

School Safety Program

New School Safety Program Resource Training Day 1 FY 2020

In Partnership with the Arizona Foundation for Legal Services &
Education

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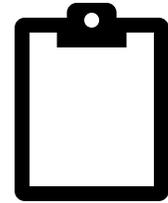


WELCOME and
THANK YOU FOR JOINING US!

Welcome

HOUSEKEEPING

- Expectations
- Parking Lot
- Housekeeping- water, bathrooms, break room



TRAINING OBJECTIVES

Why are we here?

- Demonstrate and apply the philosophy of the school program.

What am I doing?

- Participate in activities that demonstrate knowledge of the School Safety Program Requirements.

How do I do it?

- Understand why Law Related Education (LRE) and Social Emotional Learning (SEL) are effective prevention tools.
- Demonstrate the purpose, function, and requirements of the SSPRT – the School Safety Program Resource Team.

What tools do I have to support me?

- Demonstrate how to utilize your data to drive LRE, SEL, and your Multi-Tiered Systems of Support (MTSS) activities.
- Identify and evaluate individual and collaborative program roles.
- Apply school safety legal practices on your campus.
- Plan, implement, and monitor the effectiveness of the SSP Resource Staff and your School Safety Program.

CREATING A COMMUNITY OF SAFE SCHOOLS

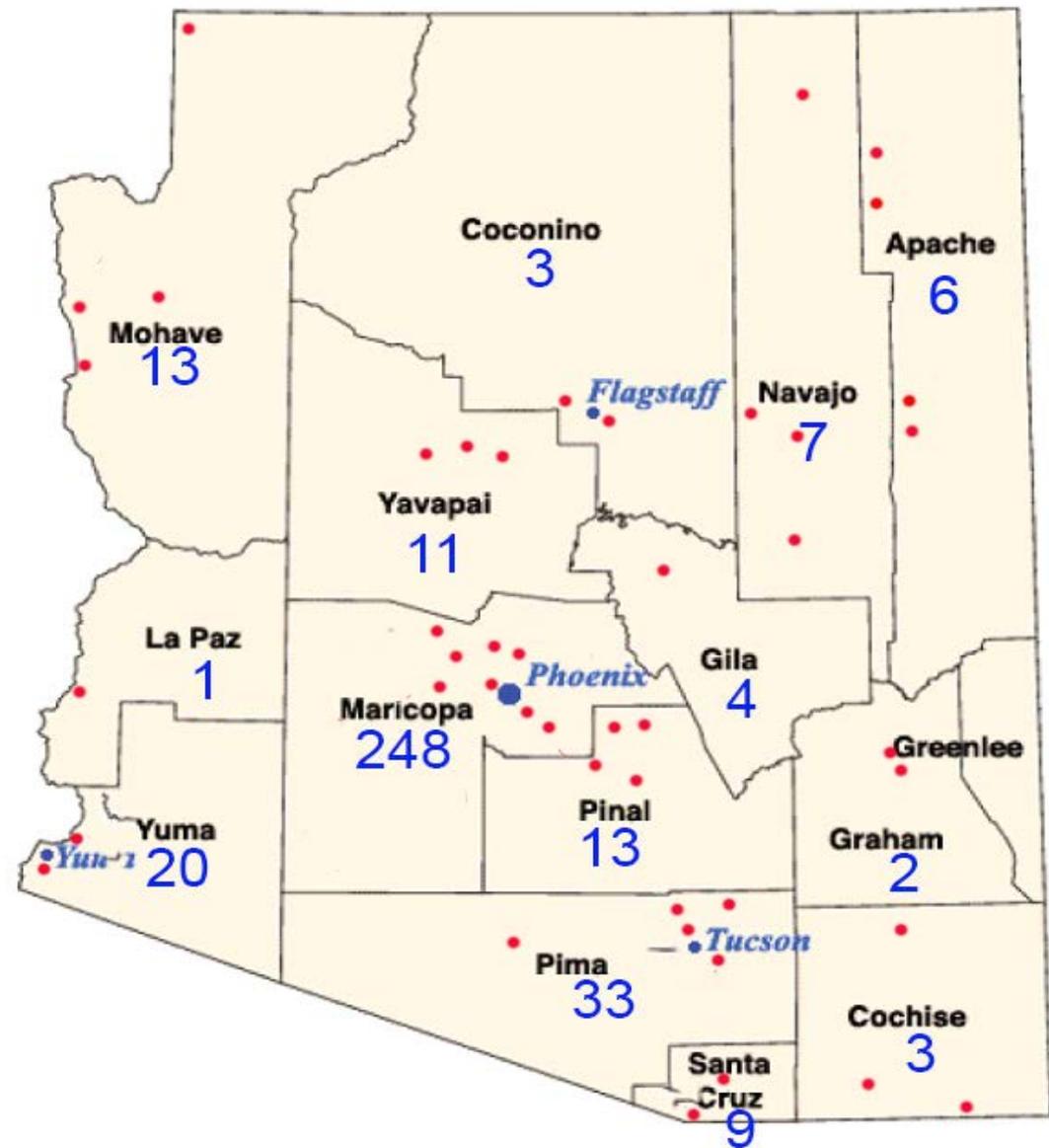
383 Sites

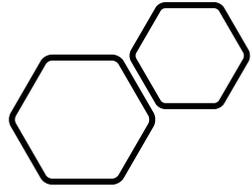
14 out of 15 counties!

148 School Counselors (38%)

118 Social Workers (31%)

117 SROs (31%)

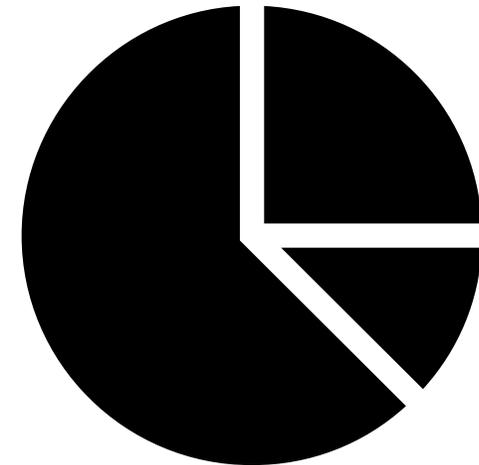




Let's see who's here!

[Tinyurl.com/ADESURVEY2020](https://tinyurl.com/ADESURVEY2020)

[Tinyurl.com/ADESURVEY2020](https://tinyurl.com/ADESURVEY2020)



ORGANIZATIONAL CHART



PHILOSOPHY OF THE SSP

THEN

1994 - ARS 15-154

What - placing school resource officers and juvenile probation officers on school grounds

Goals of the SSP

- Contribute to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning
- Teach Law-Related Education that promotes a safe, orderly environment, and good citizenship

*Prevention

*School connectedness

*Team-based approaches

NOW

2019 - HB 2749 and ARS 15-154

What - placing school resource officers, juvenile probation officers, **school counselors, and school social workers on school campuses.**

Goals of the SSP

SSP promotes, supports and enhances safe and effective learning environments for all students on school campuses in Arizona by:

- Providing funding and comprehensive training for SW/SC/SROs and their administrative teams
- Building systems of sustainability for school safety
- Helping AZ reimagine school safety

ADE School Safety Program Reflection Tool



What did I learn?



What am I going to do/change?



Why? How does it impact school climate?

Grant Requirements

SRO / JPO

- ✓ Annual **Service Agreement** (IGA/ISA)
- ✓ **SSPRT** – Including All Required Members Meeting Quarterly
- ✓ 180 Hours of **LRE**
- ✓ Officer Weekly Activity Log
- ✓ **Officer Time on Campus**
- ✓ Officer Performance Assessment
- ✓ Annual Training
- ✓ Program Evaluation

School Social Workers & Counselors

- ✓ **Signed Contract**
- ✓ **SSPRT** – Including All Required Members Meeting Quarterly
- ✓ Percentage of time across Tiers 1-3, including **SEL**
- ✓ Weekly Activity Log
- ✓ **Time on Campus & Related Activities**
- ✓ Performance Evaluation
- ✓ Annual Training
- ✓ Program Evaluation

Grant Requirements

For District
Administrator

- ✓ Submit signed contract or Annual Service Agreement (IGA/ISA) and supporting documents through GME
- ✓ Handle Grants Management (GME) Mid and End-year Program Reporting
- ✓ Regular communication with SA
- ✓ Annual Training

Grant Requirements For Site Administrator

- ✓ Help integrate SSP staff into the school environment
- ✓ Convene SSP Resource Team Meeting
- ✓ Help SSP Resource identify appropriate LRE/SEL topics
- ✓ Meet with AS once per semester (if applicable)
- ✓ Annual Training
- ✓ Conduct program evaluation and personnel performance assessments

Grant Requirements

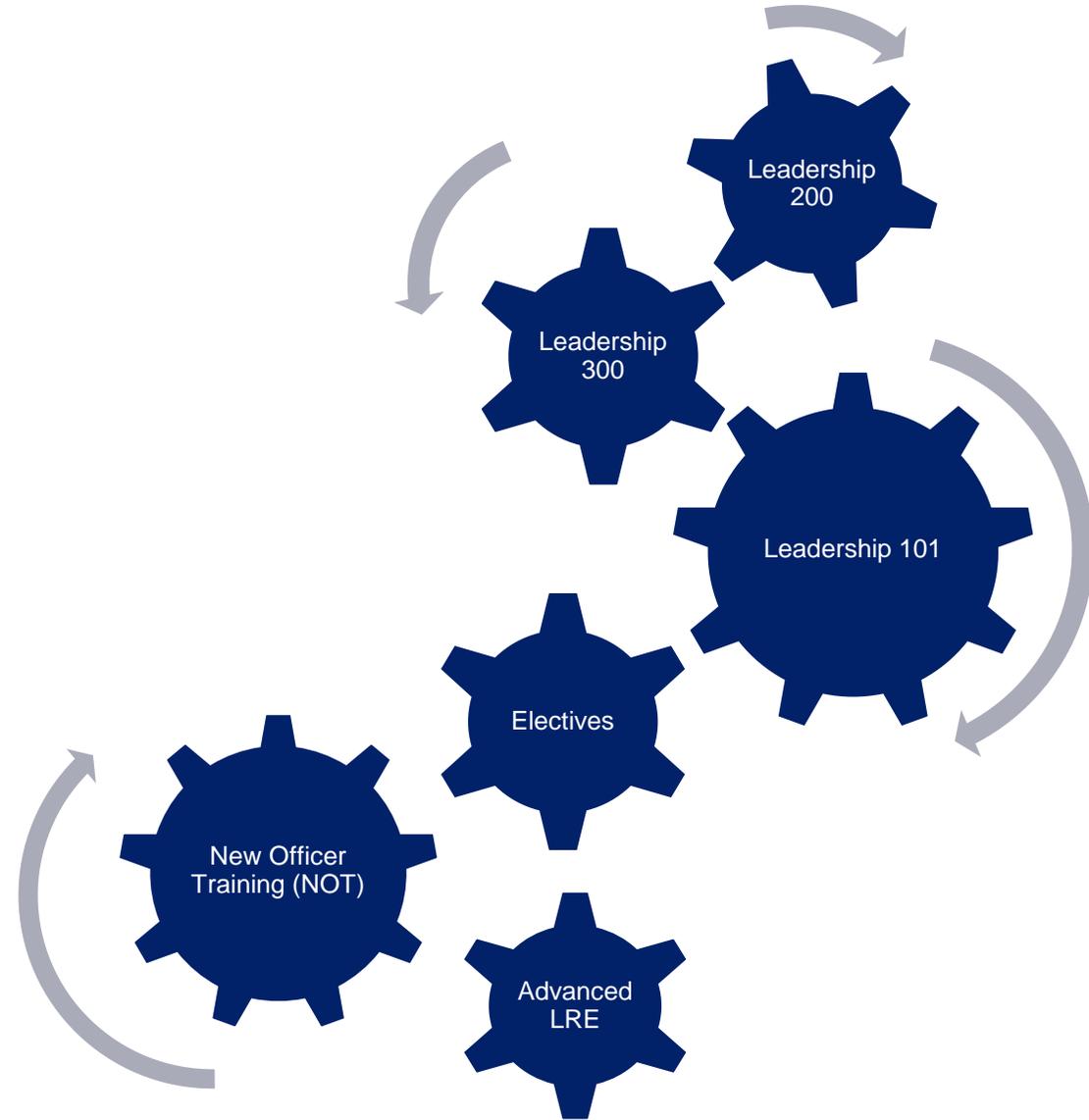
For Agency Supervisor
(SRO Specific)

