

Thank you for taking the time to complete this AASA and Council of State Governments Justice Center 'School Discipline Survey for District Administrators'. Your responses will help inform the national School Discipline Consensus Project, an effort led by the Justice Center for a national consensus-building project to develop policy and practice recommendations for more effective approaches to school discipline that keep kids in school and out of the juvenile justice system while providing a safe, positive learning environment. Your responses to the following questions will help provide critical information on current practices related to school discipline, school climate, and school safety in districts across the country. We plan to share the results of this survey with respondents in the next few months, and find additional ways to keep school district leaders and other education practitioners involved in this project.

The following questions look at alternatives to out-of-school suspension and expulsion.

Please indicate how effective the following alternatives to out-of-school suspension/expulsion have been in improving student behavior and school climate

1. Rating Alternatives						
	Not effective 1	2	3	4	Very Effective 5	N/A
(a) In-school Suspension (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Dentention (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Mentoring (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Peer mediation (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Behavior Management Plan (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Youth Court (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Restorative Circles (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Community Conferencing (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Student Support Centers (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. If your district has successfully implemented an alternative to out-of-school suspension and expulsion not listed above, please describe briefly.

Please identify which of the following challenges schools in your district face when trying to implement alternatives to suspension and/or expulsion.

3. Are these challenges an impediment?						
	Disagree 1	2	3	4	Strongly Agree 5	N/A
(a) Competing priorities (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Inadequate resources (excluding staff time) (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Staff time demands (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Inadequate partnerships with service providers and collaborations with external agencies (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Lack of sufficient professional development/training (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Incomplete or inaccurate student data (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Lack of information on what constitutes effective, evidence-based alternatives (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Insufficient school leadership (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Inadequate staff buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Inadequate staff skill (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) Inadequate parent buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(l) Inadequate student buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Has your district recently revised its code of conduct? (Select one option)

- Yes
- No

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If Did Not Answer Then Go to Page No. 4

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5. What was changed related to school climate/school discipline?

Check all that apply.

- Length of suspension
- Education services provided to students removed
- Types of offenses that warrant removal from school
- Graduated system of responses to misbehavior
- More limited use of suspension and expulsion
- Greater use of non-punitive responses to student misbehavior
- Definition of law enforcement role in schools
- Measures to address racial/gender/other disparate impacts from disciplinary action
- Improved data collection related to disciplinary actions
- Due process (e.g., notification, appeals, waiting periods preceding actions)
- Referral to mental health counselor
- More expansive use of suspension and expulsions
- Other (please specify) _____

6. Which stakeholders were involved in revising the code of conduct? Check all that apply

- Teachers
- School leaders
- Students
- Parents/guardian
- Community members
- School support staff (e.g counselors)
- Clinicians (psychologist; community health practitioners)
- Child welfare (social workers; foster care)
- Law Enforcement
- Other (please specify) _____

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The following questions look at policies on education for students removed from campus.

7. What best describes your district's policy for providing education services to students removed from school for disciplinary reasons for less than 10 school days? (Check all that apply)

- Work is sent home for students to complete
- Students are provided with a tutor
- Students have access to online learning

12. If you have successfully implemented a school-wide prevention strategy to improve school climate and reduce the need for school disciplinary action, please describe briefly.

What are the greatest challenges to implementing comprehensive prevention strategies with fidelity?

13. Are these challenges an impediment?

	Diagree 1	2	3	4	Strongly Agree 5	N/A
(a) Competing priorities (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Inadequate resources (excluding staff time) (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Staff time demands (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Inadequate partnerships with service providers and collaborations with external agencies (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Lack of sufficient professional development/training (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Incomplete or inaccurate student data (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(g) Insufficient school leadership (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(h) Inadequate staff buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(i) Inadequate staff skill (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(j) Inadequate parent buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(k) Inadequate student buy-in (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The following questions look at student support teams.

14. Approximately what percentage of middle and high schools in your district use student support teams? (Select one option)

- Less than 25%
- 25-50%
- 50-75%
- More than 75%

15. What assistance does the district provide to schools for their student support teams

- Professional development/training
- Data collection/tracking system or dashboard
- Model tools (e.g. behavioral intervention plans, screenings/assessments, etc.)
- Funds for prevention and intervention programs
- Partnerships with community-based organizations
- Collaborations with external agencies (e.g. Department of Mental Health; Department of Social/Youth Services; etc.)
- Dissemination of best practice examples
- Other (please specify) _____

What are the challenges student support teams in your district face to effectively address student behavioral health needs?

