

Incident Reduction Plan (IRP) Development Guide

Incident Reduction Plans are required to be developed by all schools that have been designated as persistently dangerous. The purpose of the IRP is to identify the specific actions that a school will take to ensure the safety of the students. Specifically, the IRP's proposed actions should be in response to the factors that contributed to the school's designation as a persistently dangerous school and describe how the school staff intends to address these factors and the types of incidents that resulted from them. Each proposed action should be accompanied by a desired result, an evaluation strategy to document the success of the action, and a timeline in which the action will be accomplished.

In developing the IRP, it is beneficial to understand that while circumstances differ for students and schools in urban, rural, and suburban communities, in affluent and impoverished communities, and among students and schools within each community, research suggests that the following four core elements are necessary to maintain schools as safe and supportive places of learning:

- A supportive learning environment.
- Systematic approaches which support positive behavior.
- Involvement of families, students, school staff, and the surrounding community.
- Standards and measures to support continuous improvement based on data.

The creation of a safe and supportive learning community requires a comprehensive, school-wide approach that is woven into the curriculum and culture of the school. By focusing on the four core elements previously identified, and infusing into daily school life the more detailed strategies recommended in the IRP, a safe and supportive learning environment will be created that fulfill students' basic needs of belonging, independence, influence, and competence. This will also foster high expectations and increased student achievement.

Principles of Effectiveness

When developing the IRP the school staff should follow Principles of Effectiveness (POE) criteria by:

- a) assessing data to determine the core reasons why the school is experiencing the high number of violent incidents;
- b) consulting with key constituency groups in establishing a set of desired outcomes that are aligned with the proposed actions;

- c) designing and implementing actions based on scientific research or evaluation that provides evidence that actions used actually prevent or reduce drug use, violence, or disruptive behavior among youth;
- d) designing a comprehensive series of actions focusing on risk and protective factors as an integral part of the prevention initiative;
- e) involving parents and community members in developing, designing and implementing effective prevention actions related to drugs, alcohol and violence; and
- f) evaluating the actions periodically to assess its progress toward achieving its desired outcomes, and using the results to refine and improve the actions as appropriate.

Additional information regarding Principles of Effectiveness is located at the following address; <http://www.emsc.nysed.gov/sss/> . Once at this address click on Safe and Drug Free Schools and scan the page until you come to Principles of Effectiveness.

Recommended Steps to Achieve School Safety

The Department suggests that the IRP be framed within the context of the following specific steps that helps create safe school environments.

1. Develop and equitably enforce a Code of Conduct for the district and building.
2. Develop district safety plans and building emergency response plans to deal with serious situations and conduct drills, tabletops and functional exercises to increase the level of preparedness.
3. Personalize the school environment.
4. Analyze Violent and Disruptive Incident Reporting, Online Occurrence Reporting System (OORS) data in New York City, and other student conduct data to provide information regarding pockets of concern that require attention and program strengths that could be replicated.
5. Implement programs and activities that have a proven record of achieving positive results and/or an approved waiver.
6. Actively involve and engage parents and other community members in addressing issues and concerns.
7. Make sure students, teachers, parents, administrators, and other school staff are aware of warning signs of violence and the need to communicate to others.

Actions that Schools Have Included in the Incident Reduction Plan that are Aligned with Specific Steps to Create Safe School Environments

- 1) Develop and equitably enforce a Code of Conduct for the district and building.
 - Implement a picture ID system
 - Post school rules in hallways and classrooms
 - Establish a Dress Code

- 2) Develop district safety plans and building emergency response plans to deal with serious situations that threaten the safety and well-being of students or teachers and conduct drills, tabletops and functional exercises to increase the level of preparedness.
 - Conduct regularly scheduled facility walkthroughs to assess safety and security of the building
 - Conduct meetings with students and teachers to discuss safety and security concerns
 - Conduct tabletop and functional exercises at regularly scheduled intervals
 - Ensure that an Incident Command System that includes an Incident Commander, the Command Staff and when appropriate the general staff is in place at each building and that each person understands his/her role and responsibility during an emergency.

