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A MESSAGE FROM SUPERINTENDENT HOFFMAN

As an educator, I’ve consistently seen the value and importance of listening to students. Our actions and our policies as educators on campus directly impact students. Student leaders throughout Arizona continually shared the impact of limited mental health resources within our schools and the need for a statewide model school safety plan to help school leaders make decisions, alongside students to create a safe school environment. When the students of March for Our Lives Arizona asked the Arizona Department Education (ADE) to create a School Safety Task Force to develop that model school safety plan and identify additional resources, we listened.

Since launching in the fall of 2019, our School Safety Task Force developed committees who tackled significant issues of school safety – from school climate to access to mental health resources to schools’ physical security. And then, COVID19 began making its way through the United States, resulting in hundreds of thousands of people falling ill, millions of people filing for unemployment, and tragically, thousands of deaths. Amid all of this, demonstrations for racial justice occurred across the country.

All of this physical, emotional, and economic suffering affected our students and their families – and it influenced the task force’s work. Throughout this report, you will hear the voices of Arizona students. They shared their experiences and expressed their vision for safe schools with us throughout the process, and most noticeably, at a school safety conversation led by student advisors from ADE advisory councils and student leaders from the Puente Youth Movement organization. I encourage you to reflect on their words and share their lessons with your school communities.

I want to thank all the contributors who informed and shaped this report. Your expertise and passion for mental wellbeing and physical safety were critical to the success of our School Safety Task Force.

Superintendent Hoffman
EXECUTIVE SUMMARY

School safety needs to be exercised daily, not just during a crisis. This report, therefore, may be different from what many may expect – it is less focused on threat assessment, physical safety, and crisis intervention, and more focused on school climate, prevention, mental health, and relationship building. Building strong relationships that are based on trust and grounded in evidence-based practices provides the basis to create school communities where all feel safe, welcome, connected, and ready to learn.

The School Safety Task Force encourages you to strengthen your current approach to school safety by considering the multi-faceted ideas contained in this report. Implementing these recommendations provides the basis for Arizona to be a state where all students feel connected and safe in their schools and where families and community members have confidence in the leadership for school safety.
INTRODUCTION

The Charge of the School Safety Task Force

The origin of the School Safety Task Force was House Bill 2597 introduced in 2019 by students involved with the Arizona chapter of March for Our Lives. While this bill ultimately failed in the legislature, Superintendent Kathy Hoffman worked with March for our Lives students to develop a statewide School Safety Task Force (Task Force) housed in the Arizona Department of Education (ADE) that would bring the students’ vision to life. The Task Force began meeting in September 2019 and compiled its report in September 2020.

Following the items in the proposed legislation, the Task Force pursued five goals:

1. Identify a unifying, research-based approach to school safety
2. Create a model school safety plan for use by schools and districts
3. Develop a clearinghouse of resources
4. Research the value and impact of a tip line and additional evidence-based, best practices for the State
5. Create an outline of recommended legislative changes

Two national events occurred during the Task Force deliberations that possibly informed some of the discussions and recommendations. The sudden advent of COVID-19 led the sub-committees to change the way they interacted from face to face meetings to virtual meetings. For some educators, the tasks within their schools and districts had an impact on their availability for regular participation. For others, having virtual meetings was more efficient than traveling to Phoenix for meetings and their attendance increased. Several incidents of police brutality over the summer brought forward issues of equity in school safety conversations as well as discussions about the role of officers on campus. In response, the Superintendent convened a Youth Town Hall on student safety to give feedback to the ADE and to the Task Force. A selection of insights of this town hall is provided in the Reports section on pages 11 to 12.
Solution-Focused Approach

The Task Force members approached their work using a solution-focused lens, examining research and practice to learn what school safety strategies are effective and identifying where there are opportunities for improvement in Arizona. The focus was on resources already available and identifying where and how these can be improved and/or leveraged to provide a stronger, more robust and inclusive approach to school safety. It also noted where gaps exist and viewed these gaps as opportunities to identify where the authority or influence lies to address the challenge so that stakeholders can work collaboratively to improve school safety for all students across the state. Members placed an emphasis on building capacity in Arizona districts, schools and agencies that support education. Sustainable, evidence-based, cost effective and practical strategies were given priority in the discussions and recommendations.

