

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

### **Administrative Support**

- Administrative follow through.
- effective administrative intervention for students who have become a constant disruption in class
- support from administration and fidelity
- administrative presence
- More administration involvement
- Policies I am told to enforce in my classroom should be enforced outside of the classroom by administrators. Also, knowing administrators have our backs would be huge, rather than letting students slide on what they tell us to enforce, but don't back us when we enforce it.
- Administration needs to hold negative behavior accountable. If the teacher says it's out of her hands, then the administration needs to believe that the behavior is uncontrollable at the classroom level, and deal with it accordingly. That response should not be limited to "a 4-minute break in the spa with candy" and then return to class. The teachers are tired of it!
- Administration should support and facilitate teacher's efforts.
- More consistent and structured support from administration, including PBS Coach.
- We desperately need a strong, firm figure in Admin/Guidance
- 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.
- Have the administration not put managing every single behavior on the teachers by making us have to try 6 different interventions for one behavior BEFORE we can write them up.
- Some consistency in discipline. The REALLY bad kids get away with way too much because they have "maxed out" on referrals and suspensions.
- Administration support
- If you would enforce the Code of Conduct there would be a lot less disruptions and problems in the classroom. Teachers hands are tied when it comes to managing student's behavior and the students know it! Students have no fear of telling you know they are not going to do that etc. It seems like administration answer to all these problems is to call the parents. A few of the parents are helpful but others could care less (you know the old saying the apple does not fall far from the tree is very true) We have had parents come to office and cuss the secretary out because his daughter could not wear her gang colors. Students are drawing on their arms and we are not allowed to tell them to go wash it off. It is ok if the student goes around the corner and untucked his shirt after we have told him to tuck it in. Why make rules/procedures that are not going to be enforced?
- It needs more support, because of our school status, nearly all of the energy is placed into making AYP, beyond that, no one has anything left for PBS.

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- 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.
- better support for teachers and starting out strong!!! When they start getting away with stuff, it just goes downhill.
- i would have administration stop being prejudiced towards certain kids, certain families and certain groups of students. At my school, administration has at the VERY LEAST, three sets of consequences. One for family members, one for the kids of close friends and then the other kids. I have nowhere to turn when there is a big problem because administration just changes the consequences and makes me look like a fool for trying to follow the rules.
- Deans and APAs should expect students to follow the Code of Conduct...not allow some parents/students to pick and choose which parts to follow.
- personal attention by administration towards disruptive students. Someone else needs to assist the teacher so it's not a teacher vs. student environment - more community vs. student.
- Administrative support for troubled students that is the same across the board
- Students are not made accountable for their behaviors, lunch time is a nightmare for paras on lunch duty.. There is nothing we can do to stop negative behaviors and the teachers hands are tied by administration.
- Consistency from administration when dealing with student offenses.
- System is biased, manipulated by administration, and inconsistent.
- Eliminate need for parent contact prior to referral
- I would ask administration to follow through on student referrals to the office that have plenty of documentation. Our administration is biased and does not support all teachers equally.
- Students who exhibits deplorable behavior and are given a referral, students are sent back to class and the teachers are "encouraged" to find alternative PBS methods to manage the student. Referrals are discouraged even when the student code of conduct has been followed and a referral is warranted. Administration has very little impact on correcting inappropriate behavior. I am stressed out and I am afraid to ask for help because our campus PEA rep has been known to take confidential information back to the principal. I am at a loss, and I feel as though I have little to know support from the union and from administration!!!
- Administration at our school. Extreme racial bias!
- I have requested that our SRO be a presence in classes that group students that are notorious repeat problems. I have received no feedback and this has not happened.
- Our Dean. He excuses bad behavior.
- District standing behind Administration and Teachers--they should not cave in to every parent complaint of issue.

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- I feel like administration doesn't take classroom disruption seriously. Students are regularly allowed to disrupt my class without any consequences.
- having administration back the teachers by removing discipline problems
- principal
- Admin support, current methods not effective
- There needs to be a consequence for disruptive behavior. We are strongly discouraged from writing referrals and when we do, they are not processed, particularly if the student is a minority. There is pressure from the county on administration not to have too many minority students get referrals. This is not productive.
- A principal who does not "bow down" to parent complaints
- ADMINISTRATION
- Have administration enforce discipline rules. Currently very selectively enforced. PCSB Code of conduct not enforced on campus.
- Administrative Support. Too often we are asked to just deal with the problem inside our classroom unless it is severe enough to call the office. Until that point occurs, the student(s) may be disrupting the learning environment of other students. The support that is given is biased as it is. I have yet to have a student called down to talk with an administrator about a referral I have written. PBS is fine until they don't care about it anymore or the projects are so limited by lack of support.
- Administrators that came into the classroom unannounced and immediately took out students who were disruptive , confiscated cellphones/electronics that are out in open and students disregard teachers who tell them to put them away out of site,
- Administration; the support is so inconsistent. One day, a students punched another in the face in front of the principal and he did nothing.
- administrative support to back the teacher
- To get support from the Deans on the rare occasions that I need THEM!!! Our students have zero fear of our Deans.
- Principals that really care about their schools enough to handle discipline problems when an administrator or dean is not available.
- visible, consistent administrative support in classrooms
- administrative support, fairness,
- Administrative guidance and support
- standards of behavior that are supported from the top down
- Stop giving preferential treatment by administration to the 8th graders.
- Make admin. follow the rules. When 1 teacher was hit by an object held by a student, the code said automatic expulsion. When asked, Mr. B said, "It all depends on how we write it up. It is Admin. not following the rules that causes the discipline problems. Thru the end of the first marking period and maybe until now no student who failed to attend an after school work detail

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has been given OSS. Therefore, the students learn that they do not have to. When you allow this age student to see that they may not have to follow rules they then begin testing to see what else they can get away with. The last time the district crew was on campus to evaluate teachers we had students climbing up on roof tops. There was also a fight when they were here.. Admin is our problem. All the programs in the world will not work at this school..until we have a new principal.

- get rid of PBS and have admin. address constant disruptions, and be consistent, not have referrals reflect on school grade
- administrator support
- school wide initiative supported by administration
- Support from administration
- More support for ISS instead of sending back to class
- More administration/staff support for PBS
- More support for teachers with consistent and strong consequences
- More administrative support for school rules
- more administration discipline
- Deans get grudges against certain students and focus on them for any minor infraction while ignoring serious behaviors in other students. Teachers call administrators for problems they should handle, like keeping students awake by keeping them busy. Rules enforcement is inconsistent, Suspending students who don't want to come to school anyway makes no sense. Suspending students for skipping class is ridiculous...
- I don't like the fact that our school has been "scolded" for having a high degree of ISS/OSS. We have a high free/reduced lunch, minority, and ESE population. I think we're doing a great job overall; but I don't like the pressure to cut back on referrals which basically means we're supposed to tolerate or deal with more on our own.
- More support and consistency
- time out room on campus: for students who are a discipline problem, come to class late unexcused. Let the students work to get back in the classroom, they can work fine by themselves in another room on campus with an administrator of discipline correcting them and teaching them all together.
- Parental support and administrative support.
- THE PEOPLE IN CHARGE OF DISCIPLINE
- Administration
- inconsistent discipline results from administration
- I would like the school board to observe the behavior in the schools -- read the files on what discipline/students are being tolerated at the expense of students and staff. Sexual harassment on a daily basis as the "pants at waist" is not enforced. Vulgar language/verbal abuse and sex, weapons and drugs are all too common. Rules are not enforced as they are afraid of parents

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threats of lawsuits. I refuse to sub in other classes anymore due to lack of support when students are class disruptions even though they "do not have the right to interrupt the learning process." This statement carries nothing is constantly abused and ignored. If students are sent out it is considered "poor classroom management."