- ✓ Annual Service Agreement (IGA/ISA)
- ✓ Ensure officer continuity
- ✓ Meet with SA once per semester
- ✓ Monitors Officer Activity Log and Performance evaluations
- ✓ Annual Training
- ✓ Provide supervision and support to officer's program activities

TRAINING REQUIREMENTS



ALL SROs, School Social Workers, School Counselors and administrators must attend annual trainings as appropriate

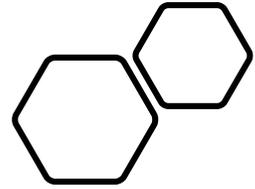




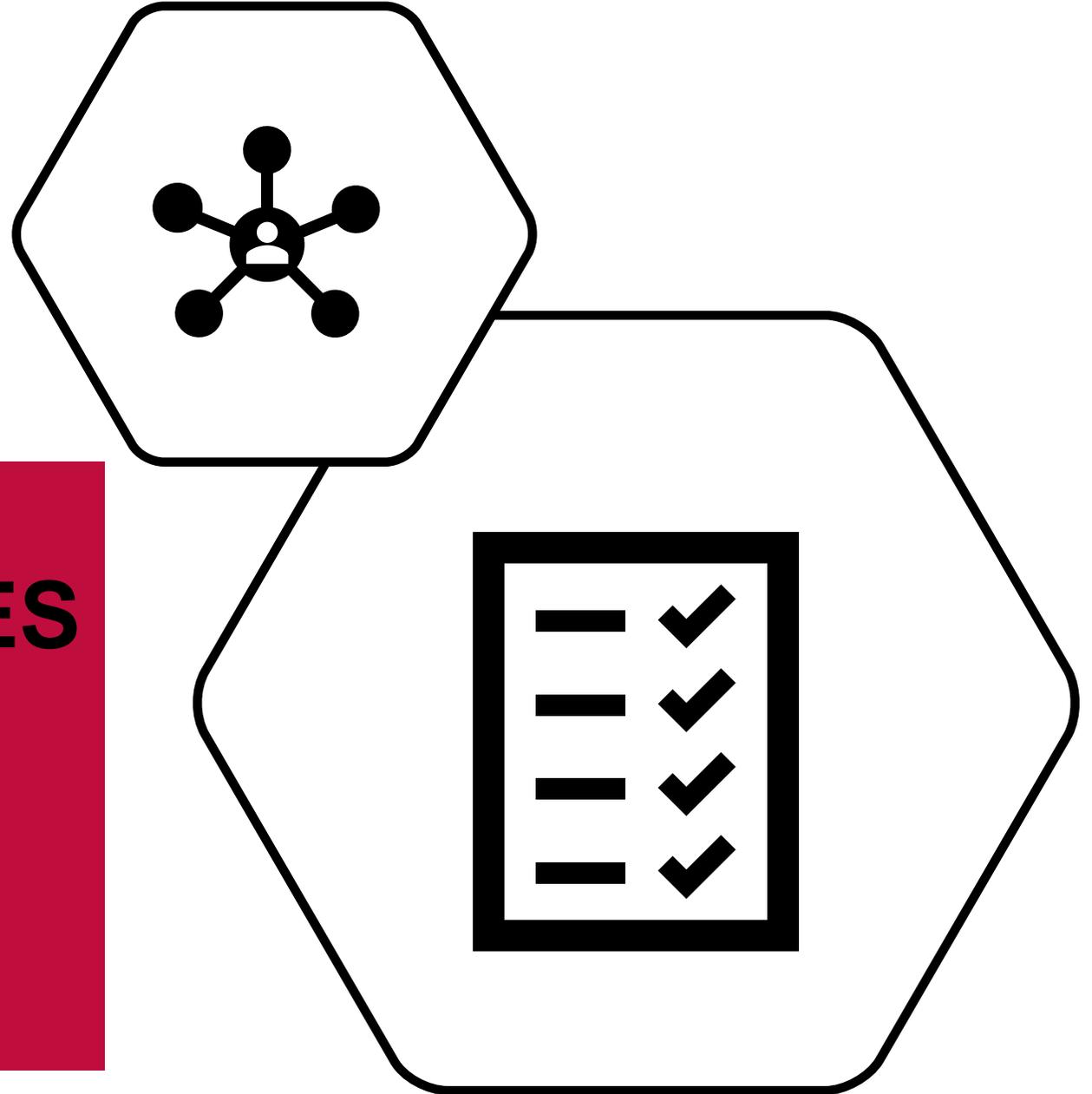
Quick 10 minute break



Feedback



**ROLES &
RESPONSIBILITIES**
of School Safety
Program Resource



What Sets Us Apart?

Presenter: Officer Stephen Dieu, Chandler PD



District Funded Officers

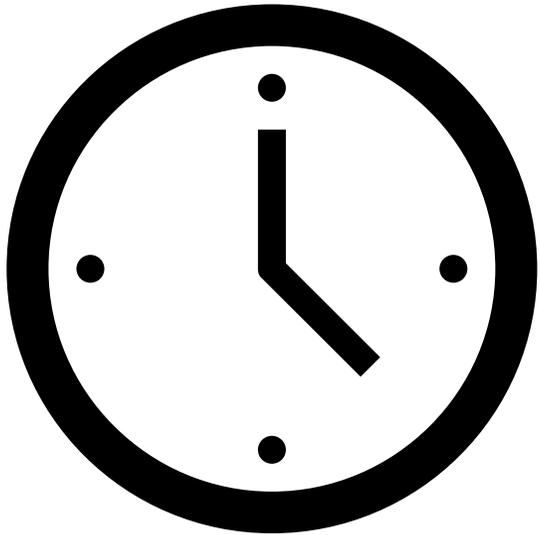
- Contrasting Expectations
- Perception Approach
- Lectured Lessons
- Zero Tolerance
- Criminalizing Delinquent Behavior
- Patrol Officer Mindset
- School to Prison Pipeline

School Safety Program SSO

- Unified Philosophy
- Research & Data Driven
- Interactive LRE Instruction
- Prevention & Intervention
- Required Training: Understanding of Adolescent Development
- SSAPT Support
- Positive Impact on School Climate & Culture

The Officer Time

Presenter: Sergeant Bill Wilson, Phoenix PD



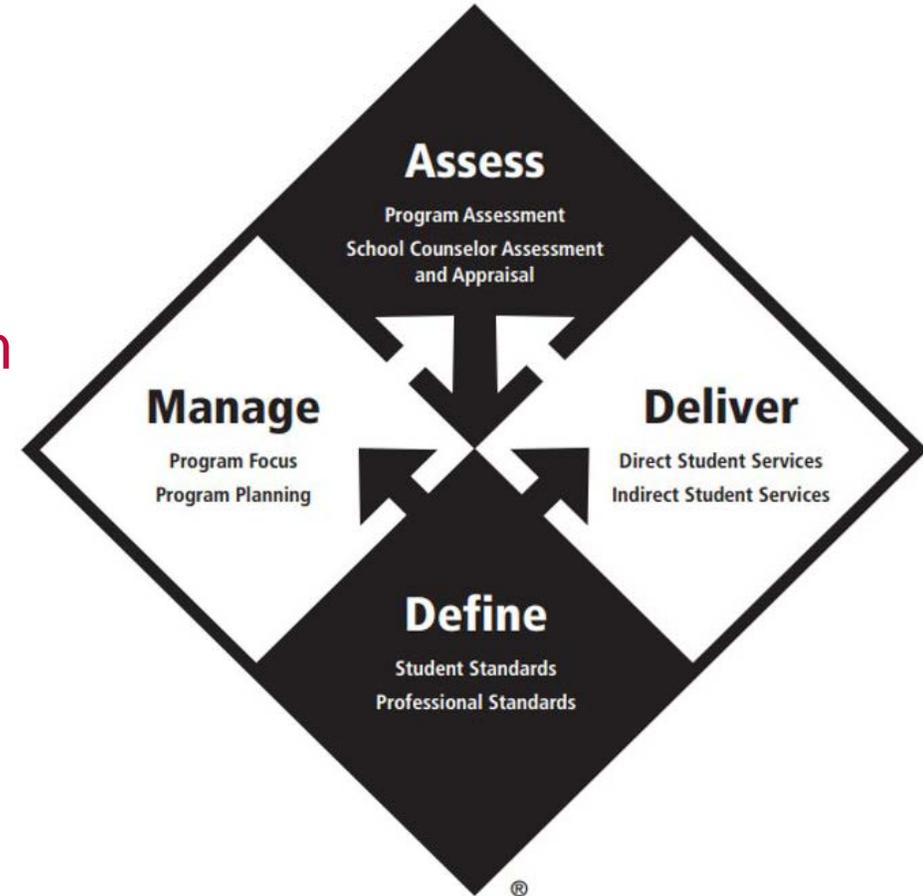
- **Time on Campus**
 - **SRO 80%** of the time
 - **JPO 90%** of the time
- **Time off Campus**
 - Anytime an officer is **not on school grounds** during their duty hours
 - Monitor for necessity
- Overtime is **not** paid for through the grant

★ **Service Agreement (IGA)**

ROLES & RESPONSIBILITIES

School Counselors: ASCA National Model

- Three sets of standards define the practice
- Program focus and program planning guide program design and support effective management
- School Counselors deliver a range of direct and indirect student Services
- Program and school counselor performance assessments support improvements and growth



School Counselor Roles - ASCA

Appropriate*

- Interpreting cognitive, aptitude, and achievement tests to support, e.g. IEP team or teachers
- Providing counseling to and problem solving with students who are regularly tardy, absent, or who have discipline problems
- Providing short-term individual and small-group counseling services to students
- Providing consultation and support to teachers / staff to address classroom behaviors, supports, etc. for academic achievement