School Safety Task Force Member Selection

Selecting the members of this robust Task Force started as an internal process at the ADE. Several key stakeholders in the agency provided recommended stakeholder names and areas of expertise suggestions to an ADE internal committee. Recommended members were vetted through a selection process. The Task Force included stakeholders representing students, educators, law enforcement, mental health professionals, community members, school safety researchers, policy makers and advocacy groups (Arizona School Boards Association, March for Our Lives, Black Mothers Forum, Inc., Gay Lesbian & Straight Education Network, National Alliance on Mental Illness AZ and Arizona Health Care Cost Containment System). Task Force members represented all geographic areas in Arizona and the major demographic groups in the state. Arizona Department of Education staff members consulted on their specialties. Dr. Jenny Walker (School Safety Program Lead) and Sophia Mayberry (Project Manager) co-chaired the Task Force. Superintendent Hoffman and her Chief of Staff attended the majority of Task Force meetings.

School Safety Task Force Sub-Committees

Once the Task Force was convened, it was divided into four sub-committees to work on four of the five objectives as follows:

1. A research-based approach to school safety
2. A model school safety plan
3. A clearinghouse of school safety resources
4. A school safety tip line
Individual members chose their own sub-committee based upon their expertise, experience, and knowledge of the work of the sub-committee. The membership of each sub-committee provided a diverse representation of experience and knowledge. Membership and Chairs of each sub-committee are noted in Appendix 6. The sub-committees varied in size depending on the scope of their task. Each sub-committee met at least monthly, often more frequently. Additionally, each sub-committee met with the larger Task Force on a monthly basis to provide a status update. The monthly larger group Task Force meeting allowed for the entire Task Force to learn about each sub-committee's findings, ask questions, and provide feedback on a regular basis.
## School Safety Task Force Membership

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization/Position</th>
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<tr>
<td>Courtney Acosta</td>
<td>Arizona Department of Education</td>
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<td>Isaac Akapnitis</td>
<td>Arizona Department of Education</td>
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<td>Joshua Ashton</td>
<td>March for Our Lives AZ</td>
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<td>Rebecca Astorga</td>
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<td>Dr. Kris Bosworth</td>
<td>College of Education, University of Arizona</td>
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<td>John Carruth</td>
<td>Vail Unified School District</td>
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<td>Andrew Chavez</td>
<td>Carl Hayden High School</td>
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<td>Emma Chavez</td>
<td>Arizona Department of Education</td>
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<td>Claudio Coria</td>
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<td>Arcy Cornidez</td>
<td>National Alliance on Mental Illness/Southern AZ Chapter</td>
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<td>Officer Stephen Dieu</td>
<td>Chandler Police Department and Mesa Public Schools</td>
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<td>Kelli Donley Williams</td>
<td>AHCCCS State Suicide Prevention Specialist</td>
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<td>Jordan Harb</td>
<td>March for Our Lives AZ</td>
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<td>Tammy Hille</td>
<td>Tucson Unified School District</td>
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<td>Dr. Sarah Lindstrom Johnson</td>
<td>Sanford School of Social and Family Dynamics, Arizona State University</td>
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<td>Julie Kent-Partridge</td>
<td>Washington Elementary School District</td>
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<td>Chris Kotterman</td>
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<td>Callie Kozlak</td>
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<td>Carol Landauer</td>
<td>Mental Health Coalition of Verde Valley</td>
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<td>Lim Lee</td>
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<td>Stephen Leonard</td>
<td>Washington High School/Glendale Union High School District</td>
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<td>Yesmina Luchsinger</td>
<td>Arizona Department of Education</td>
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<td>Yasmin Lynch</td>
<td>Arizona Department of Education</td>
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<td>Jacob Martinez</td>
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<td>David Martinez III</td>
<td>Vitalyst Health Foundation</td>
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<td>Linda Mason</td>
<td>Arizona Department of Education</td>
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<td>Erica Maxwell</td>
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<td>Sophia Mayberry</td>
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<tr>
<td>Linda McCollum</td>
<td>Pima County Attorney’s Office</td>
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<td>Richard Moore</td>
<td>Academy of Tucson High School</td>
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<td>Keri Schoeff</td>
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<td>Chief Steve Stahl</td>
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<tr>
<td>Dr. Jessica J. Summers</td>
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<tr>
<td>Reid Swan</td>
<td>Flagstaff Unified School District</td>
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<tr>
<td>Yating Tang</td>
<td>Arizona Department of Education</td>
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</tbody>
</table>
Richie Taylor  
Skyler Tuholsky-Froke  
Jeanette Velasquez  
Jenny Walker, PhD  
Janelle Wood  
Maya Zuckerberg  

Arizona Department of Education  
Gay and Lesbian Student Education Network AZ  
Pima County Superintendent’s Office  
Arizona Department of Education  
Black Mothers Forum, Inc.  
March for Our Lives AZ
Youth Town Hall

The Superintendent convened a Youth Town Hall on school safety to give feedback to the ADE and to the Task Force. A selection of insights from the students is included below.

