

Recommended Actions Categorized

The following is the list of recommended actions categorized according the SWOT Analysis needs that the Safe and Supportive Schools Committee proposes to address.

Community impression/reputation of the district

- **Promote Safety Initiatives to Ensure a Safe, Nurturing Environment**

- Review and update policy.
- Take advantage of what we already have in place consistently
- Lock Doors (Require This)
- Single Point of Entry—All assume responsibility
- Everyone responsible for being vigilant
- Belief that this is someone else's job is dangerous in itself
- Remind students and teachers of their responsibilities and the reasons for order
- Emergency Cell Phone Policy should be designed (student cells should be off in a crisis situation)—Teacher cell phones should be active with offices set up to deal with that. An effective means of communication with teachers is through texting.
- Planning needs to be more comprehensive and all people involved in accountability and responsibility.
- Design in-service to prepare all staff in the event of an emergency involving emergency management
- Conduct monthly drills for and drills for shelter in place and for lock-down should occur regularly in school while varying the imaginary scenarios (what if one door is barricaded)
- Update evacuation site agreements.
- A committee of teachers is working at the high school to come up with recommendations. We should incorporate their ideas and expand the initiative district-wide.
- Students need to understand how rules are connected to safety.
- The county is in the process of writing a comprehensive Safety Plan for schools in the area. Mr. McGee is working on the template and will share it with the committee.
- Put a Safety and Wellness link on the website so that the community can access.

- Review and update policy.
- The purpose of the School Safety Committee is preventive. It began as a state requirement for workers' compensation claims. Safety audits are required on a 3-month basis including all campuses and playgrounds
- Review all worker's compensation claims and decide how we could have prevented those issues so that we can decide how to prevent those issues in the future
- We need continual improvement rather than check-off solutions (that lead us to believe we have "done it.")
- Teachers by necessity must be responsible for liability and safety issues
- Younger teachers are not prepared for the pressure, stress, and responsibility. Institute a mentoring program.
- Pressures of this job are increasing through responsibilities relative to
 - Safety of Students
 - Communications
 - AYP and New Standards

Guidance will become more active in students' lives.

- Develop a Comprehensive K-12 Guidance Program following the ASCA Model (American School Counselors Association)
- 1) Career Education from K-12
- 2) Personal/Social Needs including mental and emotional health promotion
- 3) Support for academics.
- The ASCA Model will promote positive connections among counselors and students and better PR so that parents and students are aware of the role. The ASCA Model is a Framework for organizing a K-12 comprehensive guidance program based on the three domains of career education, personal/social, and academic. It is based on the mission and goals of the school district so that it is integrated throughout the school program. The PA model came out in 2010 which incorporates the SAS standards and career planning (Act 339). Resiliency is a focus of the plan.
- Develop a coherent career focus from K-12.
- Eliminate the perception that guidance personnel are buried putting out fires (unless in a crisis mode)—increase day-to-day communication and connection
- Stress reduction (look at what other high stress professions do to alleviate stress in employees)

Discipline or Lack of Respect

- Maintain a student demerit system emphasizing respect.
- Address emotional issues individually through counseling and emotional support individualized settings.

Student apathy/low school spirit

- Address student apathy through Student Council communications with various stakeholders including the school board.
- Add a student liaison from Student Council to the School Board to reinforce the student voice in the community and to affirm the positive leadership and service roles of Student Council.
- Institute chats with administration among a variety of representative groups within the school. Do not limit conversations to Student Representatives.

Student/Admin/Teacher/Parent Relationships/Parental Involvement and Support of Academics

- Institute Forums for teachers, parents, students, and administrators to communicate and discuss issues.
- Mental Health awareness and response potential can be augmented through training and partnerships among teachers, parents, students, and administrators.

Too much focus on PSSA/Keystone and the perception that the school has no concern about student lives after they pass “the test.”

- A Wellness Committee has not met since the 2010-2011 school year and will be invited to join the Safe and Supportive Schools initiative through Comprehensive Planning. Reconvene the Wellness Committee. The Committee followed guidelines by the state, created yearly goals, action plan steps, and completed the majority of the steps. There are a few that still remain to be incorporated into the Safe and Supportive Schools.
- There are elements of the Wellness Plan that this committee wants to ensure will continue. We believe that we have made strides in students understanding the need for activity in their lives.
- Include health teachers in meetings with Nurses and with K-12 meetings with each other.
- Institute restrictions for students who are buying extras in the cafeteria. Seconds could be a fruit, vegetable, or milk as opposed to a second main course.

- Continue with voluntary walking clubs in the building with or without fitness grants.
- Have nurses meet once per month during scheduled times to discuss district-wide initiatives, health services, progress in wellness initiatives, health mandates from the Department of Health.
- Promote Mental Health Awareness for students and for staff; Address stress of students.

Youth survey results regarding binge drinking/opposition to random volunteer drug testing.

- SAP—(Student Assistance Program Grades K-12)
 - Teams are established at all three building levels. A referral system is in place, and parents are contacted and involved. The meetings are held weekly. The system is working at the elementary school.
 - At the middle school, a team is established that includes the principal, counselor, nurse, emotional support teacher, the school psychologist, a liaison for behavioral health and intellectual disability support. The meetings are held every week.
 - At the high school, the team is comprised of the principal, counselors, nurse, teacher representatives, the emotional support teacher, the school psychologist, a liaison for behavioral health and intellectual disability support. The meetings are held every week.
 - The high school counselor is the district's liaison to the regional SAP organization. She attends monthly to share networking and effective strategies.
 - District-wide, key team members attend the updates at St. Francis.
 - The plan is in place, we deem it to be effective K-12, and there is no need to set regular goals for the duration of this plan other than to commit to continuation of training for new members, although as a matter of course, we need All-Staff Training on SAP.