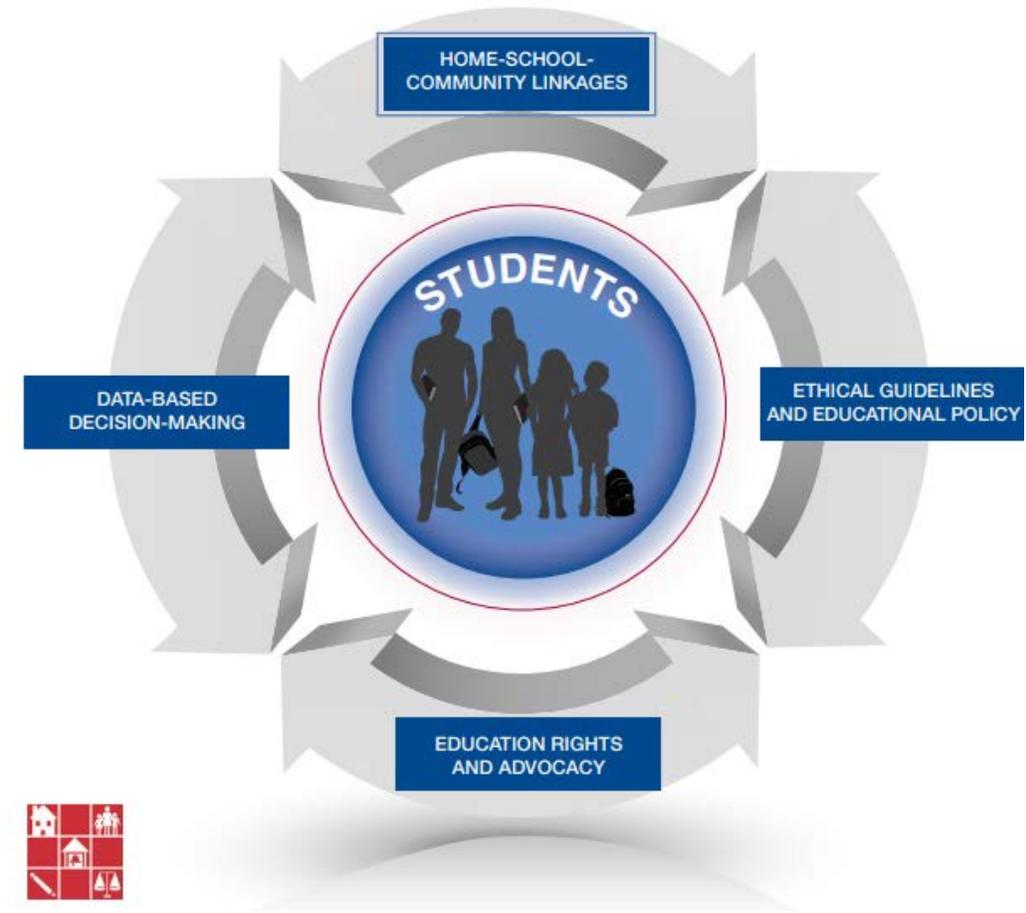
Inappropriate**

- Coordinating testing programs
- Signing excuses for students who are late or absent; performing disciplinary actions
- Providing long-term counseling in school to students to address ongoing mental health concerns or psychological disorders (e.g. no therapy)
- Substituting for a teacher who is absent, or being the one to control behavior management in the classroom alongside a teacher

ROLES & RESPONSIBILITIES

School Social Workers: School Social Work Practice Model

- Provide evidence-based education, behavior, and mental health services
- Promote a school climate and culture conducive to student learning and teaching excellence
- Maximize access to school-based and community-based resources



School Social Worker Roles- SSWAA

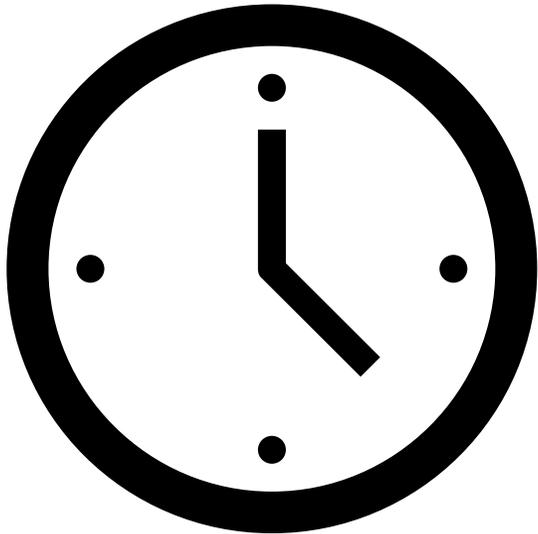
Appropriate*

- Locating and connecting students and families to referral services in the community
- Developing and delivering in-service PD opportunities or community workshops around data-driven and campus-relevant topics
- Providing crisis intervention, short-term individual, and small-group counseling services to students
- Assisting admins and districts in developing and implementing educational programs, intervention programs, and crisis response / postvention plans

Inappropriate**

- Providing extensive, on-going case-management services for students and family
- Designing and delivering all campus wide PD and community level workshops
- Providing long-term counseling in school to students to address ongoing mental health concerns or psychological disorders (e.g. no therapy)
- Being solely responsible for the creation, management, and implementation of these programs

School Social Worker & Counselor Time on Campus



- **Time on Campus & Related Activities**
 - Facilitating Tier 1-3 activities with students
 - Home visits (as needed / appropriate)
 - Staff / campus educational workshops hosted at school
 - Parent / community educational workshops hosted at school
- **Time off Campus**
 - Participation in community meetings
 - Professional Development (External)
 - → Monitor for necessity

*Overtime is **not** paid for through the grant

School Safety Program Roles

Underline: Indicates responsible party

✓ : Indicates contributing member

Prior to the School Year

- Service Agreement
- Signed Contract

Throughout School Year

- SSP Resource Team Meeting
- Operational Plan
- 180 Hours of Law Related Education (if applicable)
- Percentage of time across Tiers 1-3 (if applicable)
- Weekly Activity Log
- SSP Resource Performance Assessment
- Training Attendance
- Officer Continuity (if applicable)
- Mid-year Report

End of the Year

- End-Year Report
- Completion Report
- Program Evaluation

COLOR KEY

**School Safety Officer
(S.R.O/JPO)**

**School Social Worker
School Counselor**

Site Admin S.A.

Agency Supv A.S.

District Admin D.A.

School Safety Program Roles

Underline: Indicates responsible party

✓ : Indicates contributing member

Prior to the School Year

- Service Agreement ✓ ✓
- Contract ✓ ✓

Throughout the School Year

- SSP Resource Team Meeting ✓ ✓ ✓
- Operational Plan ✓ ✓ ✓
- 180 Hours of Law Related Education (if applicable) ✓ ✓
- Percentage of time across Tiers 1-3 (if applicable)
- SSP Resource Weekly Activity Log ✓ ✓ ✓
- SSP Resource Performance Assessment ✓ ✓ ✓
- Training Attendance ✓ ✓ ✓ ✓
- Officer Continuity (if applicable) ✓ ✓ ✓
- Mid-Year Report ✓ ✓ ✓

End of the Year

- End-Year Report ✓ ✓
- Completion Report
- Program Evaluation ✓ ✓

COLOR KEY

School Safety Officer (S.R.O/JPO)

School Social Worker

School Counselor

Site Admin S.A.

Agency Supv A.S.

District Admin D.A.

Let's Practice!

Scenarios

SCENARIOS

The science teacher never came back from lunch.
Could you use your Counselor, Social Worker or School Resource Officer as a substitute teacher?

- A. Yes
- B. No
- C. Maybe

Answer B: No

Resource Team Members (RTM's) may not be used as a substitute.

SCENARIOS

You have a crossing guard that called in sick. Could you use a Resource Team Member (RTM) as a Crossing Guard?

A. Yes B. No C. Maybe

Answer B: No

A RTM may assist with traffic issues depending on their training and experiences but may not be used to replace missing school personnel.

SCENARIOS

Two students are facing school discipline issues for fighting. Which Resource Team Member (RTM) could be used ?

- A. Counselor
- B. Social Worker
- C. School Resource Officer

Answer : Yes

Resource Team Members are available to counsel, mentor, mediate, assess, provide community resources and/or give positive encouragement when appropriate.

SCENARIOS

The Vice Principal is behind on their 504 paper work and meetings. Which Resource Team Member (RTM) could be used to catch up?

- A. Counselor
- B. Social Worker
- C. School Resource Officer

Answer : None*

***Resource Team Members may not be used to substitute school personnel. A 504 Team may include RTM's or their input but they should not be responsible for 504 management.**

SCENARIOS

Lunch on your campus is becoming increasingly rowdy. Which Resource Team Member (RTM) could be used ?

- A. Counselor
- B. Social Worker
- C. School Resource Officer

Answer : None

RTM's are not disciplinarians. Strategic Visibility may be utilized to develop positive relationships within the school community. RTM's should not be used for intimidation or discipline.

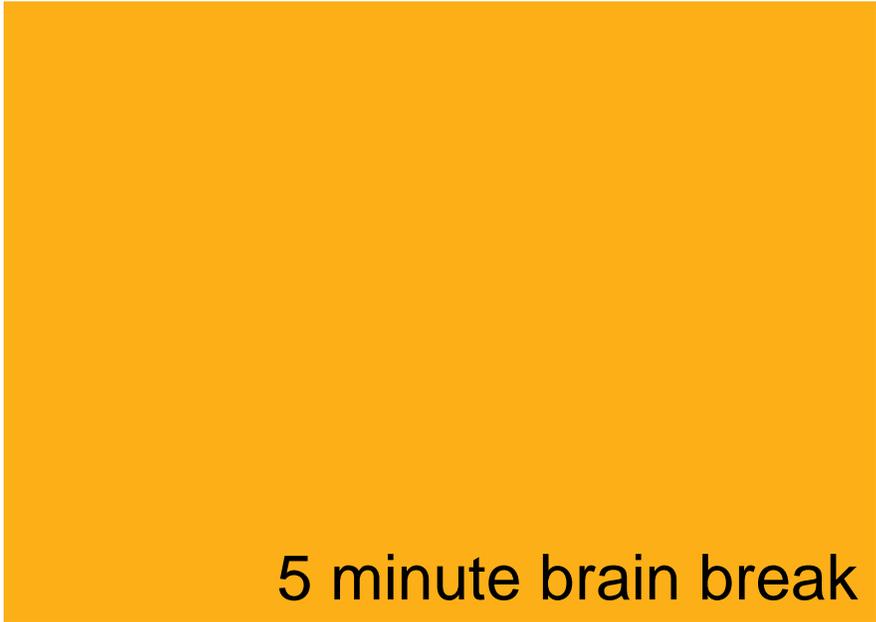
SCENARIOS

Two students were brought up to the office for using a Juul in one of the bathrooms. Which Resource Team Member (RTM) should be used?

- A. School Counselor
- B. School Social Worker
- C. School Resource Officer
- D. All of the above

Answer : D

Resource Team Members are available to counsel, mentor, mediate, assess, and/or provide community resources, interventions, Law Related Education and/or give positive encouragement when appropriate.



5 minute brain break

Stretch and raffle



Arizona Foundation for
**LEGAL SERVICES
& EDUCATION**
THE ARIZONA BAR FOUNDATION

Law-Related Education

**Presenter: Diana Strouth, Instruction
Specialist**

**AZ Foundation for Legal Services &
Education**

Law-Related Education

- Teaches about laws 
- Informs how the legal system operates
- Educates about the fundamental principles of a constitutional democracy 
- Promotes civic responsibility
- Provides opportunity to practice 
- Community participation

LRE Triangle

Knowledge



Practical law-related content

Development of life skills (problem-solving, critical thinking, etc.)