- Administration back up the code of conduct instead of worrying about numbers.... and the behavior is an action not a color.
- Get rid of PBS. Reward tough discipline principals. Remove ones who aren't.
- Administration's support
- Administration has to handle serious cases. They don't want us to send students to office for correction. Discipline starts with the administration - ours is failing to do this!!
- Have Dean and Administrators walk in the classrooms.
- Better support from the principal. Seems to not be aware of the problems going on here. Only money issues.
- No have administration talk to student then send them back into the classroom. Students have already been warned and other corrective matters taken place before calling upon administration. Students think it is funny and just continue inappropriate behavior.
- I would want administrative support starting with the county office-often parents bypass the school and go directly to the superintendent; and then we are told to back-off, back own or change discipline.
- more immediate action on referrals
- Administrative Crack Down and Backing Up the Teacher the 1st 2 Weeks of school
- Administrative support
- consistency by deans, administrators, and staff
- Administration to back up teachers
- More administrative support
- Administrative support when you have a problem
- AP
- Guidance Counselors required to counsel angry disruptive kids often
- Administration Support!!! Sometimes kids need to be sent to the office.
- I need support from administration. Nothing is consistent. Bad behavior is ignored and not addressed.
- How administration handles discipline
- Administration that does not discourage writing referrals as a way to artificially make the school seem better
- Support from administration
- Swift action to follow the referrals!

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- Support from administration
- Administrative support for teachers
- increased support from administration
- consistent support from administration and parents
- Administration
- more support from administration
- Administrative involvement, support, and consistency.
- Administration would collect data on problem students and seek counseling for students and sometimes it is the teacher that needs the counseling. Collect data and work on plan to correct problem behavior
- real back up from the administration
- Consistent discipline across the board - let the students know what is expected everywhere on campus and it be enforced by all personnel everywhere on campus. The Specials teachers need to consistently apply the discipline to behavior problems during their block time, don't tell me, I didn't see the problem. Administration needs to back the teachers when problems occur, not give them candy, let them sit on the couch and tell them don't do that again. That enforces nothing. Those students that are doing the right thing need to be recognized on a consistent basis. Being fair and consistent to all students is the key.
- Replace the administration. Neither the Principal or Assistant Principal will handle serious discipline problems. We are told to take care of everything ourselves - if we don't we are told we have poor classroom discipline. Sorry, but discipline begins ON THE TOP and goes down. Our administration doesn't want to do anything with discipline (I think they are incapable to handling discipline themselves. How a high school PE teacher can evaluate elementary classroom teachers is beyond me.
- Administration
- Consistent intervention from the administration and consistent consequences for the students.
- Need stiffer penalties from administration and to have those actions backed by the county personnel. If a parent complains the county immediately backs down and leaves the school administrators and teachers out on a limb.
- More support for the teacher, remove disruptive students.
- More support and effective and quick discipline actions
- We do not use PBS, nor do we need it. The administrative team and teachers model appropriate behavior. Disruptive behavior is immediately handled by administration. It works FANTASTICALLY!
- Better administrative support of teachers.
- Consistent Discipline from Administration. REMOVE the students who are continually causing problems.

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- effective enforcement of rules an expectation campus wide from administration all the way to the classrooms
- consistent discipline by administration
- How administration handles discipline. Students are being enabled..
- principal support
- The administration needs to communicate with the staff. Too many teachers are unsure of procedures, or feel that the administration will not back them if there is an issue,
- Select administration teams on their ability to supervise students rather than the cronyism used in recent years.
- Administration needs to follow the consequences in the code of conduct. Students are given just work details for too many offenses which become ineffective.
- Does the administrative support the teacher or Para with the disciplinary action?
- Deans and Administrators to be more available and take of discipline students when appropriate
- more deans and consistent discipline
- Administrators would be out and about and IN the classrooms on a regular basis. We have one that sits in his office ALL day!
- Back up from administration with student discipline and referral process
- Consistent interventions by administration
- More administrative support; teachers have a ton on their plate already without having to constantly worry about negative/disruptive behavior in the classroom.
- There would be actual repercussions for extreme student behavior. I go to the administration for help on dealing with extreme behavior problems and they are completely ineffective. The administration also seems to have no follow through. There is one student in my class who is nothing but a disruption. He does nothing all day but disrupt others and yet he is still allowed to stay in gen. ed. and lower my scores because I am not able to teach because I am too busy handling him all day long.
- I would like the punishment to be perceived as something that students don't want to have happen. Students often come back and say nothing happened anyway. I just got a warning. Or, if they are suspended, they are happy about that because it's a day off of school, and they are allowed to make up their work. I would like to see students receive in school suspension and for students have to participate in a campus cleaning program during that time. Or something to that effect.
- more support from administration
- Help by administration
- For the County Administration and our administrators to support us!!!!!!
- Get rid of it and more admin support.
- A better ISS staff member who doesn't make it so that students actually want to go to ISS because it's viewed as a fun place.

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- Students that are consistently a problem should be dealt with punitively instead of constantly getting rewards for a few good behavior choices.
- The one thing I would change would be that our principal would support implementation of the RtI process that she approved and the PBS team worked to put in place this school year. As a D school, there is always a "next step" that is being mandated by the district, yet the first steps of implementing the RtI process with fidelity has been put on the back burner. Delaying implementation of the RtI process only serves to create more stress on teachers that have students with Tier 2 issues that are not adequately being addressed. Maybe if we had spent a little more time on PBS last year, we would not be a D school this year.
- Effective, consistent disciplinary consequences applied by administration for disruptive students.
- administration being on the same behavior plan when students are sent to the office
- administration support
- Administration that deals with situations as though they are concerned about the rest of the class learning and not giving the student a mere talking to.
- More administrative and parental support
- administrative support for PBS at the classroom level and making it visible school wide
- consistency from the administration on all behaviors
- writing discipline referrals where action is being taken by administration. Holding parents responsible.
- When the office is called to a classroom, the administrator would remove the student, instead of allowing the student to continue to disrupt the learning environment. I don't call the office until I need help.
- administrative support and consistency in discipline
- Replace the Assistant Principal with someone else who treats all students the same
- actual plan for administrative support/in school suspension
- Consistency from administration. Constantly changing the game plan confuses EVERYONE!!!
- Admin supporting and believing in teachers (again)
- Consistent reaction to discipline issues by administration.

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### Consistency

- teacher buy-in
- consistently holding the student responsible for his actions regardless of race or disability
- Consistent on an everyday base.
- Consistency.....the one thing Boone does not use or have.
- Consistent consequences for negative behaviors.
- More consistency and better attitudes
- consistency
- school wide consistency
- consistency
- consistency in the "time for the crime"
- Be consistent
- consistency everyday with each student
- consistency among all classroom teachers
- first needs to be more consistent support across the board.
- need to know it is being implemented and then all are participating
- consistence
- Consistent application of dress and electronics codes
- to have all staff on the same page and support each other 100%
- students get too many chances and dress code is inconsistent
- Be consistent in disciplining of all students.
- consistent application of school rules
- Consistency
- consistency among staff
- Students with poor conduct would be disciplined according to the Student Code of Conduct every time every student
- A whole school wide plan
- MORE CONSISTENCY
- be more consistent in the county and not leave it up to teacher discretion. For example eating in class and tardies should have the same consequence at every school.
- make other teachers consistently enforce rules. Most teachers are not very good disciplinarians.
- Consistency
- Consistency across the board for all

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- There needs to be consistency 1st of all, and 2nd - the behavior problems get most of the PBS "gold tickets" while the "good" students are often overlooked.
- More involvement from the entire staff.
- Having the administration use a CONSISTENT discipline plan for ALL students rather than being very biased in letting kids off, or giving them minimal consequences because they know them personally or their families like our AP and the Athletic Director does. Both of these people undermine our ability to be effective due to the fact kids know when they are sent to one of these two, little or NOTHING will result from it. Both these "administrators" should be required to be retrained in how to properly and equitably discipline students at my school.
- consistency throughout the school. Teacher following/ admiration backing
- More consistency
- consistent expectations in all classrooms and grade levels
- 100% teacher buy-in. We have some hold-outs and it effects the students. PBS has been a fantastic strategy.
- consistency
- consistent consequences for student behavior
- Consistency in implementation by teacher.
- biased or inconsistent interventions would cease
- Consistency amongst all staff.
- Even accountability and standards for ALL students, no exceptions. This includes not academically promoting students who should have been held back.
- BE CONSISTENT around campus....everyone needs to do the same thing....all or nothing!!!
- Everyone should be involved in school, etc.
- There is no staff buy in with PBS, which started last year. The staff does not want anything to do with PBS. From what I have seen and being from a previous PBS school, this school does not have the program setup correctly. I also do not see any administration members as part of the team. It is just teachers.
- Needs to be consistent.
- to follow through with consistent discipline when a referral is written
- consistency among staff implementation; rewards aren't always perceived as desirable by students thus not effective
- Consistency
- consistent and swift application of consequences
- Any good discipline plan can work when EVERYONE on campus buys into it and uses it. Until that happens, it will not be effective.
- There needs to be consistency across the board.

