

School Safety Program Evaluation School Year 2018-2019

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Accountability & Research Division

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EXECUTIVE SUMMARY

The School Safety Program (SSP) was established by Arizona Revised Statute (ARS) 15-154 in 1994 to place school resource officers and juvenile probation officers (collectively known as school safety officers [SSOs]) on school grounds to contribute to safe school environments. The goals of the SSP are twofold: **(1)** Contribute to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning, and **(2)** Teach law-related education (LRE) that promotes a safe, orderly environment, and good citizenship (Arizona Department of Education School Safety Program Guidance Manual, p. 2).

ARS 15-154 mandates that the Arizona Department of Education (ADE) evaluates the effectiveness of the SSP and reports on the activities of the program and the participants in the program to the President of the Senate, the Speaker of the House of Representatives, and the Governor on or before November 1 of each year. The evaluation and report must include survey results and data from participating schools on the impact of participating in the program. For this Fiscal Year (FY) 2019 Evaluation, ADE gathered impact data from the 113 schools (128 including joint sites) participating in the SSP by administering two surveys (see Addendum A [Mid-Year Report] and Addendum B [End-Year Report]). The first survey was administered in January 2019 to capture impact data during the first half of school year 2018/2019. This timeline allowed the SSP team at the ADE to identify any schools that might benefit from technical assistance before the year ended. The second survey was administered in May 2019 to capture impact data during the final half of school year 2018/2019. Data from the two surveys was aggregated to the state level, with representative local education agency (LEA) level excerpts included in the report.

Key Findings:

1. Building Relationships with Stakeholders (pgs. 8-11): SSP SSOs collaborated and connected with stakeholders in a variety of ways to promote school safety. In Year 1 (FY 2018) of the grant cycle, SSOs concentrated on relationship building with students. In Year 2 (FY 2019), SSOs took building relationships one step further by taking a holistic approach and coordinating with school community members, including teachers, parents, social workers, administrators, and external community members to improve school climate. For example: :

- *Teacher Collaboration:* SSOs collaborated with teachers in lesson planning and teaching law-related education. They also provided teachers with professional development opportunities on critical law related topics in school safety. This collaborative approach helps ensure that all are on the same page with understanding the goals of the School Safety Program.
- *Student Connection:* Students perceived SSOs as adult mentors who could provide advice when they were struggling with issues in their life.
- *School Community and External Resources:* SSOs innovatively pulled external resources to create unforgettable experiences for students during Law-Related Education (LRE) classes. For example, utilizing local towing services when teaching about transportation safety.

2. Reducing Disciplinary Issues (pgs. 11-13): Most participating schools reported that their school disciplinary referrals such as bullying, vaping, chronic absence, etc., decreased significantly due to the services provided by SSOs. The connections between school needs, LRE, and expected outcomes were targeted in the Year 2 trainings. As shown in the Year 2 survey reports, the connections were strengthened remarkably.

3. **Making Use of Data to Determine LRE Topics** (pgs. 13-15): Participating schools analyzed school data on a regular basis in the School Safety Assessment and Prevention Team (SSAPT) meetings. The team utilized that data to identify appropriate LRE classes to address immediate school safety concerns at school. The LRE topic analysis demonstrated that the vaping issue surfaced in Year 2 in middle and high schools and became a topic of concern.
 - *Elementary Schools*: LRE focused on topics that addressed building knowledge and social interaction skills around issues such as bullying, conflict resolution, and respect for others.
 - *Middle and High Schools*: LRE focused on substance abuse such as vaping, marijuana, tobacco, drugs, and alcohol.
4. **Increasing School Safety and Promoting Positive School Climate** (pgs. 15-16): The school survey data demonstrated that the presence of and services provided by SSOs made staff and students feel safe. All the efforts contributed to a more positive school climate.
5. **Training and Technical Assistance** (pgs. 16-19): The School Safety Program received positive feedback from participating schools. The schools appreciated the exceptional customer service provided by the ADE SSP team. In addition, they suggested the following assistance from the SSP:
 - *Extra LRE Curriculum Support*: Support was requested particularly in Social Interaction (e.g., bullying, conflict solutions, respecting others, aggression, etc.) and Substance Abuse (e.g., vaping, marijuana, drugs, alcohol, tobacco, etc.), categories which were reported with high occurrence rates at schools.
 - *Parent/Community Communication on the Roles of SSOs*: Parents and Community members may misinterpret the presence of SSOs at schools as being because the

school is unsafe rather than SSOs functioning as part of a comprehensive approach of prevention. Information about their role and positive impact should be disseminated widely in the community.