**Blanca Breton, Douglas High School**
The counselors are always working on your grades and colleges. They don’t really have time to work on mental health issues. I think have counselors specifically for mental health would help students feel safe – to know that they have somewhere to go talk if they need to talk.

**James Driscoll, Mountain View High School**
I think that all schools should set up an Safety and Equity task force which is student led. That way the student body can voice its concerns about potentially racist or zero tolerance or SRO or security policies to check the administration and the district because right now a student can’t interact with those polices and we are the ones that it affects.

**Jose Munoz, Bioscience High School**
During my high school experience, I have experienced moments of unsafety. But most of the time, I have felt a feeling of safety and it didn’t have to do with the strength of the walls surrounding my school or my classroom, but the relationship that I’ve established with my peers or my instructors.

**Sara Ben Abdallah, Arizona College Prep Academy**
Bullying and bigotry is why students don’t feel safe at school. Student are still called racial slurs at school. People are still picked on for their appearances or the way that they speak or dress or act, and that can escalate to violence. But I don’t think that typical antibullying campaigns have worked over time and I think if we want to tackle that problem – which I do think is a big part of schools’ safety – it’s essential that we are implementing culturally sensitive and anti-racist curriculum. And we are being open about having comprehensive sex education, that includes the LGBTQ community, so that students from a young age realize that all identities are valid and that no one deserve to be made fun for the way that they are.

**Alex Butler, graduate of Corona del Sol and Arizona State University**
The number one factor is not having people on campus that people trust and that are actively engaging and communicating with students. Another important factor, I think, are the lack of safe spaces for students to go to if they feel they need to talk to someone about an at-home situation or maybe even something going on in the classroom. Having certain avenues for students to go in their times of need is very important.

**Jose Eduardo Ramos Valdez, Linda Abril Education Academy**
Don’t make our schools look like prisons. When SROs are there, who are they really there to protect? Is it the students or teachers? Because the students automatically get blamed.
Abia Khan, graduate of North High School

In terms of punishment systems, the negative reinforcement systems like suspensions and detentions. I think the fear of punishment really gets to some students and also sometimes admin doesn't know how to deal correctly with behavioral offenses. And let’s be honest, detentions and suspension, do they really help anyone? They just end up making the student lose out on school time.
RECOMMENDATIONS

Legislative Recommendations
To meet Goal 5 – create an outline of recommended legislative changes – of the Task Force, each sub-committee submitted any legislative recommendations considered necessary to be able to meet and support their overall recommendations. The legislative recommendations of each sub-committee are outlined below.

A Research-Based Approach to School Safety Sub-Committee
- Provide sustainable funding for the ADE to provide ongoing training on the determinants of the model school safety plan.
- Repeal legislation prohibiting statewide collection of school disciplinary data.

A Clearinghouse of School Safety Resources Sub Committee
- Provide sustainable funding for the ADE for a full-time position to establish a vetting process for resources and to create and keep current a clearinghouse of resources on its website.

A School Safety Tip Line Sub-Committee
- Provide sustainable funding to create and implement a statewide tip line for public and charter schools.

From Student Recommendations
- Student-led task force with decision-making power
- Mental health tools and resources, exp: Mental Health Awareness Fair
- Fund mental health programs and positions, like mental health counselors and social workers
- Fund and support afterschool programs, clubs and activities
- School leaders and educators should come from and reflect the school community
- Increased pay for educators and counselors
- Implement restorative justice programs and centers in schools
- Implement culturally sensitive and anti-racist curriculum
- Consider alternatives to negative reinforcement systems (i.e. detention and suspension)
- Opportunities to support and improve student and teacher relationships
- Offer family resources and supports; build connections with the community
Pay teachers and counselors more and have restorative justice rooms in every campus and family resources. Teachers and campuses should come from the same community and learn from the community. We need stronger student and teacher relationships – and shared power. Teachers need to learn how to best approach their students when teaching. – Jose Eduardo