Skills

Interactive Teaching Strategies

Positive engagement with the community



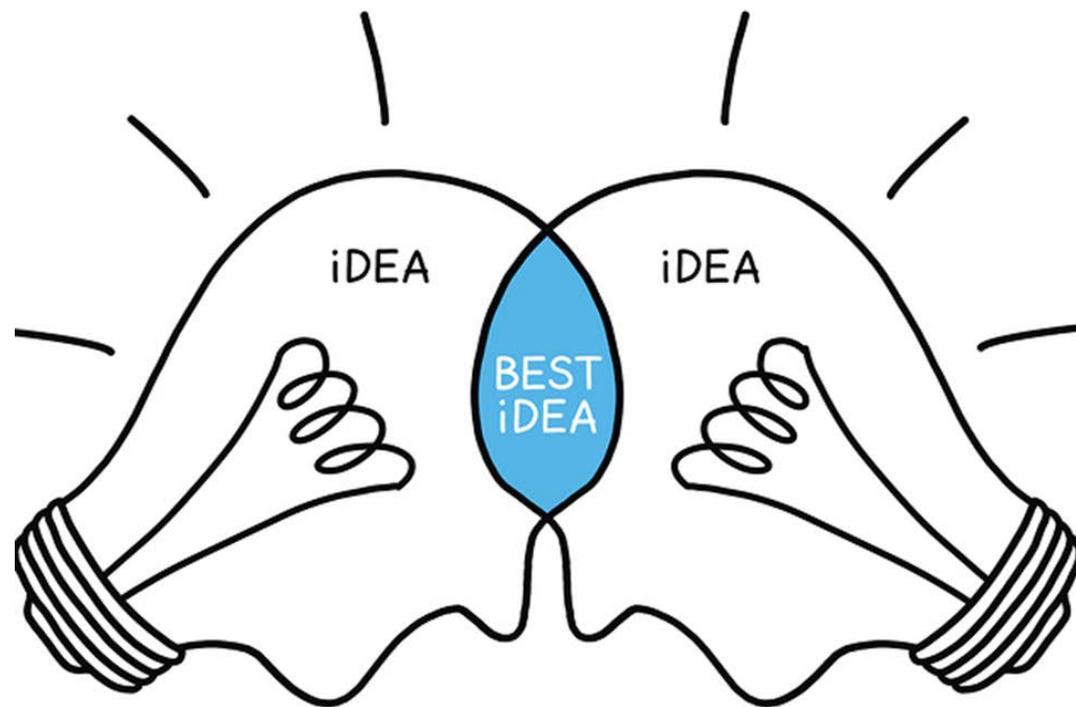
Behaviors

Best Practices

- Law content (LRE)
- A balanced perspective
- Problem-solving approach
- Focus on real life (Data Driven)
- Use of hands-on, interactive instructional strategies
- Opportunities for youth to interact constructively with community resource persons (CRP's)
- Student-Centered



LRE ACTIVITY



LRE AND SEL AS A PREVENTION TOOL

Law-Related Education*	Social Emotional Learning**
Promotes Positive Self-Image <ul style="list-style-type: none"> Helps students develop a productive sense of purpose and independence 	Self-Awareness <ul style="list-style-type: none"> Know your strengths/limitations, senses of confidence, optimism, growth mindset
Encourages Resiliency Skills <ul style="list-style-type: none"> Sense of autonomy Social competence Problem-solving 	Self-Management <ul style="list-style-type: none"> Manage stress, control impulses, motivate yourself to set/achieve goals
Exposure to a “Balanced” Viewpoint <ul style="list-style-type: none"> Explore and reflect on theirs and others’ perspectives Develop respect for different points of view 	Social Awareness <ul style="list-style-type: none"> Understand the perspective of others and empathize with them, including those from diverse backgrounds and cultures
Interactive Teaching Strategies <ul style="list-style-type: none"> Strategies that foster true student-to-student interaction – role plays, simulations, group work activities, group research projects, community-based learning Opportunity to interact with community resource people Promotes conflict resolution <ul style="list-style-type: none"> Helps students acquire non-aggressive social problem-solving skills 	Relationship Skills <ul style="list-style-type: none"> Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed
Develop Problem-Solving and Reasoning Skills <ul style="list-style-type: none"> Through challenging content and the methods used to study that content Involves careful examination and projection of possible consequences of decisions 	Responsible Decision-Making <ul style="list-style-type: none"> Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms

SOCIAL EMOTIONAL LEARNING

Presenter: Debi Neat, M.Ed



Social & Emotional Learning Core Competencies



Why Social & Emotional Learning?

Benefits

Improvement in classroom behavior.

Increase in self-confidence.

11% increase in scores on standardized tests.

Social & Emotional Skills.

Better attitudes about school and interactions with others.

Reduces

Aggressive Behavior

Emotional Distress

Conduct Problems

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Social
Emotional
Learning

Social Emotional Learning

Read About It!

- Intro & Part of the Plan
- A Proactive Approach
- Programs & Techniques
- SRO: NASRO article

SROs Share How
Mental Health
TRAINING
Help Direct Youth from the Justice System

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October 2018 | Volume 76 | Number 2
The Promise of Social-Emotional Learning Pages 46-50
[Issue Table of Contents](#) | [Read Article Abstract](#)

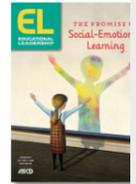
Can SEL Reduce School Violence?

Amanda B. Nickerson

A researcher says teaching empathy, problem solving, and self-control could lead to safer schools.

In light of recent highly publicized and tragic incidents, such as the February 2018 shooting at Marjory Stoneman Douglas High School in Parkland, Florida, school communities are increasingly concerned about student and teacher safety. School leaders, politicians, and community members are frantically seeking solutions to the problem of school violence. Many of the ideas proposed have focused on security and "hardening" schools, and some lawmakers have even suggested arming teachers. One strategy that is more likely to work, if used as part of a comprehensive public health approach, is improved social-emotional learning (SEL).

A Proactive Approach to Violence Prevention

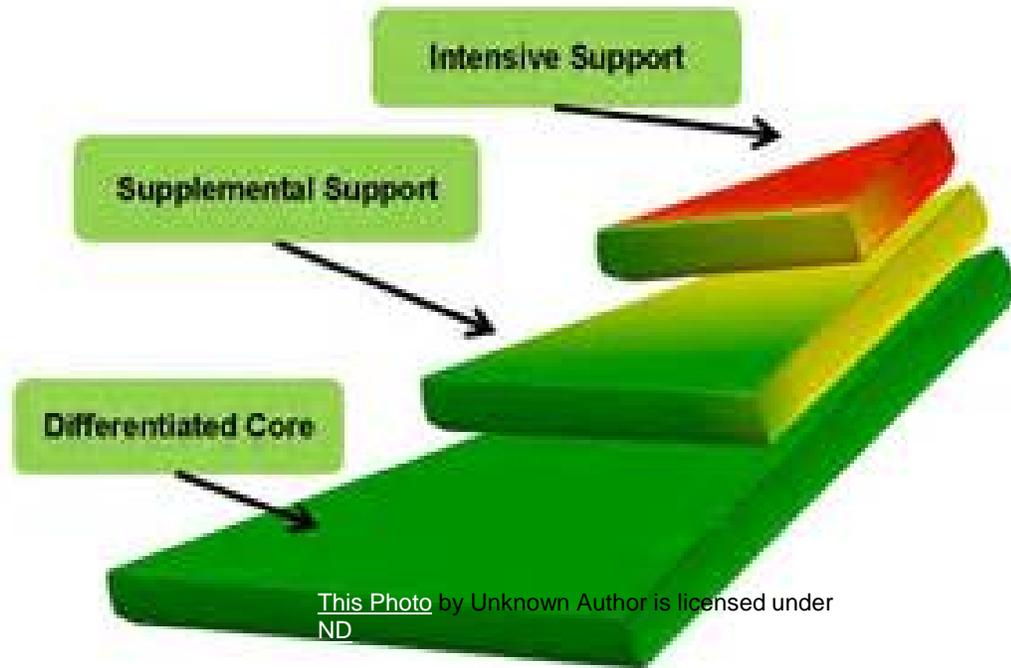


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SEL & MTSS (Multi-tiered Systems of Support)

Layering of Support



- **Tier 3 – Individualized Intensive**
1 to1 support
- **Tier 2 – Small Group**
Targeted to skills needed
- **Tier 1 – Universal**
School-wide

LRE PROGRAM REQUIREMENTS

Grant requires 180 hours of LRE

- At least **80 hours** of LRE to **COHORT** groups of students
 - Six sessions per classroom within one quarter
- At least **100 hours** of **UNIVERSAL LRE** instruction
 - **60** hours or more of universal LRE classroom instruction
 - Up to **20** hours LRE planning and preparation
 - Up to **20** hours LRE instruction to staff/community

Tracked for Grant compliance

- ✓ Mid-Year Report
- ✓ End-Year Report

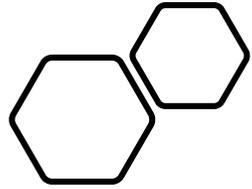
SEL PROGRAM REQUIREMENTS

The grant will require School Counselors and School Social Workers to deliver SEL Curriculum on campus.

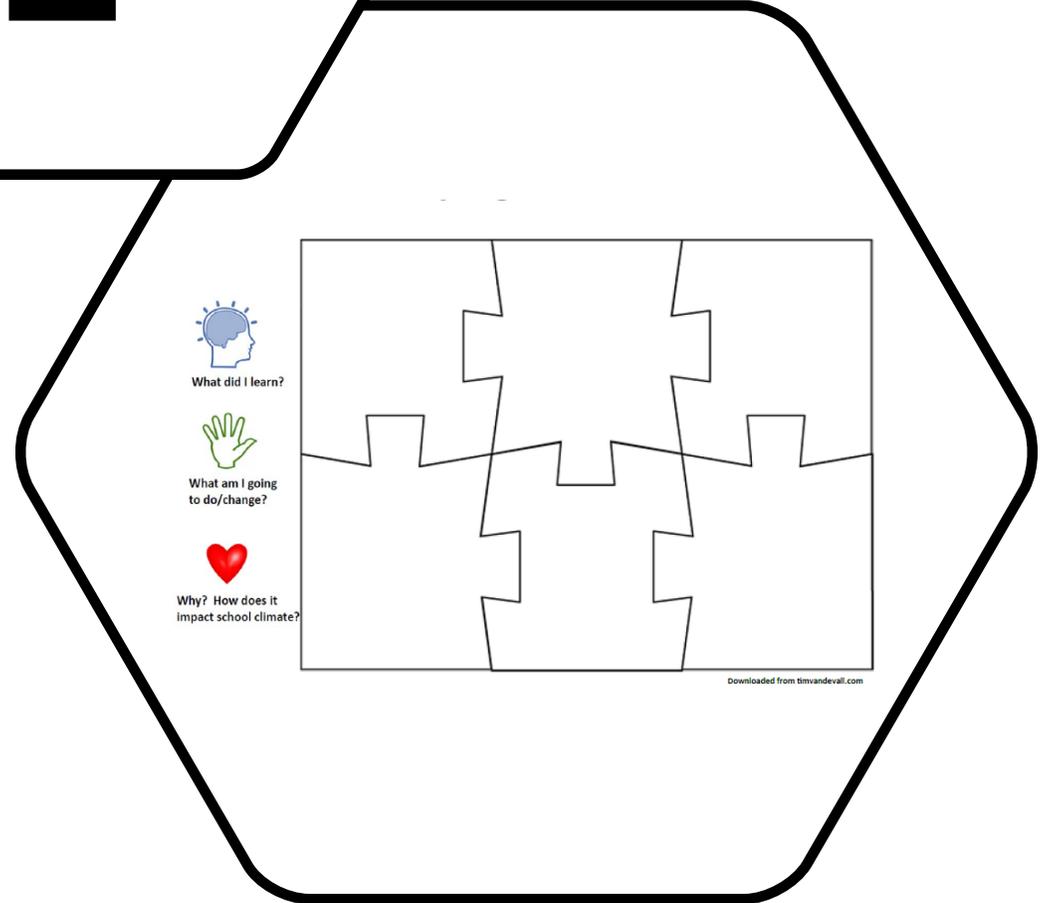
- The choice of SEL curricula should be data driven for your campus
- It should be Evidence Based or Promising Practice curricula
- We will update the field regarding time requirements.

Tracked for Grant compliance

- ✓ Mid-Year Report
- ✓ End-Year Report



Reflection





School Safety Program Resource Team

Presenter: Debi Neat, M.Ed.

Purpose of School Safety Teams

Part 1:

- Requirement of the School Safety Program grant
- Multidisciplinary perspectives
- Connect data to grant activities
- Develop appropriate interventions
- Continuous improvement of plan



Who's on the Team?

Meeting Program Requirements

- *Membership must consist of:*
 - Principal or Assistant Principal
 - School Safety Program Officer (SRO, JPO) (or similar role)
 - School Prevention Coordinator or Mental/Behavioral Health expert (or similar role)
 - Others members as needed
- *Recommended:*
 - District prevention coordinator
 - District transportation representative
 - Teacher representative
 - Parent representative
 - Student representative

Who is on your campus team?