- *Sharing Successful Experiences among Participating Schools/LEAs:* Participating schools requested to learn best-practices from each other.

Program Improvement: Next Steps (p. 19):

The feedback gathered from participating schools for this evaluation is used by ADE to help inform any needed improvements to the SSP. Given the findings of the FY 2019 Evaluation, ADE is providing additional LRE curriculum support in social interactions (e.g., bullying) and substance abuse (e.g., vaping) in FY 2020 (see Addendum C – SSP FY 2020 Training Schedule). Also, the SSP provided family connection research and roundtable sharing time in FY 2020 regional trainings. ADE also is working with stakeholders to identify and address competing demands on SSP SSOs.

Please note that at the end of the 2019 Legislative Session, the Arizona Legislature passed House Bill 2749 (K-12 education, budget reconciliation; 2019-2020), which expanded the scope of the SSP to include school counselors and social workers as an additional component under the program. The Legislature appropriated an additional \$20 million from the General Fund for the program in Fiscal Year 2020 on top of the baseline amount of nearly \$12 million, which comes from Proposition 301 and General Fund appropriations. The FY 2020 Evaluation will include a report on the impact of this expansion to the program.

INTRODUCTION

The School Safety Program (SSP) is a state-funded, competitive grant established in 1994 to place School Resource Officers (SROs) and Juvenile Probation Officers (JPOs) on selected school grounds to contribute to safe school environments that are conducive to teaching and learning (ARS 15-154). The grant operates in three-year cycles. Through comprehensive prevention and intervention approached, SSP-funded officers maintain a visible presence on campus, provide students and staff with law-related education instruction and training, deter violent and delinquent behaviors, serve as an available resource to the school community, and develop positive interactive relationships with the students, staff, and community that they serve.

The SSP provides funding for the salary and benefits of full-time SROs and JPOs, collectively known as school safety officers (SSOs). The SSP operates across the school year of July 1st to June 30th. School year (SY) 2018/2019 is Year 2 of the current three-year grant cycle (SY 2017/2018 to SY 2019/2020). One hundred and thirteen sites (32 school districts and one charter school district) currently participate on the program. Seventeen of the 113 sites are joint sites, where an SSO serves two schools, bringing the total sites served to 128.

To fulfill this grant, a Service Agreement is developed between participating local education agencies (LEAs) and law enforcement agencies/probation departments within 30 days of when the officer begins work at school. In addition, the formation of a School Safety Assessment and Prevention Team (SSAPT) is an essential element of implementing a successful School Safety Program. This team consists of the school principal or assistant principal, school safety officer, school prevention coordinator or school mental/behavioral health expert, and other relevant stakeholders. The team is required to meet quarterly (at a minimum) to review school data such as

needs assessments, surveys, and discipline data, and to revise their SSP operational plan based on the current needs of the school.

The main responsibilities of SSP SSOs are outlined below (Arizona School Safety Program Guidance Manual, pgs. 18-21):

- Maintain a visible presence on campus
- Deter delinquent and violent behaviors
- Serve as an available resource to the school community
- Provide students and staff with a minimum of 180 hours of LRE instruction and training.

The SSP is viewed as part of a comprehensive approach to prevention and intervention in Arizona schools. Placing SSP SSOs on school grounds contributes to the development and maintenance of safe school environments that are conducive to teaching and learning. This effective prevention program is cultivated through collaborative working partnerships among officers, district and school administrators, and teachers, as well as police and juvenile probation departments. By using best practices in teaching LRE, SSP SSOs can foster the knowledge, skills, and values necessary for building the self-efficacy needed for each student to become a successful and healthy adult.