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- The administration has made a plan for dealing with one severely disruptive student. The plan is changed frequently without letting me know until the student has exploded. Then I am informed that the person who is supposed to help me has been assigned to do something else and I am on my own. I would love to consistently have the help that I am promised.
- consistency of teachers all being on the same page
- Consistent consequences for choosing behaviors that interfere with learning
- Show more enthusiasm towards the program so the students are encouraged.
- Consistent implementation - I've seen more of an effort toward consistency this year but it is still lacking greatly.
- There needs to be consistent and exciting PBS incentives. There is no follow through with promised incentives.
- Consistency
- more consistency in the cafeteria
- everyone on board

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### **ESE**

- Have the other Intellectually Disabled unit back, fewer high need students in one classroom.
- remove inclusion students to a self-contained setting to avoid disruptions.
- take out the inclusion students
- A Special IND-ESE EMB program
- Some inclusion students need to be in a separate class.
- ESE discipline concerning administration
- stop mainstreaming ESE students.....hurts education severely.
- ESE students need to be held to the same expectations as non ESE students.
- There should be enough behavior disorder classes in the county to be able to refer the students who need them.
- Inclusion or non-labeled students with behavioral, emotional, and significantly lower cognitive levels should not be placed in the classrooms for core subjects. I understand inclusion is the law but what about the other 80% of students in our classrooms that are trying to learn.
- When class lists are created to be conscious of the make-up of the class. For example, how many are repeating that grade from the year before? How many are ESE students and what are their needs? Also when new students come in, if a student has ESE label, it shouldn't just be who is next in line to get a new student if other classes have an opening especially if the admin know a class already has a number of issues ESE and behavior issues in that particular classroom.
- Speeding up the process for placement of special need children
- I teach ESE. Aggressive and disruptive students are protected with little regard for the severity of their misbehavior. PBS does not dent this.

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### **Parental Support**

- parental support, especially those of the students causing the most issues!
- Parental support. The students' behavior is reflected in their parent's level of involvement.
- Persistently disruptive students would be required to have a parent conference
- Report card on being a PARENT if you don't support the school go somewhere else.
- Inconsistency and Parent Involvement in the discipline process
- Eliminate PBS and require parents to deal with their students discipline problems.
- Need parent support
- More parent accountability. More support from administration. More parents support and interest on their students education. Teachers are exhausted with behavior problems and students lack of interest on their classes. Lack of student's accountability make them pay for courses that they fail more than once and you will see a change. All the accountability is placed on teachers and none on students and their parents. Instead of working teachers to death parents should receive mandatory classes in how to help their children. Teachers should receive more benefits for getting masters and PHDs - more help with tuition. Our salaries are a shame and show how we are under attack by the governor. Teachers are overwhelmed with work; planning every other day does not work so when do they expect us to grade papers and plan???
- Compel parents to sit in class with students who misbehave! Assign Saturday work detentions.
- Parent follow-up
- Parental Support!!
- Hold parents accountable for their student's behavior in school.
- More parental involvement
- Having parents instill a sense of responsibility in their child so we can focus on teaching the students and less on raising them.
- Having more effective parental support.
- Parental Participation
- influence parents to demand good grades from their children
- Parent Support and Involvement
- There needs to be a way to hold the parents accountable. Education will continue to seem to be broken until parents are held responsible and buy in to their children's education.
- Parental support.
- hold parents and students accountable for their behavior/decisions
- more parental support
- More parental support
- I think PBS is helpful for some students, however, it's weakness is that it doesn't apply to "real life". For instance, you are having to reward students for what they are expected to do anyway.

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In real life you don't get rewarded for correcting bad behavior at your job; you get fired. I have 2 children of my own who are well behaved in school. I would never parent using the PBS model; they are expected to behave since that is how they were raised. However, like any child my kids enjoy the extra "perks" of the PBS in their school, but it is not the reason that they behave in school. I think the "true" problem with misbehaved children comes from home and I believe more in the John Rosemond practices than any "PBS model".

- Parent involvement
- Make parents more accountable.
- have mandatory parenting classes for parents to attend 3 times a year
- Teaching parents about how and when to be manage their child's behavior and getting them to care
- Make parents accountable
- Hold parents more accountable for their child's behavior.
- support from home so that we aren't the only parents
- Make parents more accountable for tardies and absences.
- Holding parents accountable.
- Parental support and accountability
- Parent involvement
- Students' home environment and lack of parenting
- change the parents
- Making sure parents are held to more accountability for student behavior.
- More parents input.
- the amount of parental involvement
- Parent involvement incentives
- Parents backing up disciplinary actions taken at school.
- Provide interventions for parents that require their attendance, as soon as the third incident takes place.
- PARENTS
- It can't be done - we need to teach parents how to be parents.
- Getting parents involved parents that care starts in the home
- Parent Responsibility
- additional parent support
- punish the parent
- After so many referrals, parents should have to meet with teachers and administration before their child is allowed back in class.
- Hold the parents more responsible for the actions of their children.

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- More parent involvement with the kids who have issues.
- We need more parental support
- Lack of parent participation or concern about their child's behavior is the key issue with the discipline problems in my classroom. I can do all kinds of strategies. The bottom line is that if parents do not care about their child's education or behavior there are no real consequences for that child. They just continue to become worse or even out of control disrupting every other child's learning.
- parental support
- Parenting, they don't care and Administration is tired of that.
- Not having to contact a parent for an immediate classroom disruption.
- Parental accountability
- Parents need to raise their children to respect education/authority.
- , The use of the Social Worker and Guidance Counselors- assisting doing follow-ups with parents of children that are discipline problems. Again, some of these parents have drug addictions mental health and lack of parenting skills.
- Parent taking a leading role in supporting the schools.
- Involve parents more because in the real world there is not an incentive for being a good person in a whole.

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### Process

- Students have too many chances within the PBS system. 3 strikes and you are out of the class should be the motto.
- Stricter discipline immediately
- Use it with negative consequences as well....too much babying with PBS
- I would want my school to use PBS... we have no such plan.
- I have no idea what this even is. If we are using it, it is not clear to most of us teachers.
- follow through
- Assign a classroom just for students who misbehave.
- get rid of PBS and let us use our own effective methods
- There needs to be consequences to bad behavior. PBS does not seem to support this. I also feel as though I'm encouraged not to use discipline referral. If I right "too many" then I have a problem even when the incidents are more severe in nature. I also feel I have to be more lenient toward certain students based on race.
- We do not use PBS at our school, but it might be effective with some students.
- Just enforcing the rules
- needs to be more consistent across campus
- my ability to consistently apply it and the number of tickets I keep
- Flexibility within the day
- consistency in discipline among teachers and administration
- makes things fair for all students. stop enabling ESE students to wreak havoc by letting them get away with EVERYTHING
- Get rid of the BTF and go to a more streamlined plan with a continuum of services.
- I would not change our PBS program.
- Currently only being used to reward students who would normally behave well / get good grades. Does not seem to impact those who the project was intended to target.
- 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.