One thing that schools could do is have school leadership – as far as teachers, coaches, administrators and other staff around the school look and share the same representation as diverse as the student population. – Alex Butler

Our social worker did a lot of amazing work on campus. And one thing she did was a community event where she hired a bunch of community organizers and vendors and it was kind of like a mental health awareness fair. This it happened once in my high school career but those were the two days, we felt the closest in our community. And it was the safest we felt because we were learning more about each other and having more discussions. – Abia Kahn

I also want to bring up lawmakers and how much they can change in regard to this. I just find the contradiction of saying that the reason school shootings happen is mental health, and not guns; but then you don’t fund school counselors and mental health programs in schools very frustrating. – Sara Ben Abdallah
Additional Recommendations

To orient the reader to the remainder of this section, the additional recommendations of the Task Force are included as a visual below. Detailed information on each of the recommendations is provided under the associated heading.

Promote Positive, Socially Just School Climates

School safety is complex. It requires differentiated strategies that promote mental health, prevent violence, provide guidance to intervene, and prepare a response to threats to school safety.

Promote Positive, Socially Just School Climates

Maintain and Train on a Comprehensive School Safety Plan with School Leadership

Engage Diverse Youth Voice & Leadership

Use Data to Drive School Safety Prevention, Interaction, & Response Plans

Provide Multitiered Systems of Support (MTSS) for Behavior and Academics

Provide a Clearinghouse for School Safety Resources at ADE

Explore a Tip Line to Meet Arizona School Communities’ Needs

Engage in Community and Interagency Collaboration

Recommendations
Students who feel connected to their campus are less likely to engage in risky or disruptive behaviors, less likely to miss school, to engage in substance use or distribution and to have fewer discipline referrals. Therefore, school leaders must make conscientious efforts to foster equitable, inclusive environments on campus for students and staff. School leaders should also be aware of micro-climates in which some students may be excluded by other students or the school’s culture due to bias, discrimination, or inequities based on actual or perceived race, class, disability, language, sexual orientation, gender expression, or other characteristics.

A robust program of mental health education, social-emotional learning, and trauma-informed practices also provides the support for many students to feel safe and protected at school. For these programs to be successful, they need to be staffed at an appropriate level as identified by national professional organizations, such as the American School Counselors Association, National Association of School Psychologists, and the School Social Work Association of America. As school climate and school safety are interwoven, a comprehensive school safety plan must address the issues above to support equity on campus, promote positive student mental health, and help each student feel supported, inclusive of all of their diverse identities.

Engage Diverse Youth Voice and Leadership

When developing and implementing plans for school safety, it is critical to engage the voice and leadership of those who will be directly impacted: our students. Students bring with them a diversity of thought, background, and experience. They are acutely aware of the challenges they face, can provide valuable insight into school climates, and often have proposed solutions if given the opportunity to participate in such discussions. Purposeful outreach to students of all backgrounds is essential in building a safe, protective, and respectful climate for all.

It is worth repeating that this very Task Force was initiated by students involved with the Arizona chapter of March for Our Lives. The Task Force Resources Sub-Committee also conducted a Community Needs Survey and garnered responses from over 100 students about school safety. While this represented a small portion of all survey respondents, their participation speaks to the desire and interest youth have to learn about and influence school safety. Their responses indicate that students were interested in information about school safety best practices and guidelines, training, school resource officers, and would access a school safety website if they were concerned about their safety.

While it may not be appropriate to have youth involved in every stage of school safety planning, school leaders need to find creative and inviting ways to engage their students. For example, they
may consider adding youth representatives to a safety team, creating a youth advisory council, administering youth surveys or needs assessments, or developing peer-to-peer approaches that allow students to mediate and resolve challenges.

**Use Data and Provide Training to Drive School Safety Prevention, Intervention, and Response Plans**

Data are needed to inform both local, district, and statewide efforts to promote school safety. This data should be used not only to satisfy reporting requirements but also to allow for the intentional evaluation of students’ and schools’ needs with regards to school safety. Additionally, legislative requirements that hinder the collection of this data as well as the sharing of data with researchers and policy makers should be reevaluated.

Data on students’ risk and protective factors, school discipline data, students’, teachers’, and parents’ perceptions of school climate, and schools’ current safety practices are important resources to select as well as to evaluate the effectiveness of school safety and mental health interventions. Possible data already being collected by Arizona schools includes the Arizona Youth Survey and the Youth Risk Behavioral Surveillance Survey. National surveys, such as Monitoring the Future, may also provide useful information. Training and support for school personnel in data-based decision-making needs to be provided statewide to make the best use of these data sources.