- 3) Personalize the school environment.
 - Provide staff development to teachers to help them deliver developmentally appropriate instruction
 - Hire “Highly Qualified” teachers
 - Establish small class sizes
 - Increase relevance and rigor of the curriculum
 - Integrate cooperative learning, the arts and physical movement and/or time for recess and physical education.
 - Provide staff development in effective classroom management procedures
 - Review and provide feedback on teacher’s classroom management plans

4) Analyze Violent and Disruptive Incident Reporting, Online Occurrence Reporting System data in New York City, and other student conduct data to provide information regarding pockets of concern that require attention and program strengths that could be replicated.

- Hire an Assistant Principal or Dean of Students
- Provide additional School Safety or School Resource Officer support where resources and interagency relationships permit
- Hold weekly meetings to discuss issues and identify “hot spots”
- Keep bathroom logs and regularly supervise bathrooms
- Decrease time allowed for changing classes
- Decrease lunch room time
- Provide opportunity for student town hall meetings

5) IMPLEMENT PROGRAMS AND ACTIVITIES THAT HAVE A PROVEN TRACK RECORD OF ACHIEVING POSITIVE RESULTS.

- <http://www.emsc.nysed.gov/sss/sdfsca/copyofscience.rtf>
- <http://www.emsc.nysed.gov/sss/SDFSCA/>
- <http://www.nrepp.samhsa.gov/>
- <http://www.emsc.nysed.gov/sss/SDFSCA/AcadAchievement.htm>
- <http://www.colorado.edu/cspv/blueprints/model/overview.html>

6) Actively involve and engage parents and other community members in addressing issues and concerns.

- Conduct regularly scheduled safety committee meetings with representatives from parents and the community.
- Conduct regular meetings with community leaders and business proprietors for the purpose of establishing internships, service learning and cooperative learning experiences.
- Involve parents in cultural awareness, heritage days
- Involve parents in the development of a parent guide to assist parents in the college decision process

- 7) Make sure students, teachers, parents, administrators, and other school staff are aware of warning signs of violence and the need to communicate to others.
- Implement hall sweeps
 - Install security cameras
 - Install weapon scanners at entry points
 - Conduct teacher forums
 - Ensure security or other staff supervise hallways when classes change

Specific Suggestions to Assist In the Development of the IRP:

- Examine student incident data and other sources of data and information.
- Disaggregate Data.
- Analyze trend data. Try to determine areas where most incidents occur (hallways, cafeteria, classroom, restroom, entrance/exit etc); times when incidents occur (morning entrance, dismissal time, lunch time, learning time); and types of incidents (sexual assaults, physical assaults, gang activity, weapons possession, drugs etc).
- Identify key themes in the data.
- Summarize the information and make preliminary findings.
- Obtain teacher, staff, and community reflection.
- Hypothesize what could be causing the found information.
- Analyze existing data related to current practices, resources, and professional development, supervision and evaluation practices.
- Identify strategies, including the addition of staff or implementation of program curricula, which specifically address the issues uncovered through the review of the data and ensure the actions are coherent.
- Determine how the actions will be implemented and who has responsibility for the action.
- Determine how effectiveness will be evaluated and present the desired results in measurable terms of percentage increased/decreased.
- Break the steps into components to establish benchmarks or interim check points and create a timeline for implementation of each component or action.
- Focus on student change/performance and ensure the IRP is jargon free.

Sample IRP

| ACTION | DESIRED RESULT | EVALUATION STRATEGY | Time Line |
|--|---|---|--|
| <p>1) Develop and equitably enforce a code of conduct for the district and building.</p> <p>a) Discipline Code, School Rules, and Ladder of Referral are taught to faculty, students and parents in the Fall of 2007.</p> | <p>-100 percent of students, faculty and parents are aware of the discipline code and school rules and policies.</p> <p>-Minimum of 10 percent increase in the Discipline code and school rules being actively and consistently reinforced by members of the school community so that students are completely aware of the consequences of their actions.</p> | <p>-Quarterly quiz of student knowledge of school rules and expectations linked with positive reinforcement.</p> <p>-Weekly review of OORS.</p> <p>-Feedback from teachers via email.</p> | <p>Quarterly reviews beginning in October and ending in June.</p> <p>Weekly reviews beginning in September and ending in June.</p> <p>Monthly reviews beginning in September and ending in June.</p> |
| <p>2) Develop district safety plans and building emergency response plans to deal with serious situations and conduct drills, tabletops and functional exercises to increase the level of preparedness.</p> <p>a) Conduct regularly scheduled facility walkthroughs to assess safety and security of the building.</p> | <p>-The use of the building safety checklist results in no critical safety deficit areas.</p> <p>-If safety deficit areas are identified actions are developed and implemented to correct the deficit.</p> | <p>Building safety checklist.</p> | <p>Quarterly reviews beginning in October and ending in June.</p> |

