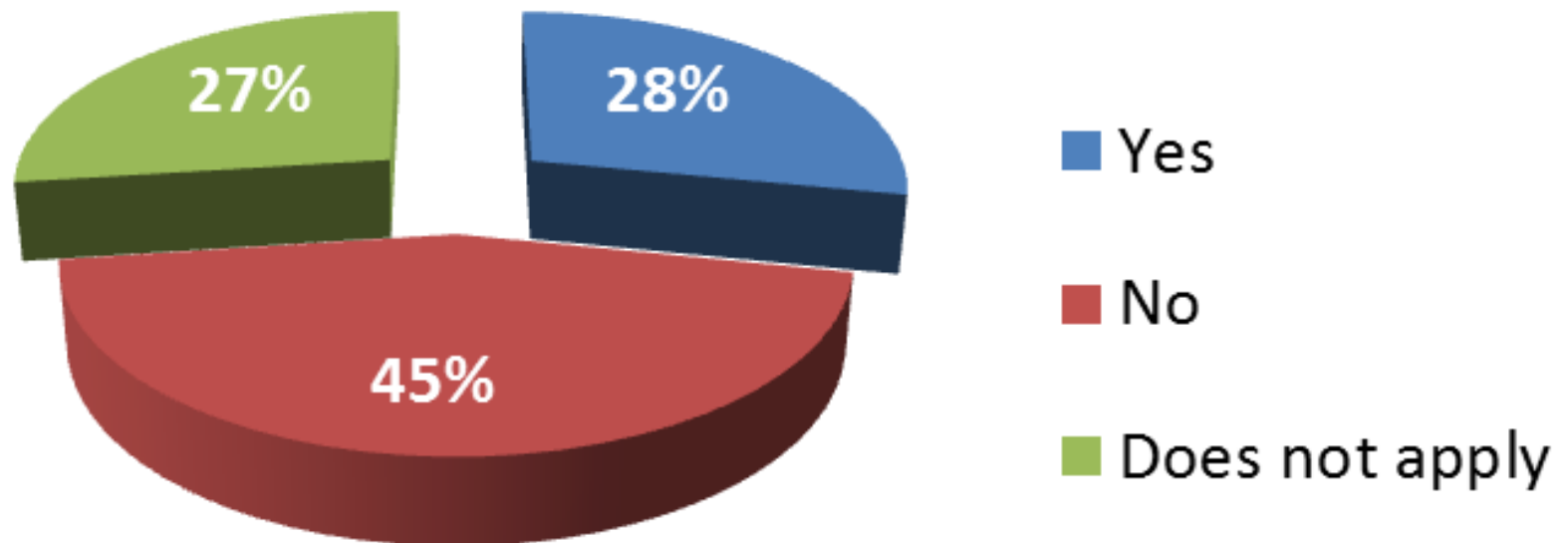
Choose all that apply

At my worksite I am part of the PBS process in the following ways:



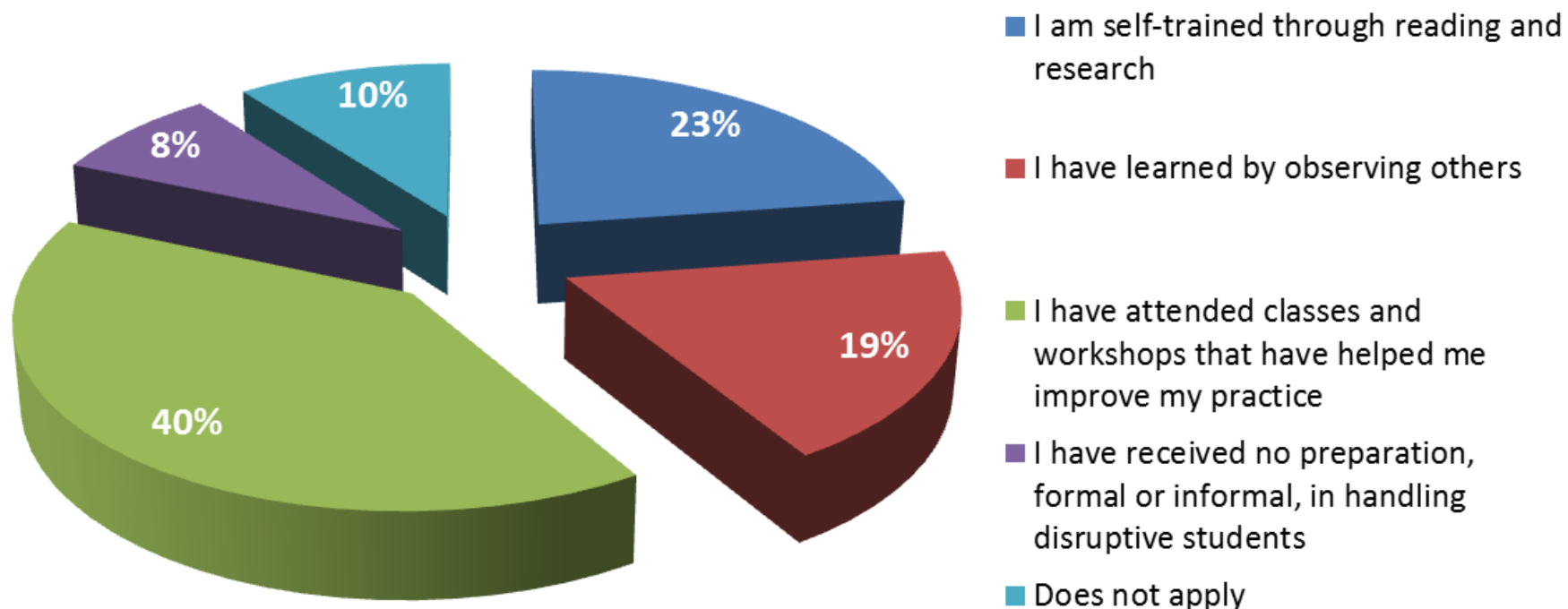
Choose the best answer

Students are asking for incentives to perform in class



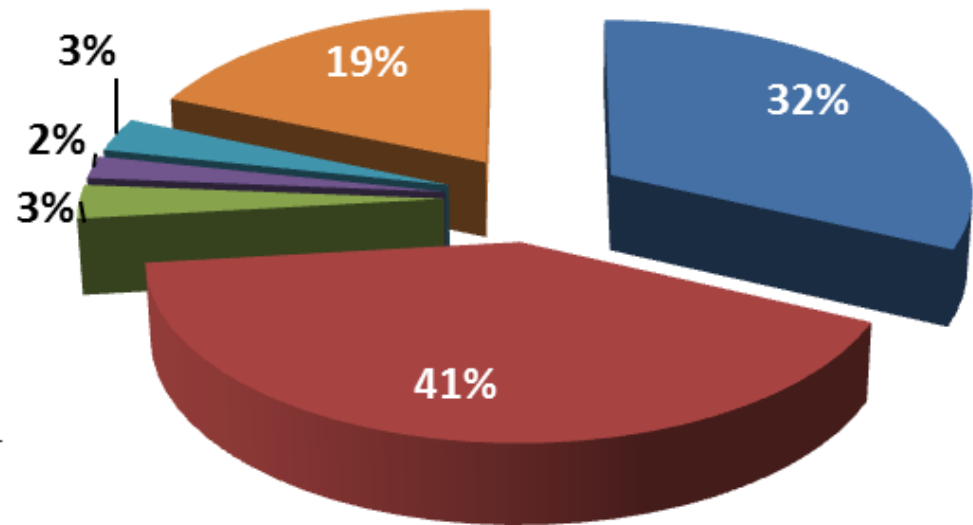
Choose the best answer

The statement that best describes my preparation for handling discipline and disruptive students is:



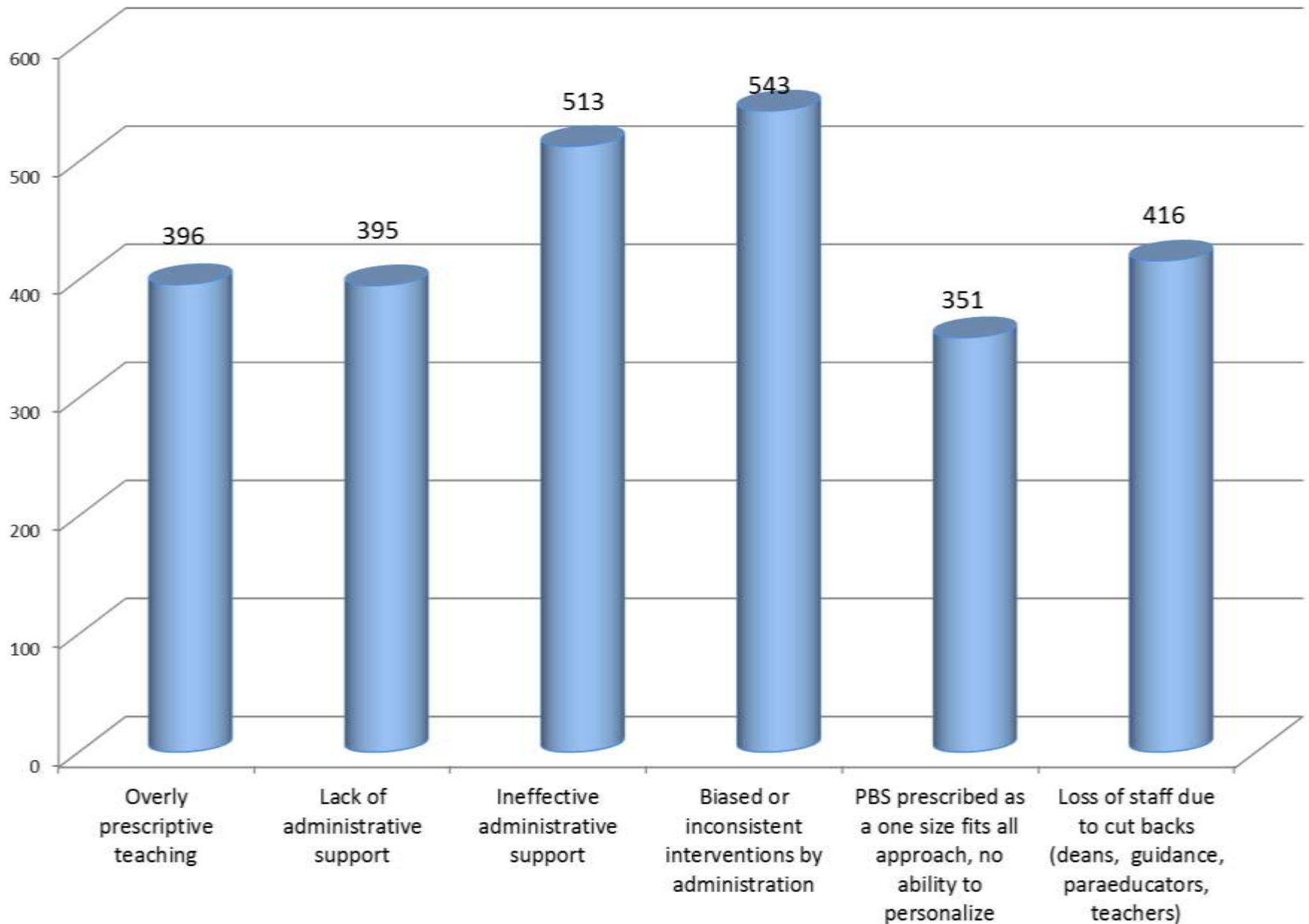
Choose the best answer

- Well defined and keeps students on task, limiting student off-task behaviors and disruptions
- Adequate to meet most needs, but there are a few difficult students that disrupt my classroom
- A very basic plan that doesn't adapt to extreme student behaviors
- No formal written plan or strategies for managing inappropriate student behaviors
- Dictated by my administration with little room to individualize for my specific needs
- Does not apply