Data will also provide schools with a snapshot of where they need additional focus and ongoing training for school staff and students. In addition to nationally available resources, by creating close working relationships with social service and youth-serving organizations, schools can access training and resources to support their students and schools. SEL and trauma-informed: focus, such as cultural awareness, mental health, social, emotional learning, violence prevention, and trauma-informed practices, should be among some of the training topics.

**Maintain and Train on a Comprehensive School Safety Plan with School Leadership**

A comprehensive school safety plan includes many components. School leadership is responsible for the resources needed to implement a plan that responds to situations ranging from improving the everyday climate in the school to dealing with the aftermath of a major crisis event. The vision for all aspects of such a school plan rests with the principal. Principal leadership is needed to develop the infrastructure to implement such a comprehensive plan. However, all members of the school
community, including parents and students, need to have knowledge of the plan and training to know what to do in various situations, even if those situations may never occur. Research-informed, age-appropriate safety drills and practices must be scheduled on a regular and ongoing basis. Continual support and accountability from the district leadership provides the impetus to maintain all aspects of this comprehensive plan. The determinants of a comprehensive plan can be found in Appendix 1, and a checklist of the components of a comprehensive plan to be used in assessment and planning can be found in Appendix 2.

**Provide Multi-tiered Systems of Support (MTSS) for Behavior and Academics**

MTSS is an integrated comprehensive framework that provides research-based interventions to meet the needs of the whole child. The tiers are layered with intensity and supports that are matched to meet the behavioral, academic and social-emotional learning needs of students.

- **Tier 1 (Universal)**, the foundation for MTSS includes school-wide universal instruction and differentiation provided to ALL students. Research has found when implemented with fidelity, tier 1 will meet the needs of most students.
- **Tier 2 (Targeted)** is an intervention platform consisting of supplemental, targeted interventions intended for SOME students in small group settings.
- **Tier 3 (Intensive)** supports provide intensive, individualized interventions, building on Tier 1 instruction and Tier 2 intervention for a FEW students- Tier 3 can include referrals to community-based supports for long-term more intensive support, especially those related to mental health, to supplement the resources delivered on campus.

When implemented effectively, the MTSS framework can assist with early identification of students' academic, behavioral and social-emotional needs and creates a culture of prevention that promotes a safe and positive school climate.
Engage in Community and Interagency Collaboration

School safety is a broad and multi-faceted concept that necessitates the involvement of many participants, from the students, staff, and community of a school to external stakeholders, including state agencies, law enforcement, and national and local organizations. While each participant plays an important role in school safety, school safety is best achieved when all participants find ways to collaborate and engage together rather than work in silos. Such community and inter-agency collaboration will help create a shared understanding around school safety, build capacity, and provide a more effective, equitable, and sustainable approach to school safety in Arizona.

Provide a Clearinghouse for School Safety Resources at the ADE

As was evidenced through a survey of Arizona school-stakeholders (see Appendix 5 for results), there is both a need and a desire for current, credible, usable information about school safety. Furthermore, the information requested and needed relates to a broader concept of school safety, encompassing supports for students’ physical safety as well as their mental health. It is recommended that the ADE rethink how current information is made available on its website to allow both for ease of access and to identify important gaps.

A clearinghouse process should be instituted at the ADE to ensure that materials are current and that the needs of all Arizona schools, including tribal and rural, are met. The ADE should lead the process for identifying needs and establish a framework for vetting school safety resources.

Explore a Tip Line to Meet Arizona School Communities’ Needs

Tip lines are a common strategy that provide students, educators, parents and community members a confidential way to report information about threats to school safety. Tip lines are most common in secondary schools. In a 2020 study by the National Institute of Justice, over half the principals with tip lines felt that information from a report to a tip line had prevented violent incidents. Most believed that tip line reports had helped them more effectively respond to bullying and had prevented incidents of self-harm. The sub-committee’s research on the effectiveness of tip lines based in schools and districts, law enforcement units or at the state, led the committee members to support a statewide system in Arizona.