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- PBS does not work, is a lot of extra work for the teacher, we have seen a great increase of behavior problems since PBS has been implemented.
- Do not punish teachers for writing referrals.
- change our PDI form/give less "chances" to self-correct
- get rid of PBS; allow schools to develop individualized discipline plans
- Start PBS at beginning of year, not 9+ weeks into the year
- An effective system of tracking behaviors. A specific flow chart or other means to clearly differentiate between major and minor infractions. These things are needed in order to provide consistent discipline.
- unity among staff in disciplining students and expectations
- I don't think it is a good practice to have students who have poor behavior most of the time get their "ticket" pulled by the office and get called up for a prize when they have made terrible choices that day. This sends a wrong message as younger students have difficulty discerning why they are earning the reward.
- More time to be able to handle discipline (such as making phone calls & writing referrals)
- I would have a visible, real way for disruptive disrespectful students to see that their behaviors would be dealt with; not by waiting till they do something good that I can praise them for. PBS just doesn't work for everyone. Some need discipline.
- I would like to have my control of student discipline in my classroom. Teachers are not given authority to discipline and the students know this. The parents are not concerned with behavior, they are only concerned with a "free" babysitter.
- Shorter duration on removing students who will not comply no matter what.
- More buy in by the whole staff, money for incentives.
- Faster RTI Process
- have PBS in the morning
- There should be a class for students with behavioral issues. The problem is that there is no such place so they just switch teachers and make the new teacher go through hell!
- Some students need more support to manage their behavior. They need an individual plan so that they can have a positive day at school. Each teacher should take the time with these students to insure that they are a part of their classroom and successful.
- students removed for disciplinary reasons should not be sent back to class and the necessity of being removed needs to be reflected in the consequences
- Get the disruptive kid/kids out & quit sending them back into their own or "another teacher's room for time out
- Require implementation by all teachers
- Remove block scheduling so I can have my students full time.

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- When students receive a discipline referral that all students and circumstances are treated fairly and receive the same punishment.
- less paper work required to send students to the office
- Number of calls to parents before a referral can be written
- All negative to coexist with positive. PBS is not absence of negative this is propaganda from PBS coordinator from district.
- have it apply fairly across the board to all students, not a pick and choose situation.
- Nothing - works great - we are all on board!
- Have students receive immediate consequences to their poor choices.
- quick, consistent, and fair punishment that fits the offense
- PBS is not anything that has been defined to the new teachers at our school. Basically the new teachers were given reward tickets to pass out to students who are in a weekly drawing for a food reward.
- let's go back to pulling cards, losing stamps is as negative as changing the color cards
- That it be consistent and the reward program designed for this year be implemented as planned. There is a lack of consistency.
- I honestly have not heard of PBS and do not think it is used on our campus. If it is teachers are not included in the process.
- the idea that discipline referrals should not be written, even though some students are constant disruptions to the class. Parents should also be made more accountable.
- We do not use PBS at all.
- More active use of PBS by ALL school staff
- Actually having PBS set up for the school would be a good beginning.
- Mrs. Braaten, our AP, runs a smooth program that is fully-functioning. No changes...
- Make changes. The kids who are always good never get rewarded and the kids who act up the most get the rewards to "modify" their behaviors.
- get rid of PBS-does not hold students accountable for their actions
- Consistency for all students, no favoritism and double standards
- increase suspensions and force parents to remove their children at the time of the suspension - not allow them to complete the day and stay home the next day. Detentions and work details do not work to deter bad behavior
- That not all disruptive behavior be lumped together into one category. There are levels of severity that need to be considered and the level of distraction to the other students, fact of whether it is a repeated/consistent behavior, harmful to the learning process and blatantly disrespectful and can cause dissention among the classroom environment need to be considered.

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- We don't do PBS - but I would like there to be more consistent policy in dealing with behaviors that affect teaching and learning.
- Discipline needs to be quick and consistent.
- We need to practice what we preach. We say it but don't follow it
- consistent discipline for all students of all types.
- enforce the code of conduct without regard to the number of referrals
- get rid of PBS-do not reward kids for behaviors that are expected in public
- This is the first I have heard of PBS. I think that's a problem.
- consistency in the discipline system at my school
- Tracking Process lets behaviors go on too long before they may be sent to the office. Once they are sent to the office...the referral is not followed thru on properly. Tracking forms have actually disappeared that were followed correctly.
- More consistent implementation
- That a trip to the office is something to fear and not an easy way out for an ESE student who disrupts on a daily basis
- Have never heard about PBS
- immediate discipline for disruptive students in the classroom/provide behavior modification class(es) for students who have discipline issues.
- Repeat offenders need more focus. Work detail would be beneficial. Students would rather be suspended than complete work detail.
- Be consistent and follow guide rules mandated to all , no matter, race or creed
- The ability to write a referral and have it addressed without being questioned
- We were never given the opportunity to vote on PBS We were told that we would be now a PBS school
- immediate supervisors getting on the same page
- Stricter discipline-kids perceive the existing discipline as a joke
- have students off ALL colors be disciplined the same
- Reduce the number of redirections before something can be done.
- Consistent and pervasive implementation without bias.
- Get rid of PBS
- As an inclusion teacher I am not in the loop.
- Move towards less chances to not follow the rules
- Nothing - my kids are wonderful. They follow my rules and do what is expected of them everyday! I couldn't ask for better! Our students, as diversified as they are, for the very large part are well behaved and respectful on campus. While not perfect, our school and our administration does a wonderful job in behavioral expectation, structure and dealing swiftly

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

with any issues that do arise. I am most proud of our students, staff and administration because of this!!!!

- stricter policies for offenders. Send them out if they are going to be a constant disruption. Kids get away with too much.
- need for a time out room
- consistency in all areas of discipline
- all students would be treated equally
- No one is on the same page. All teachers handle differently.
- That being sent to the office would have serious consequences.
- Allow for individualization.
- I would do away with PBS it does not work. Kids with poor behavior are still being rewarded the same as kids with good behavior. Those kids that disrupt have no consequences! They are slapped on the hand and told not to do that anymore, but when they become of legal age its no longer a slap they will suffer the consequences of their actions and I think they need to be taught that before they become an adult and its too late.
- Not a fan of PBS
- get rid of pbs
- More assertive discipline guidelines, we need an (ISS) room. In school suspension room.
- We need PBS desperately...
- Implement an effective PBS school-wide with teacher input.
- Just have it!!!!!!!
- PBS happens in my room every day as I feel it does for many of our staff. Where PBS fails is in handling the few difficult students who disturb the learning process.
- the way the school board feels about school suspensions and teacher's writing to many referrals
- Use tickets consistently for all students - not just throw them at kids that are not behaving, to get them to behave. There are kids that are in ISS and serve work detail that have 30+tickets and kids that have few tickets, but always behave.
- There need to be less steps to a referral
- Quit having to reward kids for acting properly. It should be, or used to be an expectation.
- PBS only works for some students, not all.
- The 6 steps in discipline process for office action.
- Make PBS school wide monthly
- I would like to have a PBS in place at our school. I think it would make a difference in behaviors.
- PBS seems to work very well at our school. More funding would be of help for even better rewards.