Team Roles and Responsibilities

1. Leader
2. Facilitator
3. Recorder
4. Profiler
5. Timekeeper
6. Member

1. Moves the team
2. Helps the group with the process
3. Keeps notes, documents decisions
4. Collects, keeps, organizes data
5. Keeps the meeting on time
6. Participation is critical

Team Norms

How we:

- Interact with each other
- Communicate with each other and the staff not on team
- Who will be responsible and accountable for accomplishing goals



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Major Functions of the Team

Meeting Program Requirements

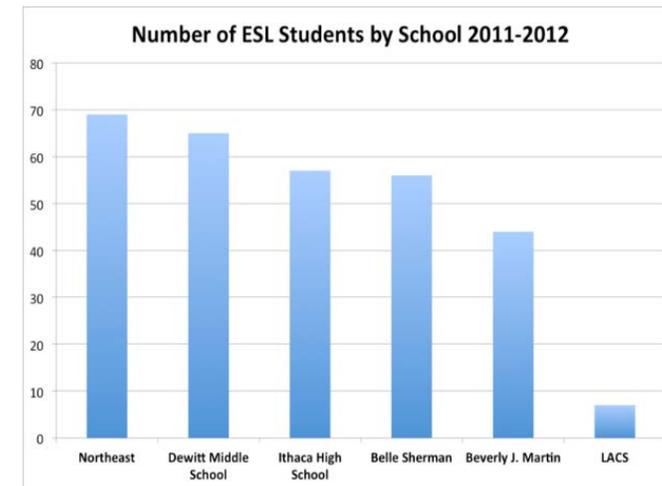
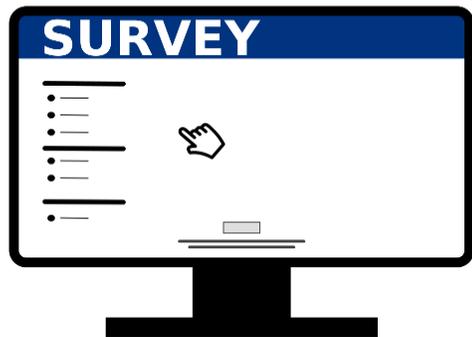
- Conduct a safety needs assessment (review data from multiple data sources) and create a campus safety plan
- Use this information to determine appropriate use of SS Resource
- Coordinate this program with other campus safety and drug/violence prevention programs
- Must meet at least quarterly; monthly recommended
- May form a new team for this purpose or utilize existing appropriate team (equipped to discuss a variety of safety, drug, and violence related issues)

Creating YOUR plan- the Full Picture

- As an SSPRT:
 1. Review all available data sources to find actual safety concerns...
 2. Determine your *Priority Focus Areas* and create a plan that...
 3. *Coordinates* campus and community resources as interventions
 4. Determine where the SRO and Resource staff should be and when (*Strategic Visibility*) according to time and location of incidents
 5. Plan *LRE & SEL – based on data*, which teachers, which classes, what LRE lessons
 6. Present the LRE &SEL to the *targeted population(s)*: cohort(s) and who, when and where universal LRE will be provided
 7. And REPEAT

Key Elements of Data-based Decision Making

- High quality data from a variety of sources
- Efficient data management system
- Process for team decision-making and action planning



Data to Review

- 1. Safety and discipline data
Incidents, location and time of day...
- 2. Student perceptions of safety and behavior (survey)
- 3. Staff perceptions of school climate (survey)
- 4. Risk and Protective Factor Surveys (YRBS & AYS)
- 5. Community crime data
- 6. Other.....

Group Activity- Part 1



As a table, complete the following:

- Assign the positions of administrator, officer, mental/behavioral health representative, teacher, other, at your table.
- Complete a needs assessment by reviewing the data you are given.
- What are three major findings from the data?
- How will you use the officer/resource person to address these findings?
- What additional information do you need to develop a plan for making the school a safer place.

Data Story Form – Team Planning Tool

Data Story

What story does the data tell you about the climate on your campus? Does your campus have an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning? Do staff and students feel safe, welcome, respected and able to teach and learn? Or, are there problems, and issues on the campus that create a climate of concern, frustration and possibly fear that limit the connectedness to the campus and the academic achievement that could be occurring?

As you work through the following questions, consider risk behaviors that the students engage in, youth development concerns, along with perceptions of safety on the campus by staff, students and parents.

1. What do the problems, concerns or issues appear to be on campus?

2. What led you to believe these are problems or issues on campus?

3. Your School Safety and Prevention Team (SSAPT) is expected to review data regularly to determine what the school climate issues are on your campus. What data will your team use to support your hypothesis? For example, will you gather anecdotal information or Office Discipline Referrals (ODRs), incident data from your Student Management System (SMS) or responses from campus climate surveys, etc.? It is recommended to use two or more types of data.

4. After looking at multiple sources of data, what does the data tell you?

5. Does the data support the identified problems, concerns or issues that you identified in #1, above?
If **YES**, skip to #7 below.

6. If **NO**, what is/are the new identified problem(s), concern(s) or issue(s) on campus identified by a review of multiple data sources?

7. Based on the actual, identified problems, how will you best address these issues on campus?

- **Priority Focus Area:** Of the problems identified, what are your top 3 Priority Focus Areas (PFAs)?

1. _____
2. _____
3. _____

- **Coordination:** What other campus or community resources, programs, services, interventions do you have available to address these PFAs? (Tier 2 & Tier 3 interventions such as check-in/check-out, mediation, and prevention/intervention support or education groups such as anger management, grief and loss support groups, wrap-around, etc.)

- **Strategic Visibility:** Describe where and when an officer will be visible to students to prevent or intervene with these PFAs

- **LRE:** Identify the type of LRE instruction that will address these PFAs

- **Target Population:** Identify the target population that will receive the LRE

8. At each SSAPT meeting, include these PFAs on your agenda and review multiple data sources to determine whether or not the problems have been appropriately addressed and what type of impact this has made on the campus.

How would you respond?

- Drugs
- Truancy
- Fighting
- Defiance or Disrespect Towards Authority



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Your SSPRT Recommended Agenda

Connecting YOUR story to YOUR SSPRT discussions

School Safety Assessment and Prevention Team Agenda

Purpose: Our SSAPT meets *at least quarterly* to review multiple sources of data to identify **(1)** school safety issues, **(2)** our top 3 priority focus areas (PFAs), **(3)** the target populations (cohort and/or universal) for LRE instruction, **(4)** the appropriate LRE to address the PFAs, and **(5)** the strategic visibility of the officer/others to help prevent or intervene with the PFAs. We determine how best to coordinate the efforts of the School Safety Program with other safety and prevention programs, activities, and services to help address the identified PFAs. We regularly update our Operational Plan to reflect the above.

Leader:

Date:

Recorder:

Title/Position (*Required):

Staff Present

Title/Position (*Required):

Member Present:

*Principal (or)		*Mental/Behavioral Health Expert	
*Assistant Principal		Key Staff:	
*School Safety Officer		Key Staff:	

Operational Plan/Calendar Review (note revisions/completed activities/milestones/Impact on School Climate):



What will you Learn? What will you do/change? Why? How will it impact School Climate?



1. Data Reviewed:
2. Safety Concerns Identified by Data:
3. Top 3 PFAs:
4. Cohort Groups Identified by Data:
5. Appropriate LRE to Address the Identified Safety Concerns (cohort and universal):
6. Coordinate with Campus Programs and Services:
7. Strategic Visibility – Who? Where?
8. How is the officer building positive interactive relationships with students, staff, and community?

Review Previous Action Items:

- 1.
- 2.
- 3.
- 4.

Model School Safety Program Resource Team

Presenter: Patricia Christy, Principal,
Rhodes Jr High, Mesa



LUNCH!



Purpose of School Safety Teams

SSPRT PART 2:

- Requirement of the School Safety Program grant
- Multidisciplinary perspectives
- Connect data to grant activities
- Develop appropriate interventions
- Continuous improvement of plan



Team Documents

- Data Story Form
- Agenda
- Operational Plan

Data Story

What story does the data tell you about the climate on your campus? Does your campus have an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning? Do staff and students feel safe, welcome, respected and able to teach and learn? Or, are there problems, and issues on the campus that create a climate of concern, frustration and possibly fear that limit the connectedness to the campus and the academic achievement that could be occurring?

As you work through the following questions, consider risk behaviors that the students engage in, youth development concerns, along with perceptions of safety on the campus by staff, students and parents.

1. What do the problems, concerns or issues appear to be on campus?

2. What led you to believe these are problems or issues on campus?

3. Your School Safety and Prevention Team (SSAPT) is expected to review data regularly to determine what the school climate issues are on your campus. What data will your team use to support your hypothesis? For example, will you gather anecdotal information or Office Discipline Referrals (ODRs), incident data from your Student Management System (SMS) or responses from campus climate surveys, etc.? It is recommended to use two or more types of data.

4. After looking at multiple sources of data, what does the data tell you?

5. Does the data support the identified problems, concerns or issues that you identified in #1, above?

If YES, skip to #7 below.

School Safety Assessment and Prevention Team Agenda

Purpose: Our SSAPT meets *at least quarterly* to review multiple sources of data to identify **(1)** school safety issues, **(2)** our top 3 priority focus areas (PFAs), **(3)** the target populations (cohort and/or universal) for LRE instruction, **(4)** the appropriate LRE to address the PFAs, and **(5)** the strategic visibility of the officer/others to help prevent or intervene with the PFAs. We determine how best to coordinate the efforts of the School Safety Program with other safety and prevention programs, activities, and services to help address the identified PFAs. We regularly update our Operational Plan to reflect the above.

Leader:

Date:

Recorder:

Title/Position (*Required):	Staff Present	Title/Position (*Required):	Member Present:
*Principal (or)		*Mental/Behavioral Health Expert	
*Assistant Principal		Key Staff:	
*School Safety Officer		Key Staff:	

Operational Plan/Calendar Review (note revisions/completed activities/milestones/Impact on School Climate):



What will you Learn? What will you do/change? Why? How will it impact School Climate? 

1. Data Reviewed:
2. Safety Concerns Identified by Data:
3. Top 3 PFAs:
4. Cohort Groups Identified by Data:
5. Appropriate LRE to Address the Identified Safety Concerns (cohort and universal):
6. Coordinate with Campus Programs and Services:
7. Strategic Visibility – Who? Where?
8. How is the officer building positive interactive relationships with students, staff, and community?

Review Previous Action Items:

- 1.
- 2.
- 3.
- 4.

Operation Plan Checklist

SCHOOL SAFETY PROGRAM OPERATIONAL PLAN CHECKLIST

- Required School Safety Program trainings are planned as appropriate:
 - District administrator
 - School Principal
 - Agency Supervisor
 - Officer
- Introduction of the officer to staff, students, and general school community is scheduled by the school administrator.
- Quarterly School Safety Assessment and Prevention Team (SSAPT) meetings are scheduled by school administrator and the operational plan is reviewed and updated at each meeting.
- Officer Performance assessments are planned by school administrator twice a year.
- The operational plan is periodically reviewed by school administrator and officer.
- Agency Supervisor and school administrator are scheduled to meet at least once per semester.
- School administrator is scheduled to review officer's activity logs to determine progress made toward LRE instruction and monitor time off campus.
- Collaboration between the officer and school personnel on school-wide safety and prevention is planned.
- Officer is scheduled to implement Cohort LRE instruction according to requirements and needs identified by SSAPT's review and assessment of data.
- Officer is scheduled to implement Universal LRE instruction according to requirements and needs identified SSAPT's review and assessment of data.

