

5. Protocol for Reliable Data

To ensure the quality and reliability of school discipline and safety incident data, consider implementing a plan of action involving the following basic steps:

- Create a school safety/discipline team.
- Create a flowchart for handling problem behavior.
- Develop adjunct materials.
- Provide for on-going training.

Create a School Safety/Discipline Team

The school safety/discipline team is a key component of a plan to improve school climate and safety. Initially this team can oversee the implementation of the Az SAFE plan on its campus under the direction of the district implementation team. The team can be a pre-existing school committee with similar functions and membership. Recommended members include administrators, prevention coordinators, on campus law enforcement/JPO, security, social workers/mental-behavioral health professionals/counselors, and possibly students. The team should meet regularly (weekly, biweekly or monthly) to perform necessary functions. See the [Reliable Data Checklist](#). These functions include:

- Ensuring accurate data collection and use
- Analyzing data to develop goals toward school safety and climate improvement
- Creating action plans for improvement
- Evaluating progress toward improvement and efficacy of interventions
- Sharing data and progress toward improvement with stakeholders

This team will need additional training in the process of data-based decision making and determining appropriate science-based interventions. As they analyze the data, they will develop goals and objectives and rely on their advanced training to match needs with appropriate programs in order to affect the desired change.

Create a Flowchart for Handling Problem Behaviors

In order to improve the quality and validity of behavior data, the school administration should work with staff to develop a plan for dealing with problem behavior at all levels. Each school has a unique way of dealing with problem behaviors. The development of a flowchart systematizes the process and gives staff a simple visual to help them decide a course of action. Refer to the sample [Problem Behavior Flowcharts](#).

The following questions can be used to guide the development of the

- What offenses will require an office discipline referral?
- What offenses will be the responsibility of the classroom teacher?
- What are the procedures used to move the students involved in the incident through the system?
- How will referral data be entered into the system?
- What procedures will staff use for lower level incidents?
- How will multiple minor offenses be handled?
- How will lower level offenses and actions be captured?
- What follow-up will there be?

School personnel come to consensus on all procedures and then are trained in the plan and in its execution.

Develop Adjunct Materials

The Office Discipline Referral form may need revision to include all Az SAFE requirements and to ensure that the school obtains information that is critical. Section 4 of this manual contains guidance in this process. Other adjunct materials include protocols for data analysis, reporting problem behavior (using the Office Discipline Referral), Antecedent Behavior Consequence charts or other student behavior documentation forms, school safety team meeting reports, etc.

Provide for On-Going Training

A needs assessment should be conducted to determine staff training needs. Include classified staff, bus drivers, cafeteria personnel, and custodial staff – everyone who may need to report a violation. The following are skills necessary for obtaining valid data:

- Staff understanding of relevant terms and definitions from Az SAFE
- Use of the revised Office Discipline Referral including skill in writing a referral using behavior-specific language and reporting facts rather than subjective comments
- Consistency between staff members in use of terms and in incident reporting
- Staff understanding of classroom versus office handled violations
- Designated staff data entry training

Additionally, the school safety/discipline team should receive training in the following:

- Using data to develop goals for improving school safety and climate
- Determining appropriate research-based interventions
- Using the data-based decision making process
- Methods of evaluating program effectiveness