METHODS

Procedures and Measures

This evaluation collected data from SSP administrators (principals and/or assistant principals) through the SY 2018/2019 Mid- and End-Year Reports (see Addendum A and Addendum B). The reports collected the following information:

- School Safety Assessment and Prevention Team (SSAPT) Meetings:
 - Meeting dates
 - Agenda items
 - Data reviewed
 - Team member attendance
- School Safety Officer Activity Log Summary
 - Cohort LRE classroom instruction (i.e., student group taught, LRE topic or curriculum, number of lessons, and total hours)
 - Universal LRE instruction (i.e., classroom instruction hours, staff and community instruction hours, and planning and preparation hours)
 - Time off-campus (i.e., the total number of hours the officer spent off-campus)
- Officer information (i.e., name and type of officers)
- Reflection on Year 2 (SY 2018/2019) of the SSP
 - Strengthening the connection between campus safety concerns and LRE
 - Staying on track with program requirements
 - The SSP mission – contributing to safe school environments
 - How LRE has helped impact campus safety concerns

- Preparing for Year 3 of the SSP – how your site plans to measure the impact of the SSP on campus safety next year on three priority focus areas (areas of greatest need on the campus)
- Customer Service (the satisfaction with ADE trainings, materials, and supports)

Analysis

The Mid- and End-Year Reports were combined and analyzed in NVivo Version 9. Themes were developed based on the categorization of open-ended responses. Some representative excerpts are exhibited in the results section. The information provided in this report was aggregated to the state level and will be used to help make improvements to the SSP.

In addition, the LRE topics were compiled, coded, and aggregated to elementary, middle and high school levels respectively. The frequency of LRE topics offered by schools was ordered and compared by school levels in the result section.

RESULTS

Impact of the SSP

The data gathered from the Mid- and End-Year Reports shows that the two main goals of having an SSP SSO on campus – to promote school safety and to teach LRE that promotes a safe, orderly environment, and good citizenship – were largely met by the participating schools.

1. Building Relationships with Stakeholders

In the Year 1 evaluation report, the annual Evaluation discussed the methods (i.e., being present, being visible, forming meaningful connections with students through personalized assistance) that SSOs connected to students. In the Year 2 data, participating schools reported not

only on how their SSOs successfully built relationships with students but also on how SSOs collaborated with various stakeholders such as teachers, parents, and community members to improve school climate. The philosophy of the SSP is to focus on school safety by building relationships and improving school climate which is “cultivated through collaborative working partnerships between officers, school administration, teachers, and police and juvenile probation departments” (Arizona School Safety Program Guidance Manual, p. 2). The concept is presented in SSO and administrator trainings and well-implemented at school level. Some exemplary excerpts from mid- and end-year reports are provided below.

- *Teacher Collaboration:* SSOs and school teachers worked collaboratively in lesson planning and teaching. SSOs trained school staff and teachers on critical topics in School Safety.

During the course of the year, Officer Ross built relationships between students and staff through LRE and visibility on campus. He worked collaboratively with Mr. Houlden, our Social and Emotional Learning teacher, to build lessons that connected to our SEL learning on campus. The goal is to teach students life long skills for making responsible decisions which aligns to the goals of LRE, ultimately.

Creighton Elementary School District

It can be a real challenge to make lessons meaningful and relevant to everyone. In addition, Officer Story must be skilled in presentation because students not only have diverse backgrounds, but they have different learning styles, abilities, and challenges. Officer Story works closely with classroom teachers to ensure the diverse needs of learners are being met.

Chandler Unified School District

One impact the program has had on our campus is that teachers and staff have had the opportunity to receive training on critical topics, helping them be more aware of their surroundings, regarding drug awareness, etc. This education has allowed the school to identify more problems, such as drug abuse, leading to a crack-down on specific issues.