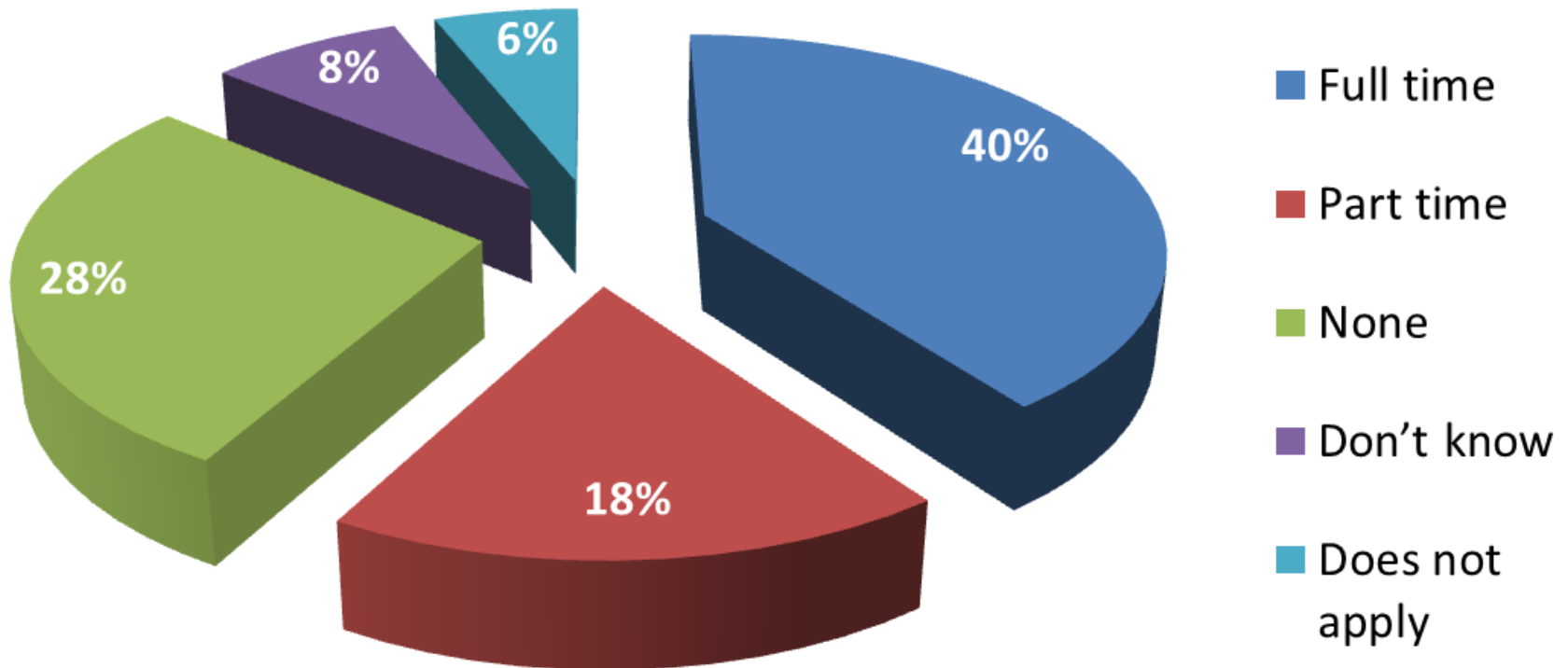
The statement that best describes my classroom management plan is:

Barriers to managing student discipline



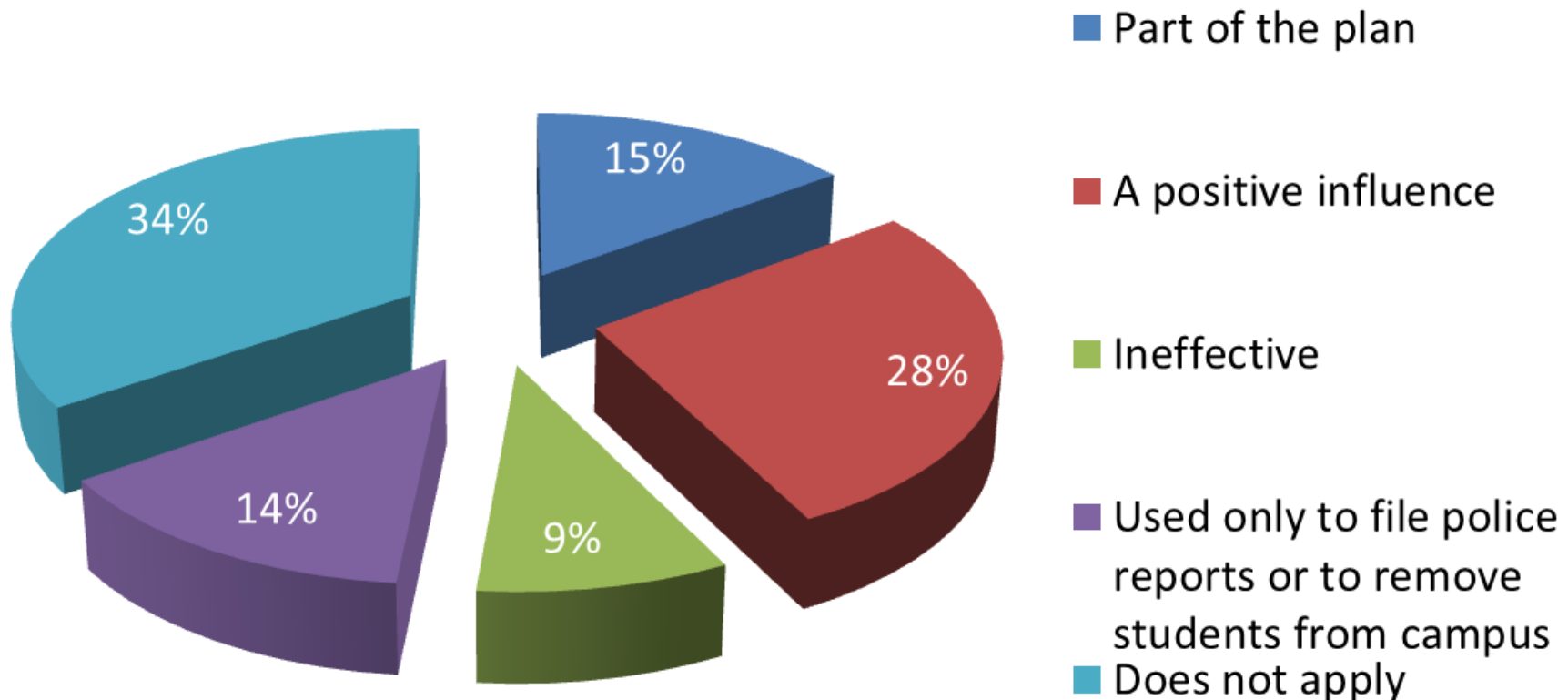
Choose the best answer

We have an SRO (School Resource Officer) on our campus



Choose the best answer

How is the SRO perceived as part of maintaining discipline on your campus?



RANKED ITEMS

This results of this question are mixed and a follow up survey may need to be done to collect more accurate data.

Ranking items, 1-7

- From all of the programs and initiatives listed below, rank the items with ONE being the program or initiative that contributes the least to assist in managing student behaviors at my school:
 - PBS, Rtl, Student Discipline Cards, Parental Support, Referral for disciplinary action, Other, Does not apply.
- If you chose Other in the question above, please give the name of the program or initiative that you feel contributes LEAST to managing student behaviors
 - 102 responses received with a variety of ideas, unable to quantify the data.