Revising Your Operational Plan: A Living Document

District: Arizona School District		School(s): ABC Junior High School															
School Administrator Name(s): John Smith		Officer Name: Jane Doe															
Project Activities/Milestones	Responsible Personnel	School Year: 2015-2016												Completed			
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Comments	
Introduction of officer to all school staff	Principal	7/27													X		
Incorporate Universal LRE lessons into 7 th and 9 th grade social studies curriculum during summer planning meetings	Principal, Officer, SS Teachers														X		
Introduction of officer to students and parents (Open House)	Principal		8/17												X		
School Safety Assessment and Prevention Team meetings (review OP)	Assistant Principal, SSAPT members			8/23			12/2		2/17				5/11			X	1 st meeting completed
Visit each freshman class for an introductory presentation	Officer														X		
Provide Cohort LRE (Conflict Resolution) with 8 th grade science classes	Officer, 8 th grade science teachers															X	Added after 1 st SSAPT meeting
Provide Universal LRE to parent groups on conflict resolution and dating violence	Officer															X	
Principal to review officer's activity logs	Principal															X	
Training for Principal - webinar (Year 2)	Principal						11/4									X	
Training for Officer – Advanced LRE	Officer						11/17										
Officer Performance Assessment	Principal, Officer															X	
Agency Supervisor and Principal meet	Agency Supervisor, Principal															X	
Provide Universal LRE (Drug Prevention) with all P.E. classes – 7 th , 8 th , and 9 th grades	Officer, P.E. teachers																Added after 2 nd SSAPT meeting

Data to be Considered

1. Safety and discipline data
Incidents, location and time of day
2. Student perceptions of safety and behavior (survey)
3. Staff perceptions of school climate (survey)
4. Community crime data

LOOKING DEEPER

5. Suspension, expulsion, drop-out rates
6. Attendance rates
7. Observations
8. Parent Surveys
9. Self-reporting
10. Other.....

Group Activity Part 2

Your team has researched additional data.

Review your data and do the following:

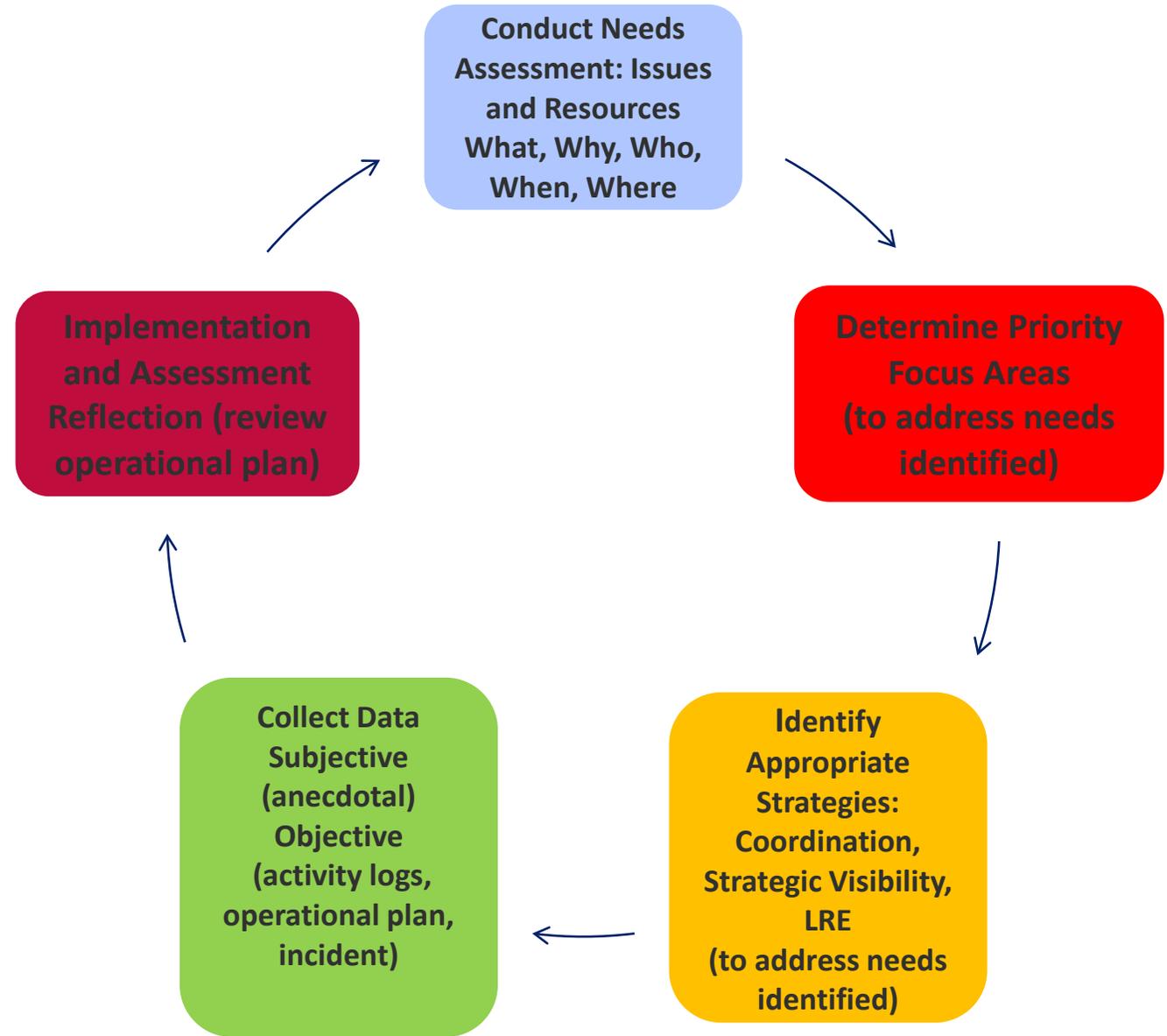
Summarize relevant findings.

What are the three top priority focus areas you would establish for the 2017-18 school year?

Determine how School Safety Program promoted strategies - coordination, strategic visibility, and Law Related Education (LRE), Social Emotional Learning (SEL) will address these priority focus areas.

What additional data will you collect?

Team Process



Effective Program Development and Assessment

- Create systems, not just programs
- Earlier rather than later
- Evidence, not opinion
- Continuous regeneration
 - Are we doing what we said we would do?
 - Are our efforts benefitting students?
 - Are our efforts an efficient use of resources?

Multi-Tiered System of Supports (MTSS)



Tier 3

Individual students (< 10%)
Individualized support students

Small group settings;
Targeted support
Assistance in meeting
academic or behavioral goals



Tier 2

Small groups of students (10-25%)
Small group support students

Small group settings;
Targeted support
Assistance in
meeting academic or
behavioral goals



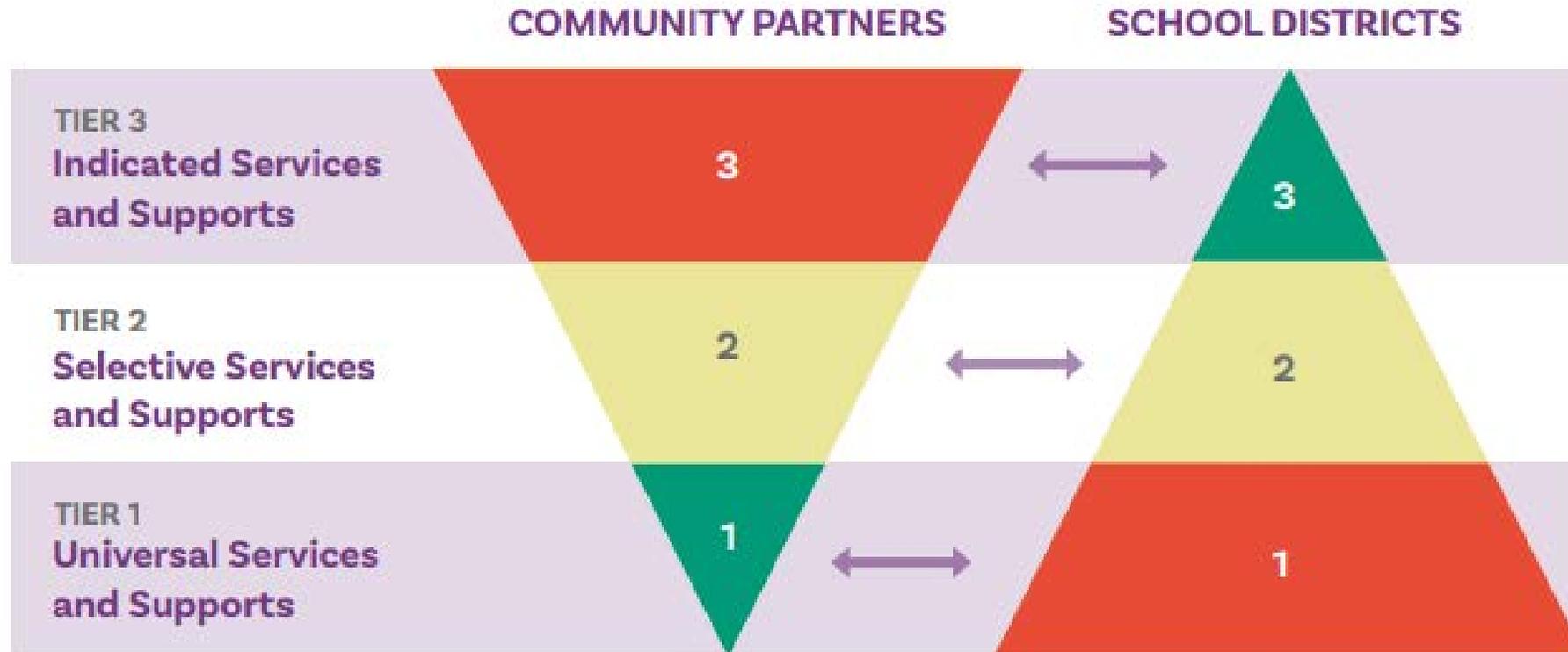
Tier 1

Majority of students (75-90%)
Proactive classroom students

Entire School;
Basic interventions;
Proactive classroom
management;
Creates a
supportive
environment

Multi-Tiered Systems of Support (MTSS)

MTSS: Relationships Between School & Community Supports



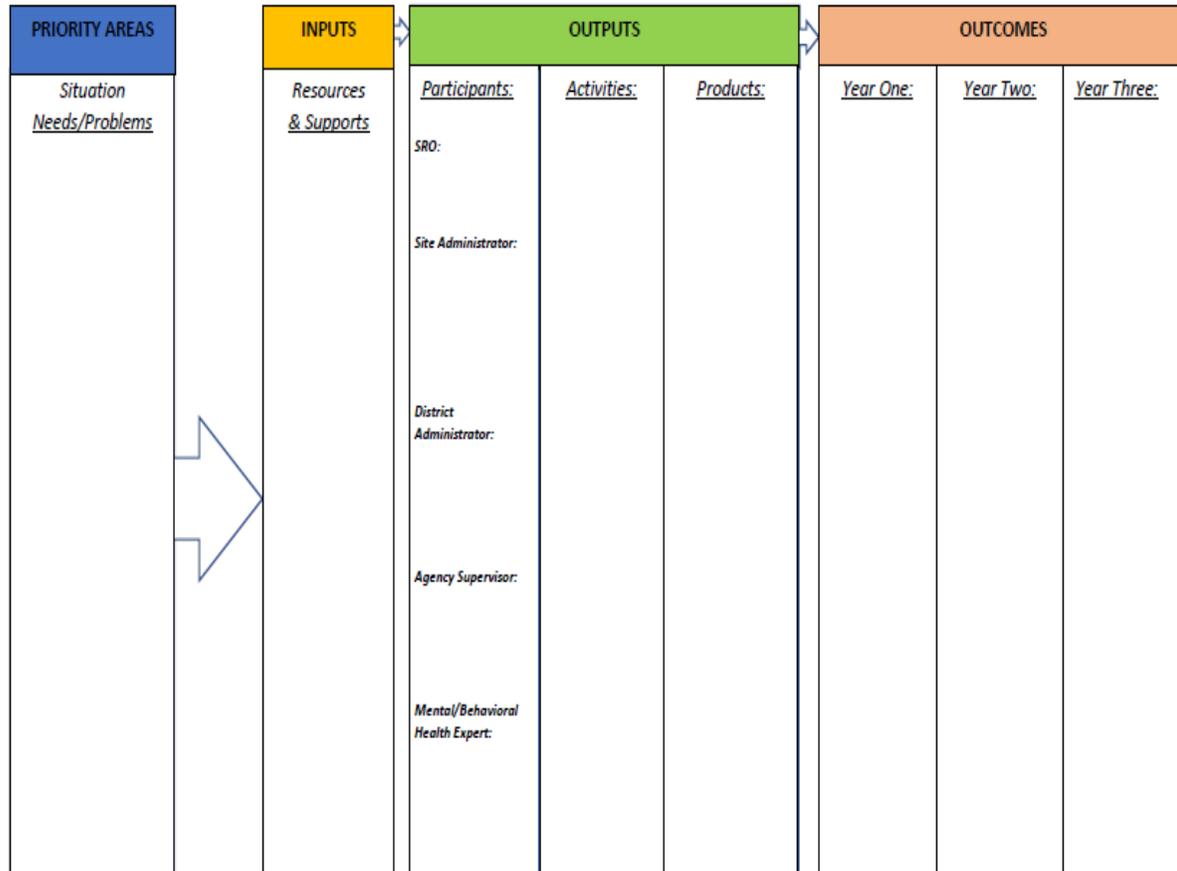
Source: Hoover, S., Lever, N., Sachdev, N., Bravo, N., Schlitt, J., Acosta Price, O., Sheriff, L. & Cashman, J. (2019). Advancing Comprehensive School Mental Health: Guidance From the Field. Baltimore, MD: National Center for School Mental Health. University of Maryland School of Medicine.