Before a tip line is implemented, however, decisions need to be made on parameters on appropriate tips, hours of operation, appropriate staffing, data tracking, and screening for biases, such as tips based on suspects’ racial or ethnic background. Partnerships with state and government agencies and stakeholders to respond appropriately to tips are essential.
APPENDIX 1: School Safety Plan

The School Safety Plan is available HERE
**APPENDIX 2: Comprehensive School Safety Plan - Checklist**

This checklist includes the basic components of a Comprehensive School Safety Plan. Use this checklist to evaluate the status of your plan. Data from this checklist can be a needs assessment that can be used to identify areas of improvement to the current plan and to measure progress.

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| PREVENTION                          |          |             |             |
| Climate Interventions (Universal/Tier 1) |      |             |             |
| Multi-Tiered Support Systems (MTSS)  |          |             |             |
| Environmental Design (CDC Guidelines-CPTED) |  |             |             |
| Social-emotional Learning (SEL) curriculum and embedded practices | | | |

| INTERVENTION                        |          |             |             |
| Campus security                     |          |             |             |
| Mental and Behavioral Health Services |      |             |             |
| Alternatives to Exclusionary Practices |       |             |             |
| Tier 2 & 3 Intervention/Referrals   |          |             |             |
| Threat Assessment Protocol          |          |             |             |

| RESPONSE                            |          |             |             |
| Emergency Operations Plan           |          |             |             |
| Critical Incident Response/Coordination |       |             |             |
| Recovery                            |          |             |             |

Developed by Kris Bosworth, Ph.D with Caroline Champagne, University of Arizona, June 2020
APPENDIX 2: Comprehensive School Safety Plan Components

Every district and school needs a school safety plan that covers a range of issues requiring focused attention by those responsible for a positive and safe environment. A comprehensive plan will guide leaders in dealing with issues as they arise and help create a climate that will mitigate many safety related problems, as well as being prepared to respond to emergencies.

The principal is responsible for creating, implementing and maintaining the plan, but all adults in a school community have responsibilities both on a daily basis and in times of crisis to ensure the safety of all in the school. The key components of a comprehensive plan include: Infrastructure, Prevention, Intervention and Response. Each will be described here.

INFRASCTURE

Designated Point Person. Establishing a school safety infrastructure is the first task in creating a plan. Although the principal is ultimately responsible, in larger schools often another staff person is designated to oversee the elements of the school's safety plan on a daily basis in coordination with the principal.

Teams. In a comprehensive plan, multidisciplinary groups of school staff are necessary.

A School Safety Team comprised of a variety of disciplines, especially key administrators, teachers, mental health professionals, safety/security personnel, need to be appointed and meet regularly to oversee planned safety and climate activities and to monitor progress, as well as outcomes.

Threat Assessment Team is a team with a special mission – assess whether a student who has threatened to harm others poses a threat of violence, and to put in place the necessary measures to manage the situation. Members of this team need specialized training in a standardized and evidence-informed threat assessment protocol so that they can judge the threat level and take appropriate action. At a minimum, members of this team need to include: An administrator, a mental health professional and a security or safety officer. The team needs to have training in conducting a threat assessment, restorative practices, multi-tiered systems of support (MTSS), and laws regarding confidentiality.

Data for decision making. Without data, you may be implementing programs or strategies without knowing where the real problem lies and therefore miss opportunities to work on any underlying issues that are most likely to lead to lasting change.
Internal data could include regular tracking of discipline referrals, attendance, counselor visits, threats, etc. Student, parent and staff surveys also provide valuable data for planning and monitoring. This information becomes a regular part of monitoring by your school safety team.

External Data might be helpful in dealing with a specific problem or issue such as increase in drug use or fights. External data might come from police reports, hospital emergency room admissions or probation reports. Contacts with the community may facilitate access. National or state surveys such as the Youth Risk Behavior Survey (YRBSS) or Monitoring the Future could provide helpful information. This information can be found through search engines.

Staff Professional Development. All school staff must have the knowledge and skills to carry out the Comprehensive School Safety Plan. All staff must know about this comprehensive plan and how to respond in case of an emergency. The data that you collect and analyze can provide additional topics that might be specific needs at your site. Examples of common staff or parent professional development that can increase safety at your site include, but are not limited to: suicide, bullying, trauma-informed practices, social justice practices, mental health awareness.

Liaison. Having contacts at both your District and the local community, including parents, is important in a school’s daily work on providing a safe and protective environment for learning. It is essential in a time of crisis or threat to be able to call on supportive services and relationships with other community leaders.

District. One district role is to support principals. Know the chain of command for prevention, intervention and response. Keep updated contact information in an easily accessible place and share the contact information with key staff. Maintain good relationships with the designated resources at the district level.