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- PBS has become an all consuming process. Too much time is spent on it on a daily basis, and with the reward system. Not every expected behavior should have a reward. I know of some teacher who spend a ridiculous amount of time with kids earning point etc. This takes away from instructional time.
- Get rid of it.
- I would want the discipline to be sooner and stricter so students would not want to go to the office.
- how many steps until you get to an office referral
- I have never heard of PBS -- this was the first that I knew that this plan was in existence.
- Remove PBS and deal with discipline problems using a referral or infraction card. We only seem to be rewarding behavior and not showing the consequences of negative behavior. Many of our parents have even complained about the discipline problems being ignored in an effort to only see good behavior.
- Use more teacher input/judgment when dealing with student misbehaviors.
- More teacher input; Personalize each individual student plan according to the teachers judgment.
- more individualized response, fewer steps/hoops to go through, less paperwork
- More teacher input. There is too much structure, too many "steps" to follow, no option for teacher judgment in discipline, parents are not being held responsible for their child's behavior.
- If we could be allowed to use what works in our classrooms instead of only handing out "dollars", it would be much more effective. In the olden days of changing a card, the changee was often in tears and never had to do it again. Now, the kids don't always realize they
- Allow the Teachers and Paras to take a more active roll in the disciplinarian process.
- I would make referrals involving major infractions(defiance, extreme disruption, foul language, bullying, etc.) have IMMEDIATE consequences, not a work detail a week from now.
- Not forcing a school to adopt PBS
- Students need to start new every month with no rollover points from previous months.
- We desperately need rules. Students are doing whatever they want.
- Discipline would be swift and consistent
- I have used PBS before and it puts more burden on the teacher than its effectiveness in the classroom.
- the suspension process
- referrals being properly followed up on by administration instead of being downgraded or even dismissed
- Our PBS team meets monthly but never discusses the data regarding behaviors. The only aspect discussed is the campus wide monthly incentive. I have mentioned this concern to the committee and administration twice already. As a result, the staff does not know areas that need improvement.

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- better discipline what is in place does not work. MORE help
- There are too many steps to be taken before any strong actions such as a referral can be written. These students are too young to be given so many chances before they get strong consequences. These students are too young to have so many chances before they are given a strong consequence for bad behavior.
- keep students in class not suspended for constant behavior issues
- Have time to find out why the student is misbehaving
- An effective, immediate plan for students who are disruptive in spite of PBS. It would have to be something other than sending them to the office, because the office is becoming overwhelmed.
- We do not use it at my school
- A teacher does not have time to go through all the steps, Why is it fair that the students who behave have to wait while the teacher documents another students behavior? This is not really a problem at my school but my friend has 6 steps before she can send a referral on a disruptive student. the top step BEFORE a referral is a parent/teacher team conference. with SCISM and PBS and RTI and AR and Lesson Plans and duty and PD and IEP reviews and ESOL. Don't forget Discovery Testing and compass odyssey. If she is lucky she tries to add a little teaching. Its time we fight for the students who are missing out because of the few that make it hard by removing them from the classroom and start charging the parents when the student interrupts the learning environment. Its time to put some force back into discipline and stop caving into the parents because their child misbehaves. set the expectations high and the students will rise. if not, send them home. after too many absences charge the parents for not ensuring their child comes to school.
- strict consistence applied equally
- when a discipline referral is written it is presumed that something effective is done but that does not happen black students get a softer punishment often times even theft is given a work detail because we are under watch
- Time Out Room/ISS Room with dedicated staff member - students not sent to office for "play" time
- We can send them to the Hut for being disruptive or disrespectful immediately, instead of for dress code violation, having ID's, or tardies. Why no write them up for these infractions and the more serious infractions are addressed instantly!
- USE SOMETHING MORE FLEXIBLE
- Do away with PBS, have consequences for negative behavior, and hold all students and parents accountable
- PBS puts almost all emphasis on positive interaction or response with little or no consequence for poor behavior. Students get warnings or a "talk" to for most behavior issues. The students see that there is little that the teacher can actually do when dealing with the consequence side of discipline.

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- I feel I should not have to fill out multiple behavior tracking forms before a disruptive student is addressed
- Being able to remove a disruptive student immediately even if it is only for the class period. As it is now the teacher has to stop class/teaching to write a referral allowing the student to continue being disruptive. If a student commits an infraction in front of a dean or administrator they are immediately dealt with. This practice undermines a teacher's authority and students perceive teachers as being powerless.
- hand out rewards on a timely manner
- It does no good, a waste of money and effort. Do away with it, it's a joke!
- Just what is PBS what am I expected to be doing all day? If it could just be defined at my school it would help. I got marked below level on my walk thru by admin. and I don't even no really what they expect. So clear expectations is what I want.
- Referrals should be dealt with in the proper way.
- It takes 3 days of behavior interventions and constant tracking, then an additional week, BEFORE a student can be referred to the office for disruptions. That is too much time for a student to continue to disrupt the learning of the other students in the class.
- more needs to be done to constant disruptive behavior besides just sending them to the office and then back to class with no changes
- More immediate actions on referrals. It could be a week before students are seen about referrals.
- My school has minimal behavior issues...but I think a strong PBS can help that to continue!
- less teacher steps required to get problem behaviors handled quickly and effectively
- Rtl process takes sooooo long.
- Have consistently used PBS that teachers are trained for that offer incentives that students actually care about. My kids could care less about crazy sock day, since they can wear whatever socks they want anyway. So far, only one PBS has been an activity. All the others are wearing something. I am on the committee, and we have only met once. I feel like the committee is there just to say we have one. No teachers were considered in the awards. They were created before the school year even began. There has been no training, and the punch cards are not consistently used. It is really quite a disaster.
- get rid of PBS
- PBS is simply not working. The students get 6 chances to d
- Crafting a system that isn't a joke to the students...right now, they laugh at the "positive" system because it means they can get away with murder.
- follow the rules already in the books
- I would be more strict on those that break rules and procedure. We give kids a slap on the hand and say not to do it again. Let the parents take responsibility for their own children. Administration or more non-instructional personnel needs to be in common areas where most

## **Discipline Survey 2 – Short Answer**

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

of the infractions occur...hallways, stairs, etc. The cuts on money appropriations hurt this greatly. I would also stick to neighborhood schools. It would help with county budget and discipline. More heavily staff those schools that then need it. We need to hold students and parents accountable. There is no pain or inconvenience for misbehavior, but there should be.

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

### Removal of Students

- opportunity to remove students till parent arrival
- Add ISS Have extreme disruptive students supported more
- disruptive students should be removed, they are the number one reason i am unable to teach
- The ability to remove disruptive students at the moment they are disruptive, not a day or two later.
- policy where students face expulsion if they repeat same offenses over and over
- Removal of disruptive students so that on-task students could achieve.
- problem students should be removed from regular classrooms and put in a working class to better serve that student achieve on their level of learning abilities.
- Don't skip on the suspensions, some children need to be suspended!
- Remove students who clearly have problems that are not normal and who treat staff and students horribly and bully constantly. They cause so much stress and take away from 99.9 percent of the other students.
- Have the one above mentioned student in the appropriate educational setting.
- Get the hoodlums out of the classroom!!! It is hurting basic students chances of getting an education.
- disruptive students need to be removed from class/school instead of having multiple opportunities to disrupt the learning process
- I would like to send out disruptive students.
- More leeway in removing unruly students from the classroom other than just a written referral (i.e. allowing teachers to send students to ISS for that class themselves instead of writing a referral for administration to handle at a different time)
- Remove disruptive students.
- Separate out kids for whom emotional and behavioral issues are primary, and send them into a streamlined behavior program. As is, their needs aren't addressed, and they cause distress and distraction for students. If a student has 65 IQ, they can still learn and become contributing adults. Unless the aggressive, violent student learns positive behavior, he/she can never be a contributing member of society. And the kids don't "fix" themselves.
- Behavior that constantly disrupts the classroom by a particular student should be removed.
- Follow the code of conduct with respect to discipline concerns. Have alternative placements available for students who constantly disrupt the learning environment for the other students who want to learn. Move faster to remove these severely disruptive students who are in the RTI process for behavior. I have a students who is in the RTI process which was started last school year in Jan., and he is still in my classroom causing daily disruption to the learning environment.
- Alternative schools for consistent behavior problems