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| <p>3) Personalize the school environment.</p> <p>a) Professional Development for all teachers on best practices, developmentally appropriate instruction, creating a classroom community, and integrating literacy across the content areas.</p> | <ul style="list-style-type: none"> -Increase in active, engaging, effective instruction. -More creative thinking taking place in the classroom. -More cooperative learning taking place in the classroom. -Students having an increase of positive, successful experiences in school. | <ul style="list-style-type: none"> -Student report cards. -Number of referrals per week: -Student surveys -Teacher surveys -Teacher evaluations -Parent surveys | <p>Quarterly reviews beginning in October and ending in June.</p> |
| <p>4) Analyze Violent and Disruptive Incident Reporting, Online Occurrence Reporting System data in New York City, and other student conduct data to provide information regarding pockets of concern that require attention and program strengths that could be replicated.</p> <p>a) Assistant Principal and School Safety Agent meet once a week to collaboratively assess school “hot spots” and</p> | <ul style="list-style-type: none"> -Decrease in violent and disruptive incidents by an average of 10 percent for the year, particularly for recidivists. - Weekly discussion with students and teachers result in an increased awareness and identification of what is going on in the student community. - Staff and resource deployments result in 10 percent fewer incidents. | <ul style="list-style-type: none"> -Weekly review of VADIR and/or OORS data. -Weekly review of student conduct infractions. | <p>Weekly reviews beginning in September and ending in June.</p> |

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| <p>behavior patterns and review deployment of security personnel according to the needs of the school.</p> | | | |
| <p>5) Implement programs and activities that have a proven track record of achieving positive results.</p> <p>a) Implement the OLWEUS Bullying Prevention Program.</p> | <ul style="list-style-type: none"> -To restructure the school environment to reduce opportunities and rewards for bullying – make the school a safe, positive place for students to learn and develop. -To improve peer relations. -To address and raise awareness of the suffering of victims of bullying. -To counteract the bullying tendencies of aggressive students. | <ul style="list-style-type: none"> - Weekly review of OORS data indicating decrease in incidents of Intimidation, Harassment, Menacing and Bullying. -Environmental surveys answered by students, faculty, staff and parents indicating a decrease in incidents of bullying and fear of victimization. | <p>Weekly reviews beginning in September and ending in June.</p> <p>Semi annual reviews beginning in January and ending in June.</p> |
| <p>6) Actively involve and engage parents and other community members in addressing issues and concerns.</p> | <ul style="list-style-type: none"> -To address any safety concerns in a timely manner. -To identify concerning patterns and implement effective solutions. -To develop and improve upon | <ul style="list-style-type: none"> -Weekly review of OORS data indicating reduction of violent and disruptive incidents. -Teacher surveys | <p>Weekly reviews beginning in September and ending in June.</p> |

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| <p>a) Monthly meetings of School Safety Team which includes, teachers, students, administration, parents, and members of the community, particularly those in close proximity of the school.</p> | <p>systems for safety and security.</p> | <ul style="list-style-type: none"> -Student surveys - Parent surveys -Meetings and discussions with security staff and administrators. | <p>Monthly reviews beginning in October and ending in June.</p> |
| <p>7) Make sure students, teachers, parents, administrators, and other school staff are aware of warning signs of violence and the need to communicate to others.</p> <p>a) Consistent, coordinated Hall Sweeps that focus on areas identified by Assistant Principal, Dean, and security cameras.</p> | <ul style="list-style-type: none"> -To identify student attendance and behavior issues. -To improve student attendance in class. -To limit student issues in the hallway. | <ul style="list-style-type: none"> - Weekly review of class attendance. - Weekly review of OORS data indicating decrease in incidents of violent and disruptive behavior due to lateness and cutting class. | <p>Weekly reviews beginning in September and ending in June.</p> |

Incident Reduction Plan (IRP)

Rubric for Assessing 2008-2009 Applications

Criteria A (Actions): A school district shall design and implement its actions to ensure the safety of its students based on scientific research or evaluation that provides evidence that the actions used prevent or reduce drug use, violence, or disruptive behavior among youth.