Sahuarita Unified School District

- *Student Connection:* SSOs connected with students through various channels such as LRE classes, clubs, and availability/visibility. Students perceived SSOs as knowledgeable and powerful adult mentors who could provide constructive advice whenever they were struggling with issues in their life. This unique role that SSOs played in schools is valuable and irreplaceable.

Officer Harpster ran a leadership club called Wake Up, which served as a safe place for students to mature and grow as leaders. He accepted students in the program who had previously had behavioral incidents in school and developed positive relationships with the students. One student commented in the safety survey, "I thank Harpster for welcoming me into Wake Up. If it weren't for him, I wouldn't be doing the good stuff for people other than me." Other students stated that he was a good officer, keeps the campus safe, and is helpful.

Creighton Elementary School District

Students have utilized the SRO's open door policy to advise him of issues that they themselves or their friends/family members are going through. Typically once a LRE subject (Illicit drug use, social media citizenship, etc) has been taught to a student group, that it is when student concerns are brought to his and or the administration's attention and resources are directed toward the affected parties.

Tempe Elementary School District

In some cases, the SRO has built mentor relationships with several students that were struggling with anger management, self-esteem and many different disciplinary issues. She has also met with students that have expressed interest in entering into the law enforcement career.

Tempe Union High School District

- *School Community & External Resources:* SSOs educated the whole school community on law-related topics. They came up with innovative ideas and collaborated with external resources (e.g., local towing service, police department, fire department, Attorney General's office, etc.) to provide unforgettable experiences to members in the school community.

Officer Decker has lessons he taught about the topic in his cohort, and we involved the entire school community (teachers, students, staff, and administration) when we had students do a web quest in Mentoring. We have also had a guest speaker who spoke to both parents/staff and to students regarding the dangers of Vaping. This connection re-enforces our message to students. They are getting the same message from our SRO, their teachers, a guest speaker, and their parents have the opportunity to learn about this growing concern on our campuses.

Paradise Valley Unified School District

On September 12, 2018, Mr. Guest coordinated efforts with a local towing service (Luna's Towing) to bring a wrecked vehicle on campus that had been involved in a serious vehicle accident. The vehicle was placed in an area that was highly visible by all students to promote awareness towards distracted driving.

On September 19, 2018, the high school staff and Sahuarita Police Department set-up "Teen Maze." Students were led in interactive scenarios that covered several real-world topics such as underage drinking, driving under the influence, and peer pressure. Successfully, 193 senior class students were exposed to the eight-hour program.

Sahuarita Unified School District

SRO coordinated presentation by DPS. Additionally, he coordinated Mesa Fire to present as well.

Mesa Unified School District

We are currently in the process of coordinating with the Attorney General's office to get additional resources that they are offering as a part of a new campaign to combat vaping among Arizona youth.

Premier Charter High School

2. Reduce Disciplinary Issues

In Year 1, participating schools reported how SSOs provided services at school (e.g., being visible and present, offering LRE classes to address student needs, connecting closely to parents, students and teachers). In Year 2, most schools stated that their school disciplinary referrals such as bullying, vaping, chronic absence and so forth decreased largely due to the services provided by SSOs.

Officer Leatherman has had a tremendous positive impact not only MC Cash but also the community as a whole. Officer Leatherman is visible as crosswalk and in the parking lots making arrival and dismissal safer for students, staff, and parents. The overall number of referrals has been reduced since the 2017-18 school year with drug related and violent referrals seeing the largest reduction.

Our decrease in discipline can also be contributed to the SRO and administration being at specific lunch and recess times as well as remaining visible during unstructured times such as middle school passing time. We also lowered our percentage of chronic absenteeism from last year with the assistance of our SRO. The SRO assisted in speaking and educating students and parents who were getting close to being considered chronically absent.

Laveen Elementary School District

At RCMS the effort in LRE was broadened not only by addressing bullying and respect, but also by addressing the issue of vaping. After an incident where 12 girls were caught vaping in the bathroom, I did LRE for 6th, 7th and 8th grade on the issue of vaping. After the LRE there was only one incident where a student was caught with a vape device.

