

# **Appendix F**

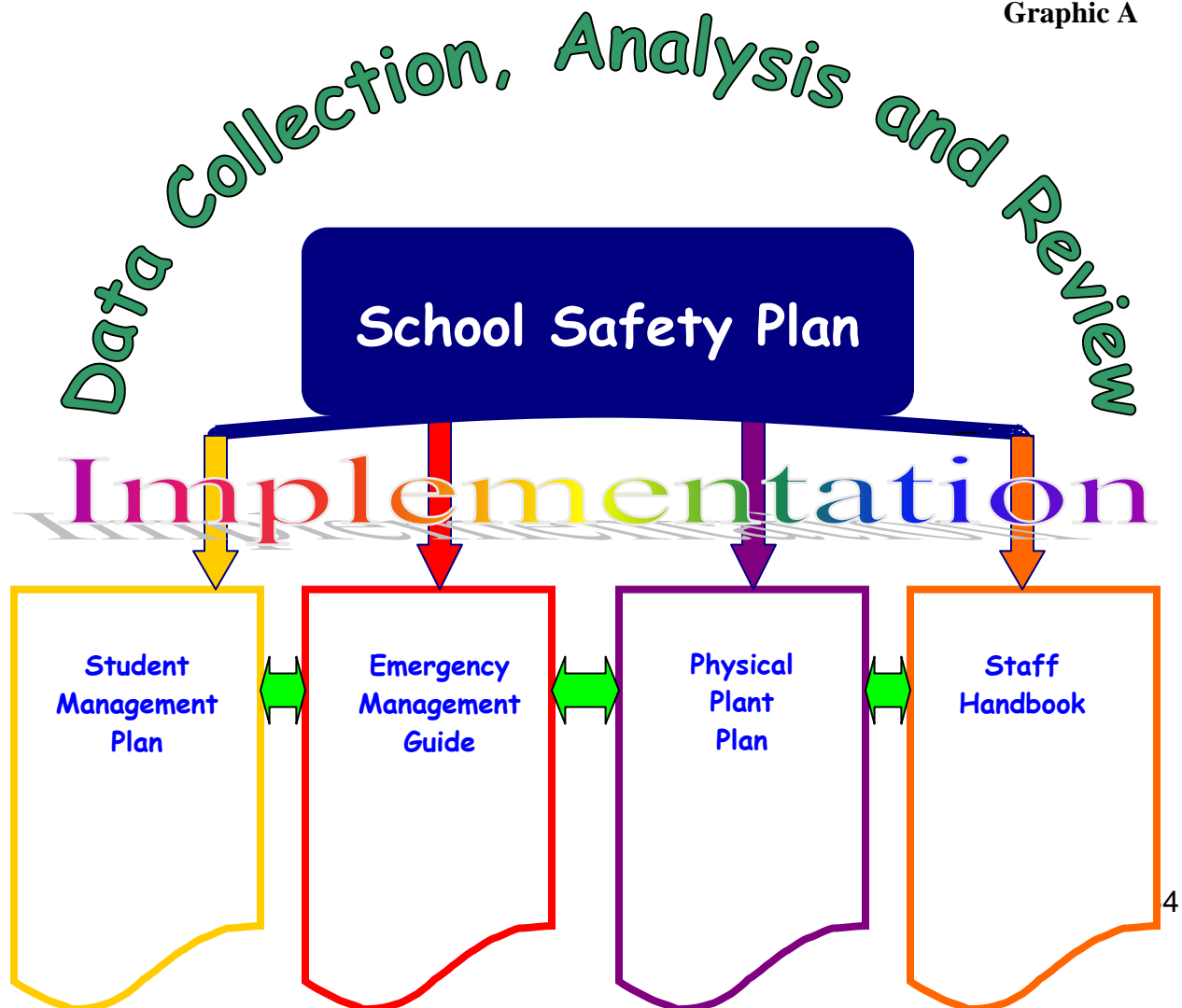
**Using the 2005-2006 Report**

## Section VI Using the 2005-2006 Report

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., a Student Management Plan, an Emergency Management Plan, a Physical Plant Plan, and a Staff Handbook). However, the overarching representation of data symbolizes the necessity for data to be collected, analyzed, and reviewed at every step of the planning process.

Graphic A



## **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 suspensions, expulsions, and corporal punishments, 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 data, student, staff, and parent surveys) and combine those results with the 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](http://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](http://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.