EVALUATING YOUR PROGRAM

Logic model

Mid year and end-year report

Site-Level School Safety Program Expectations and Outcomes
The purpose of the School Safety Program is to create and maintain safe schools





Grants Management Enterprise
GME



- GME Home
- Administer
- Search
- Reports
- Index
- Entity Information
- Planning
- Monitoring
- Funding
- Reimbursement Requests Project Summary
- LEA Document Library
- Address Book
- Contact ADE
- Grants Management Resource Library
- Help
- GME Sign Out

Lynch, Yasmin

Production
Session Timeout
00:52:00

Sections

American Charter Schools Foundation (d.b.a. Alta Vista High School (118794000) Charter District - FY 2020 - Medium Risk - School Safety Program - Expansion - Rev II

Application Status: LEA Authorized Representative Approved

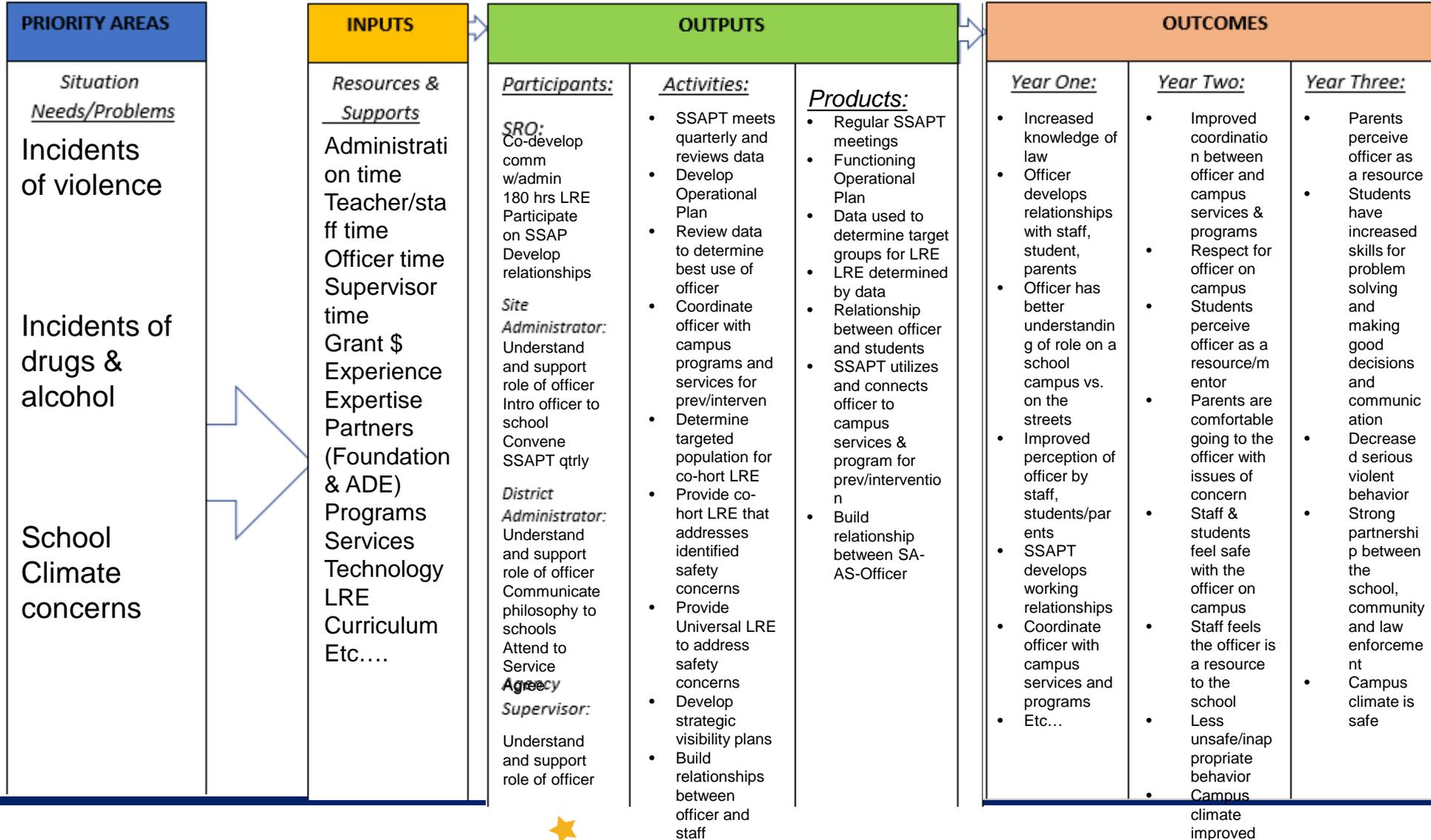
Change Status To: Reviewed/Approved for Funding
 or
 Reviewed Not Approved for Funding
 or
Returned to LEA for Edits - See History Log

[View ADE History Log](#)
[View Change Log](#)

Description (View Sections Only View All Pages)	Validation	Print
All	Messages	Print
History Log		Print
History Log		Print
Create Comment		
Allocations		Print
Allocations		Print
Information/Instructions		Print
Information/Instructions		Print
District Administrator Information and Assurance		Print
District Administrator Information		Print
District Administrator Assurance		Print
School Safety Program - Expansion	Messages	Print
District Level		
Budget		Print
Budget Overview		Print
School Safety Program - Expansion School Allocations		Print
New Applicant Summary		Print
New Applicant Summary		Print

Site-Level School Safety Program Expectations and Outcomes

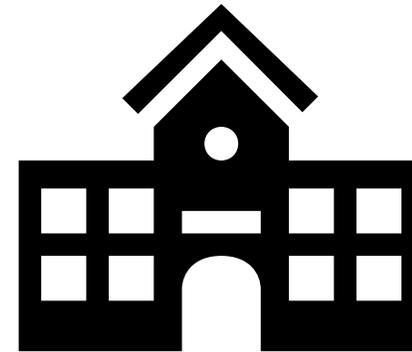
The purpose of the School Safety Program is to create and maintain safe schools



LAWS

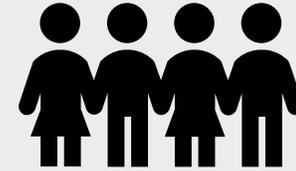
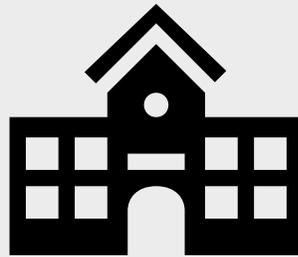
Legal Issues

**Presenter: Officer Stephen Dieu,
Chandler PD**



OBJECTIVE

APPLY
SCHOOL SAFETY
LEGAL PRACTICES
ON YOUR CAMPUS



FERPA / Information Sharing

Family Educational Rights and Privacy Act



MANDATORY REPORTING

RAISE YOUR HAND IF
STOP
HAVE EVER
MADE A REPORT
ABUSE
TO DCS
(FORMERLY CPS)

Mandatory Reporting

ODD NUMBER TABLES come up with a brief description of a scenario in which mandatory reporting applies.

EVEN NUMBER TABLES come up with 15 words to define Mandatory Reporting.

REFERNCE YOUR LAWS HANDOUT IN YOUR ANSWERS.
WRITE YOUR ANSWERS ON NOTE OR POSTER PAPER.

SEARCH, SEIZURE & INTERVIEWS

...a feeling or guess
based on intuition
rather than known
facts.

MERE
HUNCH

LEVELS OF PROOF

SEARCH, SEIZURE & INTERVIEWS

1. School Employee made specific observations or knowledge.

2. Made rational inferences that were supported by all observations and facts found and collected.

3. Explained how the available facts and rational inferences provided an objective basis for suspicion when combined with the training and experience of the school employee.

**SPECIFIC OBSERVATIONS
OR KNOWLEDGE**



LEVELS OF PROOF

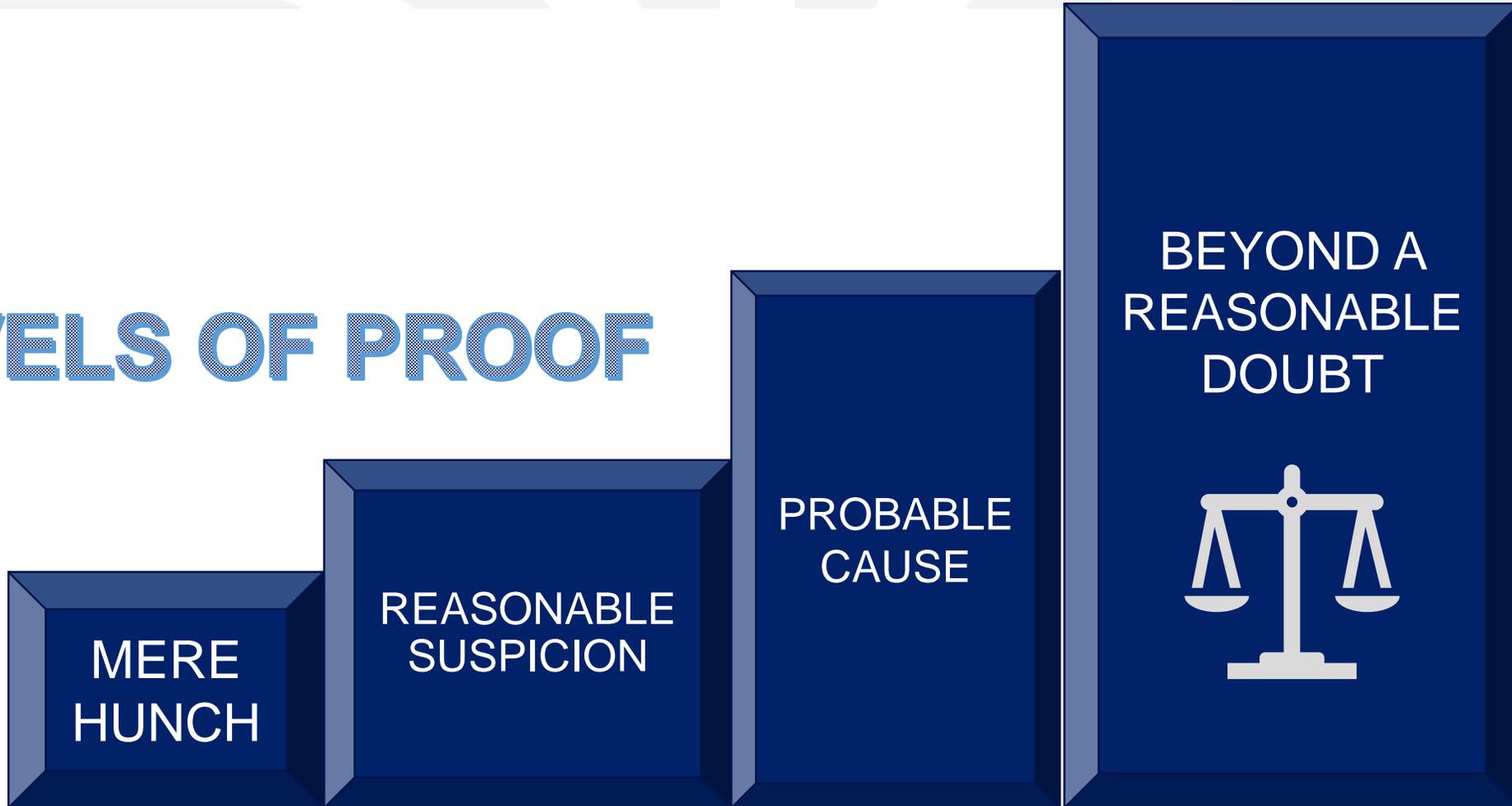
SEARCH, SEIZURE & INTERVIEWS



LEVELS OF PROOF

SEARCH, SEIZURE & INTERVIEWS

LEVELS OF PROOF



SEARCH

**TIME FOR YOU TO
BE THE JUDGE**

SEARCH

April 10, 2017

STATE OF LOUISIANA
Court of Appeal of Louisiana, Fourth Circuit

SEARCH

On December 5, 2014, mentor and math teacher was assigned bus duty and observed a hand to hand between K.L. and another student known to have issues with marijuana.