Payson Unified School District

The LRE instruction during the first semester was focused on Respect for Authority/Conflict Resolution. There was a decrease in the number of fights experienced throughout the year; students were able to resolve their differences through mediation without resorting to physical confrontations.

The SRO was involved in community events held on campus, participating in education parents in the dangers of illegal substances, vaping and the dangers associated with this increasing problem in the school and community at large.

Mingus Union High School District

In addition to decreasing the disciplinary issues, SSOs serve as a resource to handle the law enforcement emergencies.

Since the School Safety Program was implemented, Quail Run Elementary has reduced its number of disciplinary referrals from 132 to 98. Thornydale Elementary had an increase of disciplinary referrals from 28 to 35, but it should be noted 13 of those referrals are from one student. The JPO was used as a resource to help address these behaviors with this particular student. She worked closely with the student's parent in arranging behavioral health services.

Each campus has reduced the amount of calls to law enforcement utilizing the JPO as a resource to speak to youth and families regarding delinquent type of behaviors and providing referrals to community resources to assist them in addressing these behaviors. JPO was used as an additional resource to parents as she taught a social media awareness night in conjunction with Tucson Police Department to address parent's Internet safety concerns for their children.

Marana Unified School District

3. Make Use of Data to Determine LRE Topics

SSP SSOs are required to complete at least 180 hours of LRE instruction each school year to help meet the goal of promoting “a safe, orderly environment, and good citizenship” (Arizona School Safety Program Guidance Manual, p. 2). In the Year 1 report, participating schools reported how LRE topics were offered differently across school levels. In Year 2, participating schools further described how they analyzed data on a regular basis during their monthly meeting and how they utilize LRE as a tool to address the immediate school safety concerns at school.

Consistently reviewing behavior data and priority focus areas has allowed us to make changes where needed in our LRE to address the immediate needs of the school.

Creighton Elementary School District

Every month we analyze the referral data, review which location, grade level along with other areas that receive the most referrals and we create problem and solution statements to ensure that we prevent those incidents from occurring again. Our SRO plays a major role with helping improve behavior and safety for those certain locations and grade levels. He strategically teaches specific lessons that target those particular set of students for that month along with attending specific lunches that need additional structure and supervision.

Laveen Elementary School District

The SSAPT reviewed our logic model, our operational plan, and our SWIS data (referral data) to determine if the outcomes were achieved. We examined the correlation between referrals and the LRE provided by grade levels. In 6th grade, we were looking for less referrals for defiance and disruption. In 7th grade, we were looking for less instances of cyber-bullying and negative impact situations on social media. In 8th grade, we were looking for situations in which students understood their role as a citizen.

Cartwright Elementary School District

By studying year 1 data and past incidents during school safety meetings, Officer Naegeli was able to implement LRE related directly to Sonoran Trails issues and safety concerns. Officer Naegeli took training and spent more time researching information related to vapor pens and juuls. As a result, incidents were reduced and campus safety was increased based on random student surveys. Vape pens are dangerous to health and can have the potential to explode. By increasing student, staff and parent education, the campus became a safer place.

Cave Creek Unified School District

This past fall (Fall 2018), we saw a sudden rise in physical aggression-type infractions (i.e. threat/intimidation, fight without a weapon, etc.). As a result, Officer Henige specifically designed LRE lessons for the freshman cohort that were focused on conflict resolution. Our freshman cohort had the most disciplinary infractions, so this is why the focus was on that particular cohort.

Dysart Unified School District

As shown in Table 1 below, LRE topics offered by SSOs were ranked by frequency at each school level. In the elementary school level, topics related to social interactions, such as bullying, conflict, respect, aggression, teasing, etc., were the top priority. In the middle and high school

levels, substance abuse topic, such as alcohol, drugs, tobacco, vape, marijuana etc., was addressed most often. When Year 1 and Year 2 LRE topics were compared, substance abuse, especially vaping, was identified as the biggest concern in middle and high schools.