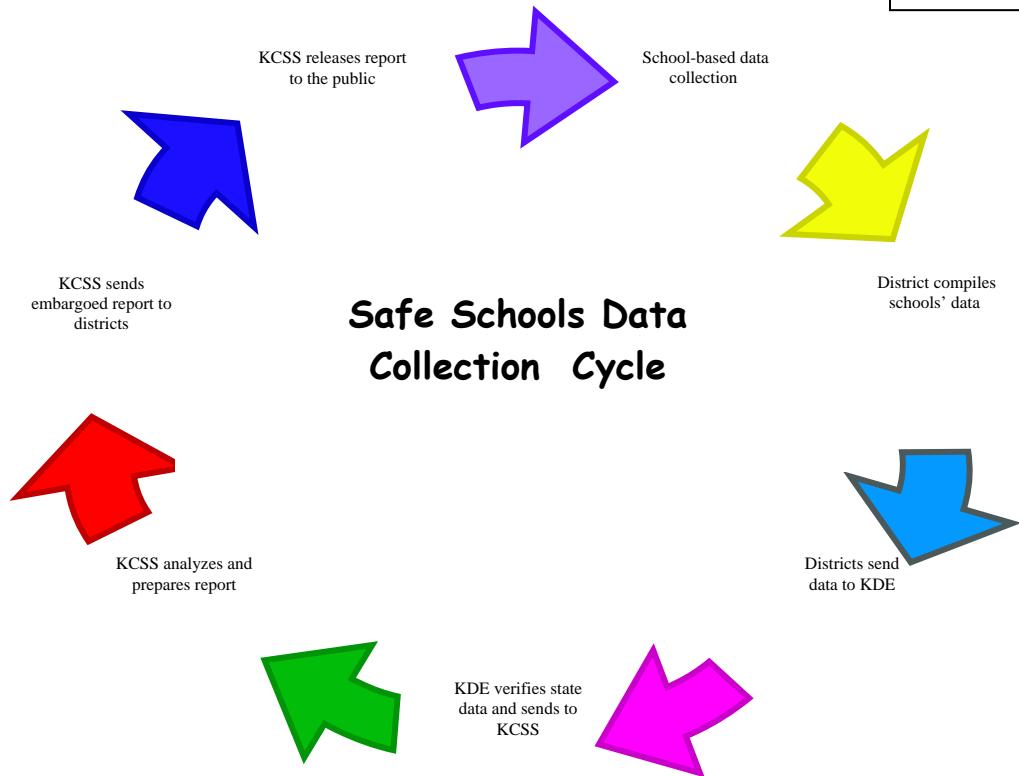
**Staff Handbook:** A staff handbook is a vital tool for not only the new teacher, but the seasoned teacher as well. A staff handbook should include everything a teacher needs to know about school rules, routines and procedures. While the rules, routines and procedures are preventive in nature, a major 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.