Mentor/teacher stepped on the bus and asked K.L. to empty his pockets. K.L. only emptied his left pocket and was asked to empty his right pocket. The student failed to do so, so mentor/teacher reached in and removed small baggie of marijuana. The SRO was summoned and took over the investigation.

SEARCH

bus duty

hand to hand marijuana

empty his pockets

K.L. only emptied his left pocket

right pocket failed

teacher reached in

baggie of marijuana

SRO took over the investigation



Investigation.

SEARCH AND SEIZURE

REFERENCE YOUR LAWS HANDOUT IN YOUR
ANSWER.

ONE Minute

The Court of Appeal of Louisiana upheld a search of a student by an educator was reasonable. This goes back to N.J. vs TLO and the 2 prong test: search reasonable at its (1) inception and at its (2) scope.

SEARCH

June 27, 2017

Missouri Court of Appeals, Eastern District

STATE OF MISSOURI, Respondent, v.
CHARLES WILLIAMS, Appellant

Vashon High School in Missouri has a policy if you are more than 30 minutes late to school, you will be searched. An 18 year old high school student arrived 30-minutes late to school. He took off his shoes and went through the metal detector. He was patted down by school officials. When school official attempted to pat down his back pockets the student told him to “stop.” The student was taken to security office where he was forced to remove items in his pockets. The student removed a substance with a cocaine base from his pocket. The investigation was turned over to the SRO.

30 minutes late - will be searched
18 year old - 30-minutes late
shoes off / metal detector
patted down by school officials
student told him to “stop”

The student was taken to security office where he
was forced to remove items in his pockets
student removed cocaine from pocket
turned over to the SRO



te - will
l - 30-n



W

DETENTION

REFERENCE YOUR LAWS HANDOUT
IN YOUR ANSWER.

The Missouri court of Appeals ruled that the pat-down search of a student, pursuant to school policy authorizing searches of all students who arrive at school more than 30 minutes late, was unreasonable and thus unconstitutional under the Fourth Amendment.

SEARCH

October 27, 2015

COURT OF APPEALS OF OHIO SECOND
APPELLATE DISTRICT MONTGOMERY COUNTY

INTERVIEWS

Bomb threat: October 27, 2015, to an Alternative School. Director of Safety and Security, Bullens, retired detective, oversees 26 SRO's. Bullens arrived on scene, did walk-through and bomb dogs searched, with negative results. Students were in gym and Bullens spoke to them about a reward from \$50-\$1000. 2 students came forward and implicated 13 yr old, L.G. L.G. was brought into the cafeteria and sat across from Bullens. 2 uniformed officers were standing near L.G. as Bullens questioned him. Bullens never read Miranda to L.G.

Bomb threat: Alternative School.

Director Bullens

walk-through and bomb dogs searched

reward from \$50-\$1000.

2 implicated 13 yr old, L.G.

L.G. was brought to cafeteria

2 uniformed officers & Bullens

Bullens questioned him

Bullens never read Miranda to L.G.

INTERVIEW



MANDATORY REPORTING
REFERENCE YOUR LAWS HANDOUT
IN YOUR ANSWER.

The Ohio Court of Appeals ruled that 13-year old seventh grader, L.G., was in custody when he was questioned by an educator in the presence of a team of school resource officers. The court found the educator was acting as an agent of the police during the investigation and should have given Miranda warnings to the student.

DISCLAIMER

- This presentation does not constitute legal advice, nor does it create an attorney client relationship.
- It contains general recommendations and should not be relied upon for any specific purpose without consultation with legal counsel or other professionals and in the context of specific facts and circumstances.

Resources

School Health & Safety

School Safety Program



<http://www.azed.gov/shs/ssp/>

Latest News

[Tweet](#) [Share](#)

- Project AWARE Team Expanding
- School Safety Video 1
- ADE 15th Anniversary
- Comprehensive School Threat Assessment Guidelines (CS TAG) Event welcomed the founder and author Dr. Dewey Cornell for August Training
- Stakeholders Gather to Discuss Suicide Prevention
- ADE Goals and Requirements for School Safety Program Expansion
- Educating the Whole Child
- Helios Foundation Partners with AHCCCS for Behavioral Health in Schools Forums
- Project AWARE Team Expanding
- DITEP Drug Impairment Training for Education Professionals October 2018 – September 2019

[ADE Goals and Requirements for School Safety Program Expansion & Frequently Asked Questions](#)

- Overview
- School Safety Program Sites
- Tools & Resources
- Laws
- Training
- FAQs
- Contact

The School Safety Program is a state-funded grant that places school counselors, school social workers, and School Resource Officers (SROs) and/or Juvenile Probation Officers (JPOs) in selected schools to contribute to safe school environments that are conducive to teaching and learning.

Grants Management Enterprise (GME)

GME.AZED.GOV

- Search, Grants, 2018, School Safety Program-Year1, Search
- Click App # of District, Go-To, **Sections**, Select Site,
- Program Details

Arizona Department of Education

GME Home
Search
Contact ADE
Grants Management Resource Library
Help
GME Sign-In

Public Access

Production

Search Grants

Fiscal Year: 2018 ▼
Funding Application: School Safety Program - Year 1
Grants: School Safety Program - Year 1 ▼
Special Options: Public Applications ▼

Search Reset

There are 69 matching record(s). Displaying 1 through 25. [Downlo

<< First

App Number	Organization Number	Organization Name
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Resources

Visit CASEL for more on Social and Emotional Learning (SEL)

<https://casel.org/>



MORE RESOURCES

School Counselors

- [American School Counselor Association \(ASCA\)](#)
- [ASCA: What Does a School Counselor Do?](#)
- [ASCA National Model](#)
- [ASCA Mindsets and Behaviors for Student Success](#)
- [ASCA Ethical Standards for School Counselors](#)
- [ASCA School Counselor Professional Standards & Competencies](#)
- [ASCA Resources for Administrators](#)
- [Arizona School Counselors Association \(AzSCA\)](#)

School Social Workers

- [School Social Work Association of America \(SSWAA\)](#)
- [SWAA School Social Work Practice Model Overview](#)
- [SSWAA Resources for Administrators](#)
- [School Social Work Association of Arizona](#)
- [National Association of Social Workers \(NASW\) Standards for School Social Work Services](#)
- [NASW School Social Work Resources](#)
- [NASW School Safety Resources](#)

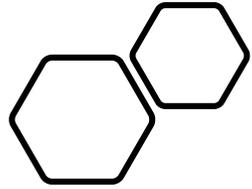
Arizona Youth Survey (AYS)

What is it?

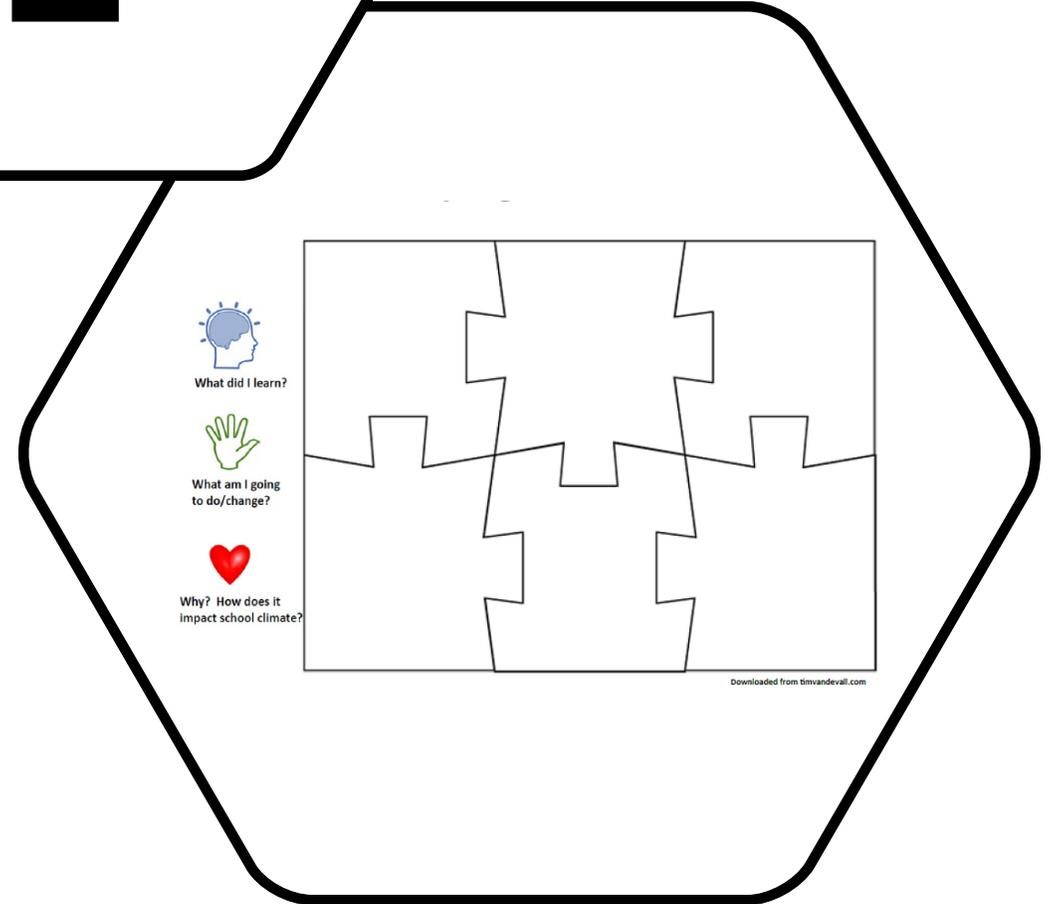
- An Arizona statewide survey of 8th, 10th, and 12th graders across all 15 counties
- Conducted by the Arizona Criminal Justice Commission
- Takes place every other year – Including this year! Schools can participate between March and May 2020
- Covers topics like substance use, mental health, school safety, suspension / discipline, etc. all from the students' perspective.

What can I do?

- Register your schools to participate in the survey
- Obtain your school's / district's results after survey completion
- Review state and countywide reports
- Request a specific data breakdown to meet your school or district's needs



Reflection



QUIZ!



We are Here for You!!!

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School Safety Program Trainers

Arizona Department of Education

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Arizona Foundation for Legal Services & Education

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School Safety Program Trainers

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Educational Consultant

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