| Actions | Exemplary | Satisfactory | Needs Improvement |
|--|---|---|--|
| <p>1. The actions are responsive to the factors that contributed to the school's designation as a persistently dangerous school.</p> <p>2. The actions are supported Science- Based-Research Programs and/or are determined to be a Best Practice for school personalization.</p> <p>3. The actions can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>All the actions are directly related to the factors contributing to the school's designation as a persistently dangerous school.</p> <p>All the actions show a direct relationship to the list of Science-Based- Research Programs and/or are determined to be a Best Practice for school personalization.</p> <p>All the actions can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>A sufficient number of actions show a connection to the factors that contributed to school's designation as a persistently dangerous school.</p> <p>A sufficient number of actions show a direct relationship to the list of Science-Based- Research Programs and/or are determined to be a Best Practice for school personalization.</p> <p>A sufficient number of the actions can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>An insufficient number of actions show a connection to the factors that contributed to school's designation as a persistently dangerous school.</p> <p>An insufficient number of actions show a direct relationship to the list of Science-Based- Research Programs and/or are determined to be a Best Practice for school personalization.</p> <p>An insufficient number of the actions can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> |

Criteria B (Desired Results): A school district shall establish a set of desired results for each of its actions.

| Desired Results | Exemplary | Satisfactory | Needs Improvement |
|--|---|--|---|
| <p>1. The desired results are measurable, easily understood and directly related to the program actions.</p> <p>2. The desired results identify an expected change of behavior or specific strategy to improve the safety of the school building.</p> <p>3. The desired results are achievable within a realistic time frame and can be supported by extant resources available to the school.</p> | <p>All the desired results are measurable, easily understood and directly related to the program actions.</p> <p>All desired results identify an expected change of behavior or specific strategy to improve the safety of the school building.</p> <p>All desired results are achievable within a realistic time frame and can be supported by extant resources available to the school.</p> | <p>Sufficient desired results are measurable, easily understood and directly related to the program actions.</p> <p>Sufficient desired results identify an expected change of behavior or specific strategy to improve the safety of the school building.</p> <p>Sufficient desired results are achievable within a realistic time frame and can be supported by extant resources available to the school.</p> | <p>Insufficient desired results are measurable, easily understood and directly related to the program actions</p> <p>Insufficient desired results identify an expected change of behavior or specific strategy to improve the safety of the school building.</p> <p>Insufficient desired results are achievable within a realistic time frame and can be supported by extant resources available to the school.</p> |

Criteria C (Evaluation Strategy): A school district shall evaluate its actions periodically to assess its progress toward achieving its desired results. It should use its evaluation feedback to refine, improve, and strengthen its actions.

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| <p>1. Actions are evaluated at regular intervals to assess progress toward meeting desired results.</p> <p>2. The incident Reduction Plan (IRP) indicates that information gained from the evaluation will be used to refine, improve and strengthen its actions.</p> <p>3. The evaluation strategies can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>All actions are evaluated at regular intervals to assess progress toward meeting desired results.</p> <p>All information gained from the evaluation is applied to all of the actions.</p> <p>All of the evaluation strategies can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>Sufficient actions are evaluated at regular intervals to assess progress toward meeting desired results.</p> <p>All information gained from the evaluations is applied to a sufficient number of actions.</p> <p>A Sufficient number of evaluation strategies can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> | <p>Insufficient actions are evaluated at regular intervals to assess progress toward meeting desired results.</p> <p>All information gained from the evaluations applied to an insufficient number of actions.</p> <p>An insufficient number of evaluation strategies can be implemented within a realistic timeline and can be supported by extant resources available to the school.</p> |
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Criteria D (Time Line): A school district should establish a time line in which the action(s) will be accomplished.

| Evaluation Strategy | Exemplary | Satisfactory | Needs Improvement |
|--|--|--|---|
| <p>1. The time line has a realistic end date for the actions to be accomplished.</p> <p>2. Periodic reviews are to take place to measure the progress and status of the actions.</p> | <p>All the time lines have a realistic end date for the actions to be accomplished.</p> <p>All periodic reviews have been conducted.</p> | <p>Sufficient time lines have a realistic end date for the actions to be accomplished.</p> <p>A sufficient number of periodic reviews have been conducted.</p> | <p>Insufficient time lines have a realistic end date for the actions to be accomplished.</p> <p>An insufficient number of periodic reviews have been conducted.</p> |