Select the item that contributes the **LEAST** to managing student behaviors

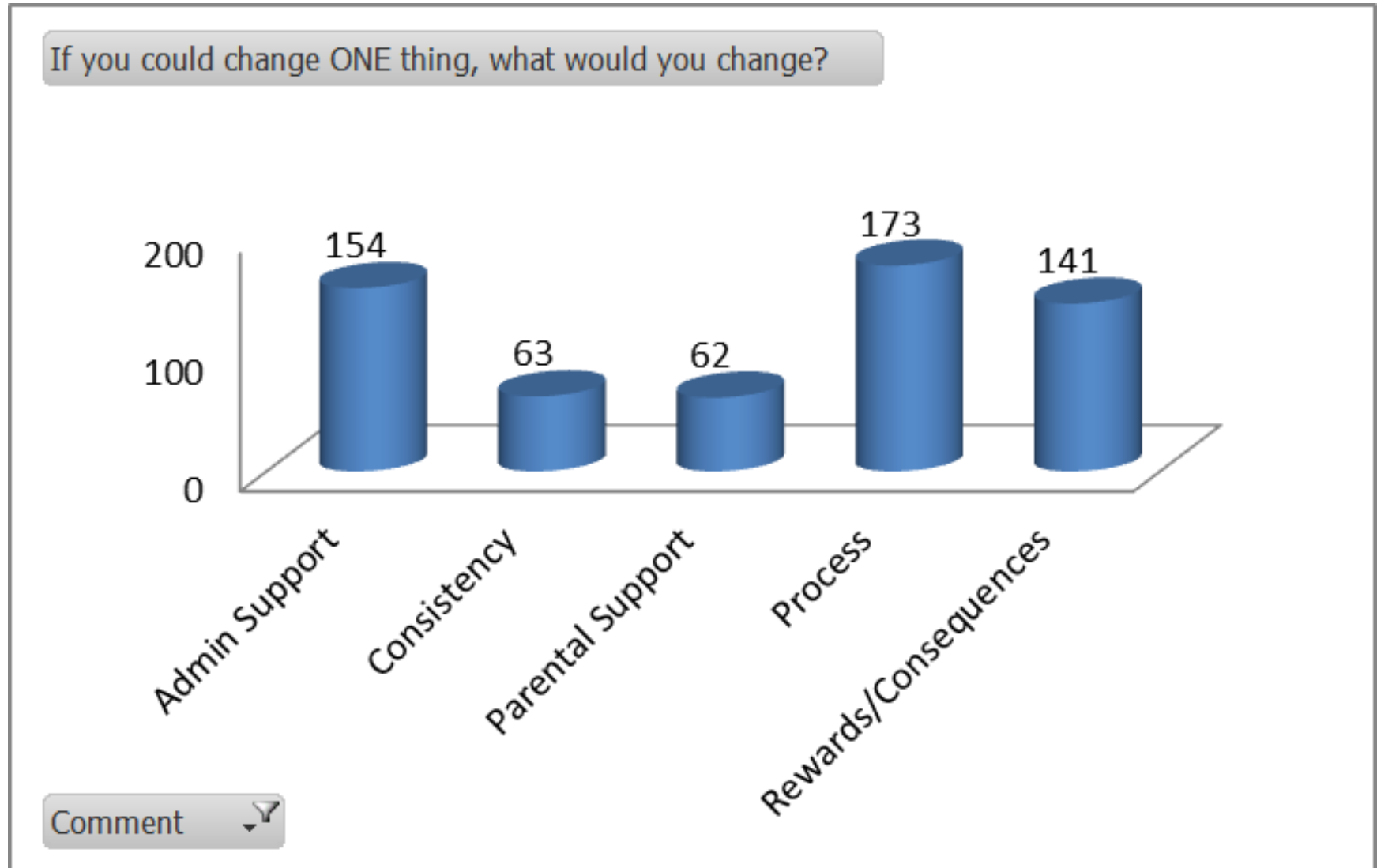
Ranking	Average
Student Discipline Cards	2.6
Rtl	2.7
Parental Support	2.9
Referral for disciplinary action	3.0
PBS	3.2
Does not apply	3.2
Other	3.3

SHORT ANSWER

Like comments were grouped together to create the data represented in the chart.

To see all the answers to this question please open the other document for Survey 2 from our website.

Top five answers to the question....



Administrative Support – 154 responses

- excerpts from Discipline Survey 2 – short answer
 - The pressure from the district level for administration to not suspend students even when truly deserving it
 - Administrative support-following the code of conduct for all students
 - consistent administrative discipline.
 - consistent visibility of Administration and handling of discipline
 - more administrative and school counselor support
 - Administration would give its full support & insist on school wide implementation.

Rewards/Consequences – 141 responses

- excerpts from Discipline Survey 2 – short answer
 - Have the ability to add to the reward system.
 - Rewards the students would really want to work for . . .
 - Daily or weekly PBS for student with poor behavior and grades, not student with good behavior and grades.
 - For it to actually be implemented and given incentives to students on a regular basis
 - Better activities for the students.
 - Rewarding students who are consistently good
 - Disruptive students should have more consequences. They are allowed too many disruptions before anything is done.
 - Student behavior expectations should be higher with stricter consequences.
 - Stronger consequences for those disrupt learning of others

Process – 173 responses

- excerpts from Discipline Survey 2 – short answer
 - I would implement PBS school wide. It is not in place.
 - consequences to balance- and follow through with discipline
 - I am fearful that PBS is nurturing the "entitlement" attitude in our students. I feel that our students are rewarded too much and are spared the consequences of their bad choices.
 - Some sort of motivator to encourage teacher buy-in.
 - more opportunity for students to take advantage of the PBS program
 - Simplify RTI and/or do away with PBS
 - the way disruptive students are handled.
 - more immediate actions for positive support.
 - I would change nothing - works great - we are all on board!
 - Have students receive immediate consequences to their poor choices.