16. Rating challenges to student support teams

	Not a challenge 1	2	3	4	Major challenge 5	N/A
(a) Inadequate resources (excluding staff time) (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(b) Staff time demands (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(c) Federal privacy laws (FERPA, HIPAA) or state privacy mandates (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(d) Inadequate partnerships with service providers and collaborations with external agencies (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(e) Lack of sufficient professional development/training (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(f) Incomplete or inaccurate student data (Select one option)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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17. Does your school district use an early warning data system to identify students at-risk of academic failure, dropout, delinquency or behavioral issues? (Select one option)

- Yes Go to Page No. 7
- No Go to Page No. 8
- If Did Not Answer Then Go to Page No. 8

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18. What grade levels are included in the early warning data system? (Check all that apply)

- Elementary
- Middle Schools
- High Schools

19. What source of funds did your district use to develop the early warning data system?

- State Longitudinal Data Systems Grant
- Race to the Top
- General purpose funding
- Private foundation funding
- System was developed at state-level, not district-level
- Other (please specify) _____

20. Approximately what percentage of middle and high schools in your district use the early warning data system? (Select one option)

- Less than 25%
- 25-50%
- 50-75%
- More than 75%

21. Please check which of the following disciplinary indicators are measured in the early warning system.

- Number of in-school suspensions

- Number of out-of-school suspensions
- Number of expulsions
- Number of office referrals
- Disciplinary incidents are not tracked
- Other (please specify) _____

**22. What additional indicators are included in the early warning data system?
Check all that apply:**

- Course grades
- Behavioral health indicators (such as drug and alcohol use, social withdrawal, violence, etc.)
- Attendance/truancy
- Standardized test scores
- Other (please specify) _____

23. Does the early warning data system also include a mechanism to track and monitor behavior and academic interventions? (Select one option)

- Yes
- No

**24. Does the district use early warning data system to inform the following?
Check all that apply**

- School accountability
- School improvement planning
- School leader evaluation
- Teacher evaluation
- Professional development and training
- Budgeting
- Resource and staff allocation

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The following questions center on professional development offered in the district.

25. Does your district provide professional development related to school climate? (Select one option)

- Yes
- No

26. If the district does provide professional development on school climate, which of the following topics are discussed? Check all that apply:

- Engaging instruction
- Social-emotional learning
- Classroom management
- Cultural competency
- Restorative justice

- Positive behavioral supports
- Other universal prevention strategy
- Other (please specify) _____

27. Does your district provide professional development related to behavioral health? (Select one option)

- Yes
- No

28. If the district does provide professional development on behavioral health, which of the following topics are discussed? Check all that apply:

- Trauma and adverse childhood experiences
- Affective Disorders such as Depression and Anxiety
- Behavioral Disorders such as ADHD
- Alcohol and substance abuse
- Child and adolescent development
- Developmental disabilities
- Other (please specify) _____

29. Does your district have a written agreement in place with external agencies to provide behavioral health supports to students? Check all that apply

- Mental health
- Alcohol and substance abuse
- Child welfare/social services
- Juvenile Justice
- Other (please specify) _____

30. Does your district sponsor school-based health centers to provide services to students? (Select one option)

- Yes
- No

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If Did Not Answer Then Go to Page No. 10

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31. What type of services does the school-based health center provide?

- Primary care
- Reproductive health
- Prevention, early intervention, risk reduction
- Mental health
- Substance abuse
- Other (please specify) _____

32. What primary sources of funding does your district use to support behavioral

health interventions for students? (Check all that apply)

- Title I of the Elementary and Secondary Education Act
- IDEA
- SAMHSA Safe Schools/Healthy Students Initiative
- Title IV-E of the Social Security Act (Foster Children)
- Title V of the Social Security Act (Maternal and Child)
- Title XX of the Social Security Act (Social Services Block Grant)
- State Department of Health
- State Department of Education
- State Department of Human/Social Services
- Other (please specify) _____

33. What evidence-based behavioral health intervention programs does your district utilize for middle and high schools that you have found to be effective in reducing the number of discipline referrals and improving classroom climate? (Open ended)

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The following questions address school safety.

34. What percentage of middle and high schools in your district use metal detectors? (Select one option)

- Less than 25%
- 25-50%
- 50-75%
- More than 75%

35. Are law enforcement/school resource/school security officers present in middle and high schools in your district? (Select one option)

- More than 75% Go to Page No. 11
- 50-75% Go to Page No. 11
- 25-50% Go to Page No. 11
- 1-25% Go to Page No. 11
- None Go to Page No. 12

If Did Not Answer Then Go to Page No. 12

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36. Are any of these officers armed? (Select one option)

- Yes
- No

37. Does the district provide any training for these officers? (Select one option)

- Yes
- No

38. What functions do the officers perform? Check all that apply:

- Mentors
- Activity Leaders
- Patrol (campus and hallways)
- Ticketing
- Arrests
- Enforcement of School code-of-conduct
- Safety planning
- Other (please specify) _____

39. What impact has the presence of law enforcement/security officers had on school environments? (Select one option)

Negative Impact 1	2	No Impact 3	4	Positive Impact 5
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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40. Job Title:

(Select one option)

- Superintendent
- Assistant/Deputy Superintendent
- Other (please specify) _____

41. Type of school district:

(Select one option)

- Rural
- Suburban
- Urban

42. School district enrollment

(Select one option)

- Less than 2,500
- Between 2,500 and 10,000
- Between 10,000 and 50,000
- More than 50,000

43. Number of schools by grade level in your district

(a) Elementary Schools

(b) Middle Schools

(c) High Schools

44. Number of years in current position:

(Select one option)

- 0-3
- 4-9
- 10 or more

Thank you for your time and effort in completing this survey. AASA appreciates your service on behalf of America's children.