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- Remove students who have no desire to be here... some are only here to disrupt the process, because they are required to be here by law. Make education a privilege again.
- Repeat offenders who choose to misbehave need to have longer stays in ISS, Being in the classroom should be a privilege, not a right.
- By law I have the right to remove students who disrupt; therefore, if they continue to disrupt and do not modify their behavior; I should have the right to have them removed to an alternative school. My pay is connected to gains, and they are in my way.
- Have a plan to get the one or two students out of the classroom that are causing the problems. So many interventions is ridiculous and is not working. Stop blaming the teachers and having it where schools look bad when they get too many referrals.
- if there was a system to remove disruptive students from the classroom
- In school suspension, The parents need to be made accountable for their student's behavior.
- The biggest problem is that they let severe behavior problems remain in the school. If they would find a place to send the severe discipline students it would help. I find that these students get babied more often and receive greater attention than they should from the Administration.
- expel violent students, no matter what their age
- Being able to remove disruptive students from the classroom and knowing that administration will support the removal of the student for disciplinary reason during the class period.
- Removing persistent problem students to an alternative classroom
- less stringent requirements to allow for 6 month to a year expulsion

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

### **Rewards/Consequences**

- Built in recess/free time for students to socialize and play-they are kids!
- 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.
- more interesting incentives for middle school
- students acting out receive all the attention, which reinforces the negative behavior. The PBS activities need to have student interests in mind. A K-2 activity is not appropriate for 4th and 5th grade. Following the student code of conduct and using the steps to discipline. Problem in elementary schools since referrals are watched so closely. Admin doesn't like to enter too many referrals in the system. Many times students have unofficial ISS.
- make it where the kids that earn it get to be rewarded. At our school we are pushed to have more and more kids attend each time so the school looks good, as in the good behaviors are going up. They aren't. We are told we are being too hard on the kids to require them to do their class work, homework and behave. My students are very well managed, but i also run my own behavior program using Fred Jones Positive Behavior program. It is much better and has higher expectations for the children...and my kids rise to the expectations because I believe they can!
- students need consequences
- More consistent enforcement of discipline policies and consequences. We have kids that just don't respond and deans/ a system that does not want to enforce a progressive disciplinary system. IT seems we have deemed behavior problems kids more important than the kids who behave and want to learn by devoting more resources to them. This is partially due to the way we count the kids in subgroups as part of the school grade.
- Outside help with rewards; no parents to help so teachers do it all
- stronger consequences to disrupting/interrupting class
- Implement silent lunch detention
- PBS is only implemented as a school wide plan. It does not incorporate individual classes, or subject areas. Our PBS includes once a week an administrator picks students they think are doing well for prizes, we also have for 8th graders science shirts for going above and beyond in class. There is also rewards quarterly for good grades.
- Few minutes in our BUSY schedule to allow "fun" time reward on a weekly basis for students who are consistently behaving and doing their best
- Recess time as an incentive
- Younger students need more frequent "rewards." (although I am not particularly fond of rewards for behaving the way they should behave in the first place.)Behaviors in younger grades may be alleviated by a more appropriate curriculum (developmentally) and more interactive

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

discourse between students without inappropriate behaviors and distractions. Of course, let's remember support and respect from family members.

- Rewards the students really want
- 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.
- I would like to see more incentives to keep the students interested in how they manage their behavior. Our incentives are not that great and students are losing interest in them.
- Consequences should be harsh. My students think the consequences for their actions are a joke
- The rewards being more active and fun instead of just a time to eat junk. I would like the students to come back from their celebration with a huge smile on their face not wanting to leave.
- There needs to be consequences to poor behavior, rewarding for good behavior all the time is not really teaching the students anything but I get a prize every time I do the right thing. They should do the right thing all the time because that is how one behaves. You are not rewarded in the work place for doing what you are suppose to, why are we teaching the students something that is not practical to real life?
- The reinforcements should be better.
- Negative consequences for negative behaviors.
- I have found that only focusing on the positive with no consequences does not correct behaviors. I have 2 students physically attack me on 4 separate occasions. Both of the students received a verbal warning in spite of the fact that they left bruises and I had to fill out a workman's comp claim on one. With only carrots and no stick we will turn even the good students into average students looking for a reward.
- lack of consequence for both academic and behavior since one affects the other
- PBS is a great concept and can award everyone, but it seems that those students that have discipline problems are the ones that are given so much every time they can act good for a period of time when all the good students just sit and watch how the bad students are receiving all the goodies. Students tell me it's better to be bad so they too can receive extra awards and special prizes. I personally am tired of watching these bad students rake in all the extra forms of rewards while the good students don't receive anything. It's the saying, reward the bad, punish the good. It's a sad day in our educational system when we have to give special awards to get students to perform versus the old fashion way of calling the parents to come get their child and don't have them come back till they can listen. Seems like we seldom call the parents when their child is a problem. Seems like it's easier to just keep handing out special awards to them to make them do what they are suppose to do when they come to school. Tired of being a parent

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

at school. Tired of seeing the bad being recognize because they listened for a few hours or actually accomplished work that the good student s do on a regular basis. In our society, there is no more responsibility. Just keep given in to these students and bribe them with awards. It's getting old.

- Knowing what the school wide PBS rewards are and dates the students will be having them
- rewards more often
- Eliminate PBS; students are learning that they can be disruptive and break rules without getting in trouble.
- Having the power to remove a few students who will not conform
- Have consistent and unpleasant punishments for behavior problems.
- Making the rewards more frequent.
- I would like the freedom to have 10-15 minutes at the end of the school day to implement Preferred Activity Time as a reward for daily behavior choices. Our current prescribed day does not allow for this.
- It is difficult to reward students for doing what is expected in many cases, but easier to do with disruptive students, so the well behaved students tend to get left out.
- Rewarding students for expected good choices
- More money for student incentives.
- Every student needs a consequence whether good or bad behavior.
- There would be some sort of academic activity- such as a "study hall" that students who have not earned PBS reward would have to go to and complete an assignment. My school has PBS reward days only once a month- I would like to see that more often also.
- frequency of rewards
- The concept that rewards = good or better behavior.
- I would like to see more effective and varied consequences for students who do not allow instruction to effectively occur. Students who misbehave can only receive a lunch detention (which are currently booked into January), a work detail, or out-of-school suspension. I see no evidence of Rtl.
- The incentives are meaningless to the kids, obviously. True PBS invests in incentives that the kids are interested in working for. Why does anyone think "no uniform day", "favorite hat day" etc., would matter to them?
- Mores severe consequences for infractions
- The entire school wide incentive program. It is too time consuming and does not work for all students.
- More ways to reward the students who are consistently good, Quicker ways to discipline the consistent "bad" student,
- We need to be able to give consequences. There are just some times that they need to know what the consequences for their actions are. You are doing children a great disservice by

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

teaching them that the only consequence is that they do not get something good. In the real world the consequences for crimes are a real deterrent because they are very hard punishments. PBS works on the ones who are not serious problems. It has no effect on those that do not care about the rewards.

- Reward students that are behaving not the ones that are not behaving to try to make them behave. This works on a few students but the others we are almost bribing them to behave and they get a treat just for talking to someone for 10 minutes. This is not fair to the students that behave every day!
- Stronger consequences for those disrupt learning for other
- There needs to be consequences for bad choices.
- Making sure the rewards are given within a week of being earned, when they are not given out on time or inconsistent the students lose interest.
- increase amount of positive reinforcement for positive behaviors
- More concrete consequences
- Excused behaviors, students sent to office rewarded with cookies & special attention
- Consistency we have had 1 activity school wide and it is almost December
- funding for rewards
- consistent consequences for disruptive students.
- consequences for bad behavior equal to positive behavior rewards
- Have more positive rewards weekly where others see them being rewarded.
- I feel that my classroom is flowing with positive behaviors this year, but I feel that more positive comments are needed to help maintain the positive behaviors.
- The number of tickets a student can earn.
- Knowing that there are realistic consequences for students who are not meeting the minimum level of behavior.
- More incentives and rewards more frequently for positive behavior.
- Something easier for teachers to give to ANY student.
- consequence has to be a part of the program
- Initiate a recess time.
- incentives are more frequent and more often. have school wide incentives planned by administration and supported by admin.
- Reward is wonderful we need daily consequences in E.S.E.
- Request a collaborative approach to rewarding and not just the admin saying what they want.
- Incentives more often
- Monetary support of student incentive programs

