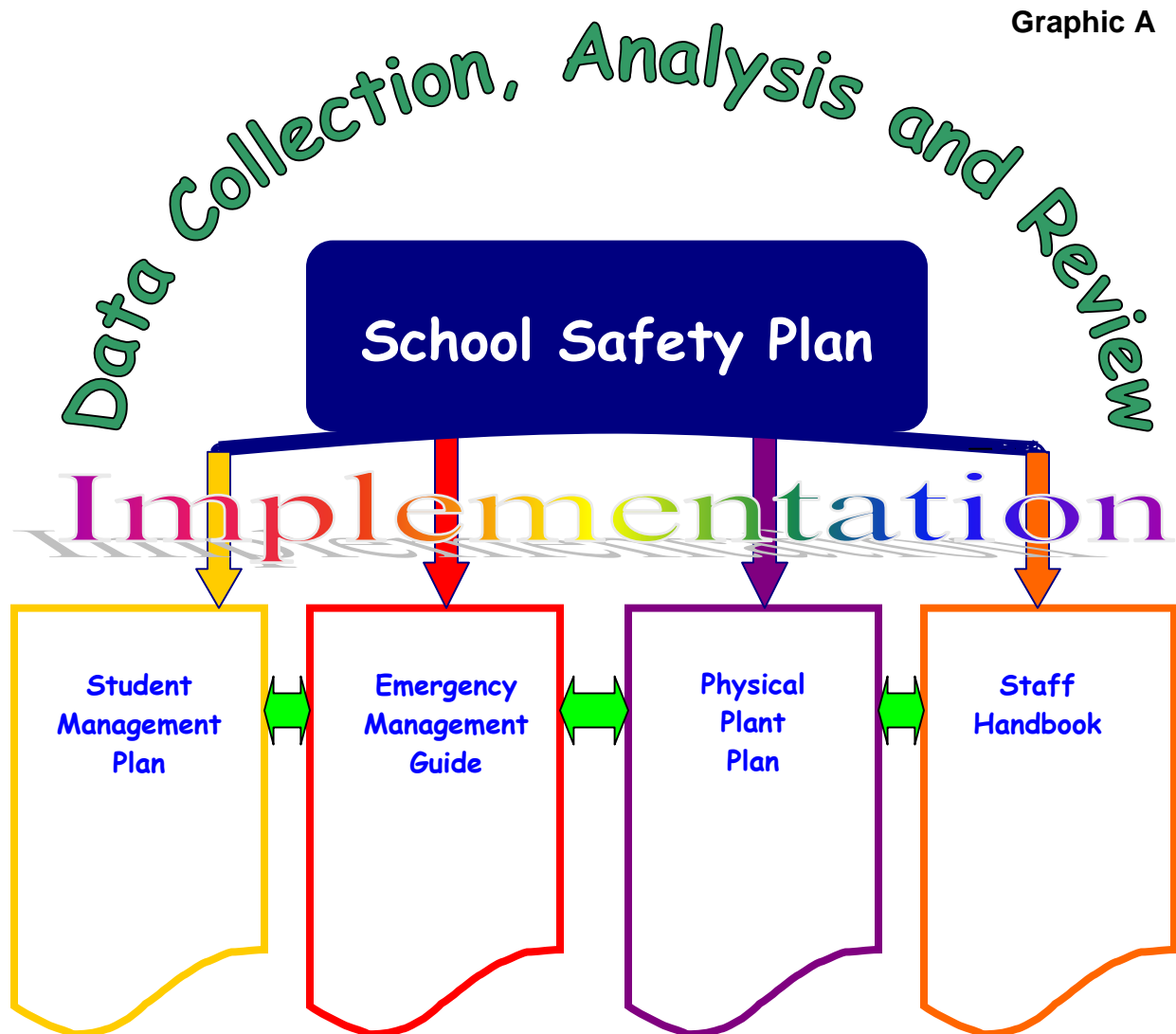


APPENDIX F

The passage of HB330 in 1998 not only created the Kentucky Center for School Safety, but also required all Kentucky public schools to create a school safety plan. Additionally, schools were mandated to report all discipline data to the Kentucky Department of Education. While the bill does not specifically link these two activities, a school safety plan cannot be considered comprehensive unless there is a direct link between the data collection and the planning processes.