Table 1. LRE Topics Offered by School Levels

Categories	Elementary	Middle	High
Crime		4*	5
General Life Skills	5		
General Safety	3	4*	
Internet Safety	2	2*	4
Law	4	2*	2
Others: such as Project Alert, Age of Consent, Story Time with SRO, etc.		5	
Social Interaction	1	3	3
Substance Abuse		1	1
Transportation Safety			

Note: Table 1 combines the results from the Mid- and End-Year Reports.

*In Middle Schools, Law and Internet Safety had the same frequency; Crime and General Safety had the same frequency as well.

4. Increase School Safety and Positive School Climate

As reported by participating schools, the presence of SSOs makes staff and students feel safe. The excerpts below were directly from school administrators who shared that SSOs built relationships with stakeholders, provided them with law-related knowledge through the LRE

classes, and served as a resource at school. All these efforts contributed to the positive school climate and safety.

Staff and student safety concerns decreased as a result of officer presence: 86% of surveyed students perceived an increase in safety as a result of SRO presence on school campus. In addition to conducting a student survey, a staff survey was conducted and 100% of staff on both campuses feel it necessary to maintain an SRO on campus to support school safety.

Alhambra Elementary School District

The Law-Related Education has helped to impact safety because it is something that all stake holders can reference in difficult situations. Staff, students, and community members can refer to the education that has occurred when redirecting behavior or making safety decisions that benefit the campus.

Laveen Elementary School District

Students and parents to feel more comfortable going to the officer with their concerns, everyone feeling safer with an officer on campus, officer as a resource on campus, and reduction of problems and needs in the problem areas.

Isaac Elementary School District

LRE has positively impacted our campus in a couple of ways. The SRO has created valuable relationships with students and staff. These relationships have created a safer environment because the students feel comfortable to report suspicious behavior and school violations to our SRO.

Tempe Union High School District

5. Training and Technical Assistance

The School Safety Program at ADE continuously updates and posts tools and resources on the website (<https://www.azed.gov/shs/ssp/>) for participating schools to reference. Also, SSOs and school administrators were provided with trainings on relevant at different locations and at various times throughout the school year, in different locations with relevant topics (see Addendum D – SSP FY 2019 Training Schedule).

As shown below, SSP received many positive compliments from SSOs and school administrators who appreciated the exceptional customer services from ADE.

The customer service is exceptional.

Tolleson Elementary School District

First of all, thank you for everything you do for us. The trainings have been amazingly meaningful and have helped us with our approach to educating students about safety and promoting safety on our campus. The customer service component has been great.

Phoenix Union High School District

- Regarding suggestions for the SSP at ADE, participating schools are looking for extra support in the follow areas: Additional LRE Curriculum Support in Social Interaction and Substance Abuse

We have identified in our data stories that there is a need for training for our youngest students in conflict resolution. We could benefit from specific lesson plans to meet the needs of our primary students (K-3)

We identified that more materials, lessons, and PR campaigns could be used to help fight the vaping epidemic among teens. We could definitely use more Anti-Vaping help. We could also use more curriculum and resources for digital citizenship.

Paradise Valley Unified School District

We would also like to see a document with grade levels and LRE classes that are highly suggested for each grade.

We also ask that trainings include how to deal with students that have mental health issues as we have seen a high rise of students with mental health issues and have attempted self-harm or done self-harm.

Cartwright Elementary School District

The Department of Education been VERY supportive by providing lessons, answering questions, and providing a lot of Professional Development for SRO's. A big problem on many school campuses is drugs/opioids and it would be nice if the Department of Education could provide a kit for each SRO that includes vaporizers, THC products, pipes, pills, posters, video etc., that could be shared with parents, students, teachers, and staff for educational purposes. Educating all of the stakeholders would have a positive influence on promoting and maintaining a safe school environment.

Sahuarita Unified School District

The Mayer Unified School District saw a tangible increase in vaping incidents with students this past semester. The small delivery methods available make it difficult to prevent. Training in awareness and identification would be helpful to all our stakeholders.