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- Students don't care about rewards or punishments. They win TV's and say "they suck", they want ISS for fun!
- Positive is great but positive has no meaning or appreciation without a negative
- Incentive for ESE students
- There need to be more immediate consequences for poor behavior choices as well as positive rewards.
- There are no consequences for repeat offenders and they know we can do nothing but give positive praise. It hurts the good students
- more consistency with rewards
- I don't believe giving store bought rewards is appropriate! I think expecting me to pay for these things out of my pocket is ridiculous. It's annoying when the children want to know "what will I get when I behave". Guess I'm "old school" to think that being good is it's own reward.
- Consistent and fair administering of consequences based on Code of Conduct
- I think PBS is good and my students like it. However the rewards from my point of view are lame.
- Every student who gets the required # of punches on their card would receive a reward...movie time, recess time, stickers, a candy...but for now, admin draws only two names per grade from all the punch cards to receive a prize.
- a clear plan that balances incentives and consequences
- We need a school wide monthly reward in place that all the classes have the opportunity to participate in
- The level of consequence
- Weekly PBS incentives. Monthly is TOO long to effect positive change in the minds of our students.
- Make it more pronounced. I think we have some type of incentives for some students but not many and not often enough to make it a goal for the students.
- We need real consequences for those students who misbehave; the children are learning that anytime in life they do what they are supposed to do, then they need to be tangibly rewarded for it, yet this is not real life.
- having worse consequences for bad behaviors throughout day and at school
- awards that the students would want to earn-popcorn, dance, movie
- Stop giving them candy as incentives to behave when referred for discipline.
- The incentives are not motivating to middle school students.
- Younger children don't get it--rewards are not timely.
- Have the PBS plan advertised all over the school and a more defined way for kids to turn in their points to admin.
- Students are accustomed to having too many chances to straighten up.

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- Reward students immediately and don't go beyond the week for the incentive. Anything past that and the incentive lines get blurry for the student. Having a crazy hat day, or an untuck your shirt day, does more to disrupt behavior than it does to help it. There is no hope for the student who blows their week, month, or quarter at the first of the week, month, or quarter to improve. Incentives that are not rewarding for a student, do not work very well. Therefore, the old sour grapes philosophy comes in and the students do not respect the program even if they would like some recognition. Rewards need to be immediate and positive. Incentives need to be immediate. Cause and effect is learned in that way and positive behavior can be molded. Incentives that are a month or a quarter out are not helpful in shaping positive behavior.
- better incentives school wide
- PBS has not immediate consequence.....we need some bite to our discipline.
- Cost of incentives
- On top of PBS, there needs to be stronger penalties for misbehavior. Our students LIKE ISS, so this is essentially ineffective and only available one-two days a week. If this program even began to mirror the rigidness that was in place when I was in middle school 16 years ago, I think it would be a successful deterrent.
- feel like it is used as a bribery system sometimes, especially with the bad kids
- The reward would be things the students can use that are not toys and more consistent ways of handling PBS in the classroom. ex. all teachers check punch cards at the beginning of writing time.
- money for incentives
- There should be consequences for non-performance.
- Rewards need to be given more frequently instead of once a month.
- We need funding for PBS rewards that kids want.
- How often the incentives are given. Younger kids need weekly not monthly.
- classroom rewards along with self-motivating activities.
- Incentives
- I would change rewarding children for expected behavior. Every PBS reward day there are children that are able to participate because they are rewarded for Expected behavior and then there are children that make good choices consistently who miss out because they were not rewarded for those expected good choices.
- More rewards for students.
- stiffer punishment for a referral- (when written punish the student)
- rewards going home to families for student good behavior, gift cards etc..
- More funds so teachers do not have to supply their own incentives when PBS incentives run out.
- Have monthly activities that reward good choices.
- The consequences that go along with the bad behaviors and not just the good.

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- I would rather pass out fake money and have students earn money for positive behavior or something like that, and then once a month they get to spend the money at the school book store.
- More positive recognition for students who behave well.
- We do need to have some consequences for the problem students
- more weekly rewards
- More money and time to have better incentives.
- Make it a more visible program - Talk it up and offer more prizes
- My concern is that our PBS, while is a great idea in theory, is not immediate enough to reinforce positive behavior, especially for younger children. I wish the rewards could be more frequent and immediate.
- reward parties should not be given to the students just because they came to school that day and are in the lower 20 percentile academically. Pizza and Ice cream parties are not appropriate. Students who are really trying to stay above a D want to know why they did not get to attend a party.
- more meaningful rewards delivered consistently!
- increase possible consequences: return ISS! The kids talk about how it is NOT in place, so they can act up more. Admin won't "suspend" due to pressures of testing. So back into our room they go with no consequence in their minds.
- Incentives other than during activity time
- More time to distribute rewards in a more personal way in my classroom and specifically more time allocated for this matter.
- Have immediate consequences for inappropriate behavior
- consistent consequences for misbehavior
- More and better incentives
- Don't focus so much on the negative unless it intervenes with the whole class instruction
- make it more appealing to the good students and let the bad students see what they are missing out on.
- HS and about half of the MS population could really care less about PBS rewards and earned activities. As it stands now, there are no real consequences for poor behavior choices and the kids know that and react accordingly.
- better incentives
- The students should know when/where/why the incentives are happening. The incentives are way too few and far away. The kids never know when the next reward is happening. They don't know what to save the Shark bite tickets for.
- Consistent consequences for severe disruptive students.
- incentives

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

### Training

- We do not all completely understand how to actually implement it in our classes, consistently and effectively.
- A better school wide management plan. Mentor teachers helping teachers that need it. Many new teachers don't know to ask for help.
- Training and Implementation of Fred Jones' Positive Discipline techniques
- Training for the program the way it was meant to be implemented, it is not implemented at my school the way the literature on the subject reads. I use a lot of PBS in my room already, but that is from my own practice and from what I studied on the subject not from what they have taught me.
- Teacher Training for disciplinary issues and this PBS
- hire teachers that have a psychology back ground to better understand student behaviors
- Teacher Buy-In
- Teachers learning how to create caring, supportive learning environments where students are engaged in learning.
- give strategies for dealing with students who demonstrate excessive discipline issues constantly
- more training on campus for disruptive behaviors and how to handle them
- Need more time for training and communicating with staff.
- More training on working with students who come from generational poverty.
- more new-hire classroom management training during TIPS
- I don't even know what PBS is--how can I be expected to implement it.
- More classroom management classes
- Better Resources for all Classroom Teachers, to improve classroom management skills. Not all Teachers are good at Classroom management, but there isn't any help for those Teachers to improve or get training needed to implement improvements.
- Inform the teachers of what we are doing and how to use PBS
- Be aware of the program
- all teachers implement fully
- More buy-in from teachers
- Teach correct behaviors to make for good citizenship, punishment for aggressive behaviors
- For the staff to be trained more handle situations

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

### Other

- A return to student responsibility for their behavior.
- Not necessarily lower the bar, but change the frequency of when it is given.
- work detail on Sat.
- NO ELECTRONICS OF ANY KIND AT SCHOOL
- corporal punishment to set examples
- Take the time to build a positive community in the classroom.
- More suspensions
- bring back corporal punishment
- GET RID OF BLOCK SCHEDULING - I need my students every day
- Everything. Go back to the good old days. Bring back the paddle.
- THIS WILL NOT PREPARE STUDENTS FOR REAL LIFE
- Split 90-minute blocks
- Not sure.
- Let Teachers teach/support teachers as they teach
- have more unstructured time during day--schedule SO tight that rushing causes poor communication and appears uncaring to students
- It would be helpful to have school phones available near our classrooms so we do not have to use our own phones to call parents in class.
- More staff to help out.
- Unstack my classes so I don't have Engineering 1, 2, 3, & 4 simultaneously!
- The affect that FCAT has had on student learning, that has been the one contributing factor in students not engaged in learning.
- Enforce the dress code!!!
- The number of students with criminal records allowed to attend public schools.
- obey dress code
- SRO would be out and visible to students. Not in office all day.
- What happened to the incentive of "I'm getting an education"
- A way to scramble cell phone usage in the classrooms
- Access to SRO
- student uniforms
- block scheduling
- The "Almighty Education Department", starting with the biggest of the Big Wigs and down to our District, needs to BUTT OUT! ALL students will NEVER be on grade level no matter how hard

## Discipline Survey 2 – Short Answer

### ***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

they push. The Education Department is destroying what teachers can bring to the students. Its all about money and who's buddy can make millions of these ridiculous Assessments and Programs. It's not rocket science. people. Students need to be taught Reading, Writing and Arithmetic. What Luck! Science and Social Studies can be included in that too because, WOW, they are learned through...READING! Novel idea! Wake Up! You are tearing apart our school!