Families. Develop and maintain contact information for families for ongoing work and in case of an emergency. Identify leaders and influencers to provide input into plans and activities.

Community. Work with the district to identify and maintain contact with the appropriate community resources such as law enforcement, mental health services, health services and social service agencies.
PREVENTION

Climate Interventions. A welcoming, positive climate provides a safe and protective environment for all members of the school community. Intentional actions to improve school climate are associated with less violence and increased academic achievement. Positive relationships between administrators and staff, between staff and students and between students promote positive youth development and teacher satisfaction.

Multi-Tiered Support Systems (MTSS) include Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) as guidance for creating climates that support creating clear boundaries, use of data for decision making, teaching of positively stated rules and behavioral expectations, developing consequences for behavioral errors and creating an acknowledgement system for appropriate behavior. School-wide MTSS interventions are the cornerstones of a positive school climate and provide universal prevention.

Crime Prevention through Environmental Design (CPTED). School buildings and grounds can be organized to reduce the likelihood of violence and crime and thus creating more feelings of safety. Attention needs to be paid to limited and controlled access, perimeter boundary definition, reducing conflicting user traffic patterns, securing classrooms with improved door hardware, etc. See CDC guidelines for assessment and strategies.

Social-Emotional (SEL) Curriculum. For positive youth development, students need to learn specific social skills to feel connected to adults and other students. Research has identified science-based curricula that can provide instruction that will lead to students’ ability to develop stronger relationships, reduce the likelihood of bullying, using substances, fighting and other risky and unsafe behaviors. Examples include bullying, substance use prevention, violence prevention, law-related education and peer mediation.

INTERVENTION

Campus Security. Human and technology resources are needed to focus on safety, such as security guards or school recourse officers (SROs) who are trained in science-based prevention and interventions in dealing with students and possible persons not authorized to be on campus.

Mental Health Resources. Untreated mental health issues diminish a student’s capacity for learning and for being behaviorally responsible. Early identification provides opportunities for counseling and/or referral.
Alternatives to Exclusionary Discipline Practices. Except for situations in which someone is in danger of harm, harsh discipline policies that exclude students from academics are not effective in changing the individual student’s behavior, and lead to other students feeling unsafe. Alternatives to these exclusionary practices provide consequences for behavioral errors or misbehavior with minimal interruption to the educational process.

MTSS Tier2 & 3 Intervention/Referrals. For students who need additional support to follow the school’s behavioral expectations, practicing science-based interventions such as peer mediation, Student Assistance Programs, mentoring, check-in/check-out, etc., provides opportunities for students to learn skills in dealing with challenging situations. Referral to off-campus agencies may be appropriate.

Threat Assessment Protocol. A threat assessment protocol is the process that will help school officials determine if threats made by students actually pose a threat to other students or to the school site. With this information, a Threat Assessment Team (See Infrastructure) can determine the best course of action. Threats may come through student or staff reports, over the internet or through other means of communication.

RESPONSE

Emergency Operations Plan (EOP). The purpose of an EOP is to effectively prepare a school community to respond to threatening or hazardous incidents through advanced planning. Developing, maintaining and exercising the plan empowers employees to act quickly and knowledgeably in an incident. This plan describes how an institution will respond to a threat. It describes in detail the processes and structures within the school that will be utilized in case of an emergency. Having a plan in place helps ensure that the response will be coordinated and informed. All key staff need to be trained on the plan and understand their roles in the implementation of the EOP. (FEMA)

Critical Incident Response/Coordination. In any traumatic event that leads to strong emotional experiences, support must be provided to the community to meet their mental health and well-being. A critical response team will identify people at risk and attend to their needs by providing physical and emotional support.

Recovery. Once the crisis or threat is over, the people in the school must quickly return to as normal as possible. Some people will recover before others. So, mental health supports need to be in place for some weeks before a survivor might be ready to take on the responsibilities they previously had.
APPENDIX 3: Data Resources for Decision-Making

Several state and national surveys produce data that schools and districts can use for needs assessment and planning. Several resources are identified in this appendix. Local data may be the most useful in addressing the specific needs of individual districts and schools.