Mayer Unified School District

- **Parent/Community Communication on the Roles of SSO**

Parent information for the role of the SRO. The parents and community often do not understand his role.

Often our parents call and expect Officer Crawford to ticket speeders on our roads and/or those blocking driveways. It would be nice to have literature to place on social media/website better explaining our SRO's role.

Laveen Elementary School District

The Arizona Department of Education SSP team provides excellent customer service. The team is always working hard to stay with current trends and always available for our questions and help. We would like to see the School Safety Program get better publicity and help the public to better understand the purpose of the Grant. Many people think SROs are on campus solely for discipline and arresting students. Many people are surprised to find out SROs teach classes and positively interact with students, staff and parents.

We love the program and appreciate the hard work and customer service of the SSP team.

Cave Creek Unified School District

- Sharing Successful Experiences among Participating Schools/LEAs

We would love for the ADE to make a presentation to the faculty to showcase how the program has positively affected campuses throughout Arizona. This would help promote the program better and communicate "buy in" for all staff.

Sahuarita Unified School District

Providing us with examples of the best practices performed by other schools.

Paradise Valley Unified School District

Program Improvements: Next Steps

The End-Year Report asked participating schools to provide feedback on the customer services of the SSP in the second year of this three-year grant cycle. The data showed that first, participants would like to have additional LRE curriculum support in pressing issues such as social interactions and substance abuse, especially in vaping; second, they need guidance on clarifying roles and responsibilities of SSOs with parents and community; third, they would like to learn successful experiences from each other.

As a result, ADE has developed trainings for the third year of the grant (FY 2020) that address their needs (see Addendum C). An LRE Academy focusing on how to prevent vaping issues was included for school year 2019-2020. In addition, the team-based trainings include the SSO, principal and/or assistant principal, and a behavior/mental health expert and are offered at regional sites to be more convenient for participants. During the training, participants are encouraged to share successful experiences at their schools. Research articles on family connections and online resources are also provided in the trainings, together with information on how the School Safety Assessment and Prevention team can connect to behavioral and mental health services in the community to better serve the needs of their own school community.

SUMMARY

A summary of the key findings for SY 2018/2019 is included below:

- SSOs not only successfully built relationships with students but also collaborated with teachers, parents and external stakeholders (e.g., police departments). An integrated approach was implemented to design lessons through collaborations among stakeholders.
- Participating schools analyzed disciplinary data on a regular basis and made use of LRE classes as a tool to address immediate school safety concerns at school and as a prevention approach to school safety.
- The LRE content at the elementary level largely concentrated on social interaction topics while the middle school and high school level targeted on the pressing issue of substance abuse, particularly vaping.
- Most participating schools reported that their school disciplinary referrals decreased significantly due to the services (e.g., building relationships with stakeholders, providing LRE classes, serving as a resource) provided by SSOs. All these efforts contributed to the positive school climate and safety
- Overall, the SSP received positive comments from participating schools. There are three major suggestions:
 - Opportunities on share successful experiences among participating schools
 - Strategies on parent communications for the roles of SSOs
 - Supports on LRE curriculum for the categories of social interactions and substance abuse.

Overall, SSP SSOs had a positive impact at their schools and successfully connected with various stakeholders. To address the challenges identified in this evaluation, ADE has developed trainings for program participants to help them implement the program more effectively in the year three of the three-year funding cycle. The impact of these trainings will be evaluated in the Year 3 (FY 2020) evaluation report.

LIMITATIONS AND RECOMMENDATIONS

This report collected information from school safety administrators and SSOs. Moving forward it is important to incorporate multiple stakeholders' opinions to provide a more comprehensive and nuanced understanding of how the SSP can be improved to make it more impactful for all participants.

REFERENCES

Arizona Department of Education. (July 31, 2017). School safety program guidance manual. Retrieved from <https://cms.azed.gov/home/GetDocumentFile?id=59d804cd3217e10e1c5b470b>