Let's consider what is essential in a comprehensive school safety plan. Graphic A illustrates that four components are necessary for a school safety plan to be considered comprehensive, i.e., Student Management Plan, Emergency Management Plan, Physical Plant Plan and Staff Handbook. However, the over-arching representation of data symbolizes the necessity for data to be collected, analyzed and reviewed at each step of the planning process.



DATA COLLECTION, ANALYSIS AND REVIEW

First and foremost, a school safety plan must begin with the collection of data. A school should begin the development of a school safety plan with the collection and/or consolidation of several types of data. A school should use the data collected for this report as a starting point. Data regarding suspension, expulsion and corporal punishment, as well as other discipline responses that occurred as a result of an office discipline referral should be compiled. Next, a format similar to the one below should be used to analyze the data:

1. Collect other forms of data, i.e., observational and student, staff and parent surveys, and combine with discipline data.
2. Sort the data by location, month, time, gender, ethnicity and type. Depict the data graphically or pictorially.
3. Analyze the data by posing several questions:
 - 3.1. What are the most frequent infractions?
 - 3.2. Where and when are they occurring?
 - 3.3. What are your least frequent infractions?
 - 3.4. Where and when are they occurring?
 - 3.5. Who are your most frequent offenders?
 - 3.6. Is there a common denominator among repeat offenders, type of infraction occurring most frequently, and location and time of most infractions?
4. Sort the data into four categories for possible changes: Structural, Organizational, Instructional and Rules and Policies.

The goal with the data collection and analysis is to produce information that drives planning and decision-making.

Student Management Plan: Every school should clearly articulate the rules and expectations for positive student behavior. Frequently schools call this a Discipline Plan or Code of Conduct; however, rather than a list of “Thou Shall Nots”, the plan should clearly specify expectations for student behavior that will result in student success. An approach to developing the Student Management Plan is to:

1. Use the school data to direct the development of a pro-active student management plan that acts as a guide for positive student behavior and sets the stage for student success.
2. Include the school’s mission and a philosophy of behavior management that treats students with respect and dignity while placing the responsibility for behavior squarely on the shoulders of the student.
3. Address misbehavior in the plan. Rather than give a finite listing of infractions with a corresponding consequence, construct a menu of disciplinary consequences for misbehavior. This will provide staff the opportunity to consider the degree and frequency of the misbehavior before choosing an appropriate consequence.

Emergency Management Guide: In a natural or man-made disaster, events occur that necessitate the coordination and delivery of crisis intervention and response services. Consequently, schools must be prepared with a plan of action, which is really a set of plans rather than one overall plan. For every possible emergency situation, a school should have a plan that addresses readiness, response and recovery and identifies the responsibilities of each staff for each stage. For example, responding to a fire in a school is very different than responding to a tornado; therefore, a plan for each is necessary. Practice drills are necessary to ensure that staff and students know how to respond to emergency situations. Check the KCSS website, www.kysafeschools.org, and the United States Department of Education's Office of Safe and Drug-Free Schools website, www.ed.gov/admins/lead/safety/emergencyplan/index.html for additional information in developing emergency management and crisis procedures.

Physical Plant Plan: Creating a safe and healthy learning environment necessitates maintaining an appropriate physical setting. The plan should require that a complete safety inspection of the building and grounds be conducted annually. Additionally, requisite monthly safety checks should be implemented as mitigating unsafe conditions may arise in short periods of time. All staff members should be made aware of the process for reporting potentially unsafe conditions to the principal for a timely response to remedy the unsafe conditions.

Staff Handbook: A staff handbook is a vital tool for not only the new teacher, but the seasoned teacher as well. A staff handbook should include everything a teacher needs to know about school rules, routines and procedures. While the rules, routines and procedures are preventive in nature, a major portion of the handbook should address positive student management and extend the student discipline plan to include staff instructional responsibilities. For example, during student arrival, the handbook will clearly identify staff responsibilities for supervision while different responsibilities may be identified for dismissal. Additionally, the handbook should outline a plan for instructing students regarding the student management and emergency management plans.

Data should always be reviewed in context. For example, a school experiencing a suspension increase could be experiencing any or all of the following:

- (1) a rising level of student misbehavior and school disorder**
- (2) an administrative accentuation on commission of offenses**
- (3) a building with physical plant or staffing problems**

The context should drive the intervention plan.