The Arizona Criminal Justice Commission’s Arizona Youth Survey
http://www.azcjc.gov/Programs/Statistical-Analysis-Center/Arizona-Youth-Survey
The Arizona Youth Survey (“AYS”), conducted by the Arizona Criminal Justice Commission on behalf of the State of Arizona, is a survey of 8th, 10th, and 12th grade students that gathers information needed to monitor underage drinking, drug use, and problem behaviors. Data collected from the Arizona Youth Survey assists with the planning and monitoring of prevention and intervention programming in our schools and communities. The focus of this survey is to better understand the prevalence and frequency of problematic youth behaviors – such as substance use, gang involvement, and the risk and protective factors that are correlated with those behaviors. Collecting this information directly from youth provides us with measures of these behaviors that are not available from any other data source. The AYS is conducted in even-numbered years (for example, 2018, 2020).

The Centers for Disease Control and Prevention’s Youth Risk Behavior Survey
https://www.cdc.gov/healthyyouth/data/yrbs/index.htm
The Youth Risk Behavior Surveillance System (YRBSS) monitors six categories of health-related behaviors that contribute to the leading causes of death and disability among youth and adults, including—

- Behaviors that contribute to unintentional injuries and violence
- Sexual behaviors related to unintended pregnancy and sexually transmitted diseases, including HIV infection
- Alcohol and other drug use
- Tobacco use
- Unhealthy dietary behaviors
- Inadequate physical activity

YRBSS includes a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments. The YRBSS is conducted in odd-numbered years (for example, 2017, 2019).
Monitoring the Future

http://www.monitoringthefuture.org/

Monitoring the Future (MTF) is an ongoing study of the behaviors, attitudes, and values of Americans from adolescence through adulthood. Each year, a total of approximately 50,000 8th, 10th and 12th grade students are surveyed (12th graders since 1975, and 8th and 10th graders since 1991). The MTF project, begun in 1975, has many purposes. Among them is to study changes in the beliefs, attitudes, and behavior of young people in the United States. This study focuses on youth because of their significant involvement in today's social changes and, most important, because youth in a very literal sense will constitute our future society. The results of the study are useful to policymakers at all levels of government, for example, to monitor progress toward national health goals. Study results are also used to monitor trends in substance use and abuse among adolescents and young adults and are used routinely in the White House Strategy on Drug Abuse.
APPENDIX 4: Tip Line Resources

In researching tip line options, the sub-committee recommended two existing organizations for tip line resources.

Recommended Tip Line model- Safe2Tell Colorado

https://safe2tell.org/
Safe2Tell Colorado is an anonymous and confidential reporting system operated under the Colorado Attorney General’s Office, Department of Law. As a mandate of the Colorado Department of Education, all Colorado schools are required to include Safe2Tell Colorado as part of their school safety planning. The philosophy is a prevention and early intervention approach to preventing violence and focuses on educating youth and school community members, spurring them to be a part of preventing violence. It is a multi-faceted approach and system for students, parents, and school communities to promote safe school environments in Arizona. The Safe2Tell tip line receives anonymous tips via phone calls, the web, and mobile app 24/7/365 and are taken by trained specialists. Once a tip is submitted, it goes to the appropriate schools and law enforcement agency for follow-up.

The two main components to increasing awareness in schools about Safe2Tell are:

1. Staff Awareness & Education- educating staff on the importance of involving students with the model and builds relationships between staff and students providing opportunities for increased school connectedness and positive school climate
2. Student Awareness & education- educating students through posters, student cards, I.D. badges, banners, as well as free online resources on how to report concerns and importance of reporting.
APPENDIX 5: Clearinghouse Needs by Stakeholder Group

A two question survey was distributed to various email lists to educators, parents, students, school administrators and mental health professionals. Nearly 4000 responses were received.

The Top Reasons for Visiting an ADE School Safety Resource Page were:
- Guidelines for current school safety procedures or best practices
- A concern about safety in my school
- If I knew it had information from credible sources
- If it had easy to implement strategies
- If it were mandatory
- If it had current information on potential threats

Top 10 Needs for Information/Resources/Materials
- Safety training (drill practice, evacuation plans)
- School Resource Officers/ Security Officers
- Policy updates and communication from authorities
- Safety infrastructure/equipment
- Student incident notifications
- Bullying prevention and curriculum
- Information about how to support student mental health
- Information about substance use

Differences in Groups Need for Information
- All stakeholders wanted information on best practices
- All stakeholders wanted access to SROs as well as supports for students’ emotional safety.
- Administrators and teachers want practical/easy to implement strategies
- Administrators, teachers, parents and students wanted access to training on school safety practices