- prescriptive teaching - can't be creative any more
- disciplinary action that effectively deals with habitual offenders
- I can't answer these, I'm a substitute clinic Para right this minute.
- communication
- does not apply
- Teachers have the authority and power to administer their own discipline plan.
- Removal of cell phones from the classroom
- I would not apply it to students with known behavior problems
- Give students a choice of how to complete an assignment (labeled drawing/pictures, act it out for rest of class, create a song etc.)
- Corporal Punishment. without it, students run the school
- I'm the nurse, so discipline is usually not an issue in the clinic.
- We need fewer students that have 30 or more in each class and another Dean
- Cafeteria supervision and management of students
- student attitude and motivation
- SAME for all as far as rewards, etc.
- More staff in place to assist with the process
- A few scheduled "relax" times with teacher/students to just talk
- more employees
- having a SRO here full time it seems to have made a difference in the past.
- increase classroom behavior management skills using positive approach of PBS
- ? not sure
- Improving PBS for students who don't follow the PBS plan.
- Referrals for discipline.
- Bring back spanking. Our principal used to spank, and this was a good incentive not to do the wrong thing!!
- I think that teachers should be responsible for getting their own subs.
- students lack of respect
- I would have us follow the same procedures as with Project Achieve
- Time to teach social skills as in Stop and Think

## Discipline Survey 2 – Short Answer

### *If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?*

- have both student &
- no special treatment for any of the students when it comes to discipline.
- That the school would stop being afraid/governed by the fear of "how the school looks" because of an x amount of discipline reports, and just handle the behavior students the old school way!
- I would have Para support for my students who need additional academic and behavioral support.
- I think it is used in the freshman academy, otherwise I don't know if it exists for the upper grades.
- Consistent implementation of rules (no phones, no sagging, no hats) when students are "OUT" of class i.e. class change, lunch, etc.
- too much talking and what can be done about that too much off task.
- class size
- eliminate block scheduling due to the length of class time.
- Need more staff
- teach manners
- kids needs recess and time to socialize with one another. Teachers listening to students concerns.
- I would have a limited amount of bathroom passes per student, per semester.
- For the students that are routinely "bad," PBS is still not effective enough for them...not sure what else to try!
- more time in the schedule for positive experiences...less time spent on LFS and unnecessary paperwork
- It is very hard to said. I never work with elementary class before but there is a very need of discipline.
- We would have full time ISS and work detail. We just added work detail, but we got rid of ISS. . . There's nothing to do with a student who is completely totally disruptive. You send a referral and it may take DAYS for someone to do anything with it. Meanwhile, they keep on disrupting. Rtl is the stupidest, most ridiculous waste of time I've ever seen. The whole point is to keep students from being tested by forcing teachers to spend more time they don't have on useless paperwork. People who are in charge of Rtl are not trained and throw it in your mailbox and say "do this."
- The lack of intervention implemented on the 3-5% of the student body that causes the vast majority of problems on this campus, but gets away with it, making this a less-than-ideal environment for education.
- don't know
- There is too much documentation work required of the teachers in order to get the support of the office staff.
- More staff

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- Tell staff what PBS is
- The teachers are unable to teach due to student interruptions in some classes. They are told to ignore the behavior but the student continues to disrupt the learning of other students. This is happening in multiple classrooms.
- The attitude of the students--have them care
- Teach the student to be accountable for his/her own behavior
- Chance to individualize the plan but keep the school wide reward
- To have an SRO
- Does not apply
- Guidance support and knowledge of students in the Rtl process.
- Year round school schedule
- I believe many students with special needs are allowed to get away with too much. I believe society must place more responsibility on parents and provide schools and teachers with more authority.
- We need more than the punch cards, young children need something more concrete. They need to move a ticket or something to show that they are being good.
- Discipline room for disruptive students
- The biggest change is the toughest. Our society needs to instill respect for education in their children. I had hoped President Obama would have had a positive influence, but not so much.
- I believe my school's discipline issues would be better handled with an ISS for all students and a choice room for classroom disrupters. There needs to be more activities for the students to participate in at the school, so we could encourage good behavior.
- more information about PBS and outside support
- That we had some sort of discipline in schools. You can't have in school suspension in the office and no one is watching them.
- include everyone
- staff numbers
- The economic level of my students they are under too much stress for their age
- Student Behavior
- NONE
- Teachers need two plannings, one to make phone calls to parents, write referrals, etc., have conferences, and one to plan/grade, etc.
- For repeat offenders - consequences would come sooner.
- the number of students in the 2 largest classes
- I would bring back spanking as a punishment.
- students who do not raise their hands

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

- Attendance policy of school
- the right to fail
- uniform policy that is adhered to by all
- Children need to learn to do the right thing, because it's the right thing to do - not because they get a reward for doing what is right.
- Go back to pulling colors to show the level of behavior or have some other meaningful consequences that would discourage poor behavior and restore respect to the teachers.
- The punch cards are hard to keep up with and I have been trying to find an easier way to record 'stars'.
- This year has been better than last, but sometimes it seems that students with real behavior problems are allowed to stay in class. I think earlier action would "nip this in the bud".
- Students run the school.
- I would probably change how I group my students
- No cell phones allowed on campus. Install cell phone jammers/blockers.
- Twice retained student should not be in a room with age appropriate children if the child is exposed to adult info.
- A system to deal with the disruptive students
- Don't allow others to give numerous amounts of gold tickets to favored students.
- Nothing at this time
- Disciplining students who do not care about pbs or incentives, rather than ignoring their behavior.
- I wouldn't use it as the main behavior plan, I would use it as a supplement to my other behavior plan.
- I would make the advisory class in which many of the PBS concepts are taught become a part of the last class of the day rather than have it as a 9th class that students attend because it is another disruption, the abilities of the children are so diverse that many issues arise between the students making it virtually impossible for students to be managed, and there is absolutely NO SUPPORT staff for the students who need support. Students know that the class is not a grade. This type of class at the beginning or end of the day is difficult and students have learned that there will be no discipline for disruptive behavior. Additionally, because this class is not part of the master schedule, students attendance cannot be "in the system" and other ineffective methods are used.
- not sure
- teacher assigned detentions
- We are told work bell to bell. I have no way to punch the student's cards when we are doing this. I feel if I were to punch cards instead of teaching, I'd be in trouble.
- I want my class all to myself. I don't like switching classes with another teacher in second grade. It hurts my students when the other teacher thinks they are so bad and yells at them instead of

## Discipline Survey 2 – Short Answer

***If you could change ONE thing that would improve PBS or student behaviors in your classroom, what would you change?***

using a PBS in her classroom! If I co-taught with a teacher I am comfortable teaching with, then the PBS/discipline would be more consistent and useful.

- smaller class size, Para to be able to take for smaller groups
- Bring back ISS.
- Would have been nice to even know what this was before this survey.,
- Sacrificing the majority of the students educational time to cater to the few (2-5%) students with the serious behavior problems.
- I will like to use bucket fillers rather than hornet bucks
- Stricter attendance policy; bigger penalty for tardies; put back ISS