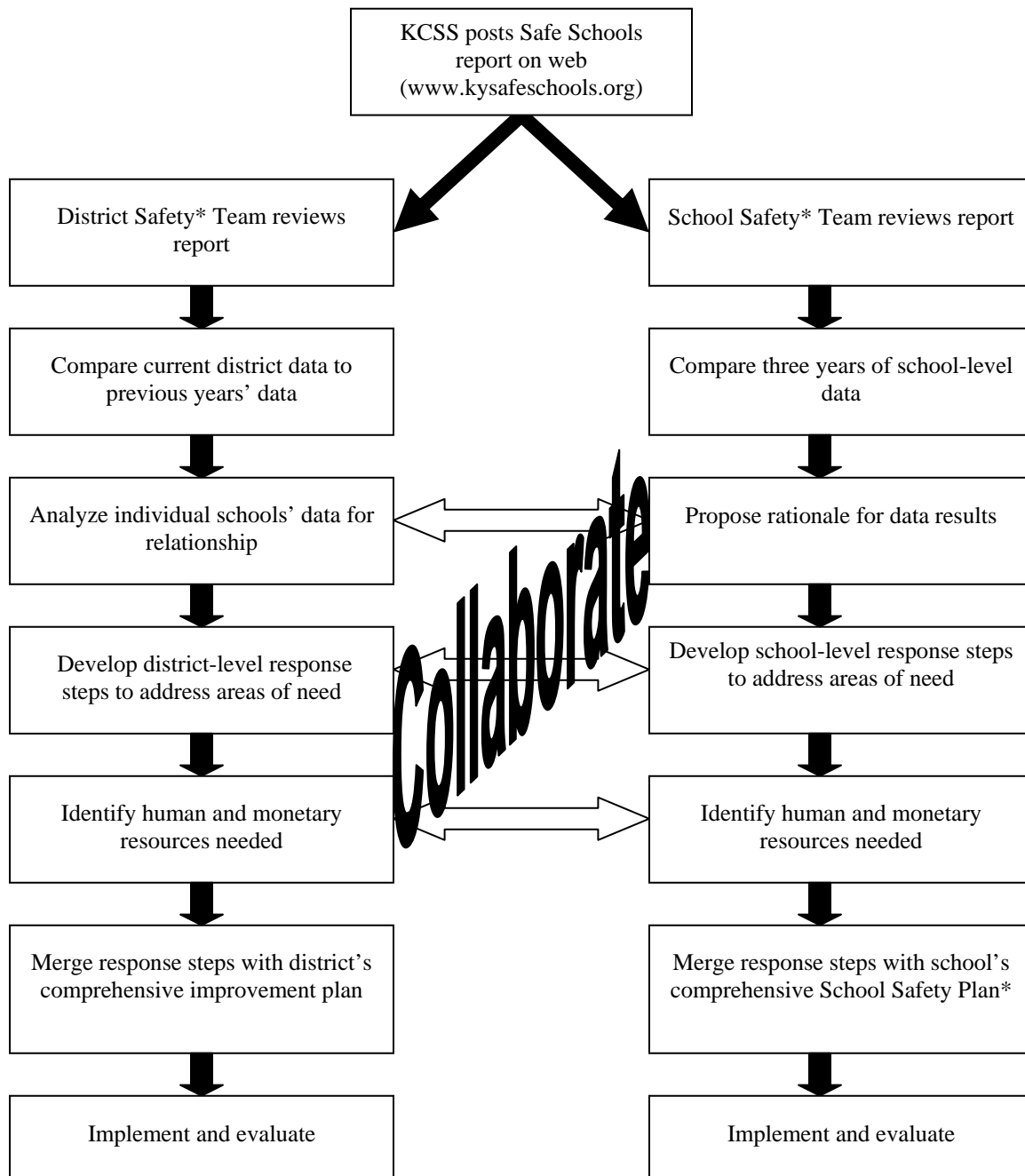
The process that provides the data for this report has developed into a predictable and dependable cycle (Graphic A). All public schools in Kentucky use STI software to collect discipline data each year beginning July 1 and ending June 30. Throughout the school year, the school enters discipline data daily and performs periodic errors checks to maintain data accuracy. At the local district level, the designated STI technology coordinator also performs error checks and works with the school to reconcile any discrepancies. At the end of the year, final verifications with the school and district are made before the district transmits the data to KDE who performs its own verification check. Once KDE has finished inspecting the data and is satisfied with the accuracy, the data are sent to KCSS. The data are checked again and entered into a statistical package for organization and analysis. KCSS staff writes an annual report of the data with state and regional interpretation. District level data are illustrated in charts that report disciplinary actions by raw numbers, total student rate, and rate for white and African-American students. The report is sent to districts in an embargoed form to allow districts to make a final confirmation of their data and to have the Center make any last minute corrections to the report. Following the embargoed period, the report is released to the public during a press conference and posted at [www.kysafeschools.org](http://www.kysafeschools.org), the Center's website. While the posting of the report is the end for that sequence, collection of school-level data for the next period is ongoing.

# Section VI Using the 2005-2006 Report

Graphic A



The following flowchart, Graphic B, illustrates how the information in this report can be used by the district and at the school-level. The district's Safety Team, or other designated committee, should review the report and compare current data with previous years' data. The district data should be further analyzed by review of individual school-level data to determine areas of concern. Simultaneously, a school-level team is reviewing the school's data, comparing it to past data, and asking "why" the results are what they are. District personnel and school personnel should begin to collaborate to prepare a rational and doable plan to respond to areas of need. The plan must include needed monetary and human resources with a corresponding plan to provide those resources. Subsequently, the school and district develop implementation plans that specify the responsible person(s), beginning/ending dates, and evaluation measures.



\*See Appendix C for a Comprehensive School Safety Plan model.