

School Safety Program Evaluation School Year 2019-2020

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School Safety and Social Wellness

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EXECUTIVE SUMMARY

The School Safety Program (SSP) was established in 1994 to place School Resource Officers (SROs) and Juvenile Probation Officers (JPOs), collectively known as School Safety Officers (SSOs), on selected school grounds to contribute to safe school environments that are conducive to teaching and learning (A.R.S. § 15-154). Through comprehensive prevention and intervention approaches, SSP funded officers maintain a visible presence on campus, provide students and staff with law-related education (LRE) instruction and training, deter delinquent and violent behaviors, serve as an available resource to the school community, and develop positive interactive relationships with the students, staff, and community that they serve. At the beginning of Fiscal Year (FY) 2020, the School Safety Program funded 113 SSOs. In the 2019 Legislative Session, the Arizona Legislature passed H.B. 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 and increased the size of the program almost threefold. Due to the timing of this amendment to the School Safety Program, these changes to the program are not incorporated in this evaluation.

A.R.S. § 15-154 mandates that the Arizona Department of Education (ADE) evaluates and reports on the activities of the program and its participants to the Arizona Legislature on or before November 1 each year. The School Safety Program operates in three-year funding cycles. The evaluation design for this funding cycle (FY 2018 to FY 2020) included a focus in years 1 and 2 on the impact of SSP SSOs on increasing school safety by building positive relationships with students, staff, and community members, reducing disciplinary issues, and using data to determine LRE topics. This year's (year 3) evaluation builds upon the year 1 and year 2 evaluations by focusing on the impact that trainings provided by the ADE SSP team had on strengthening the

connection for grantees between campus safety concerns and law-related education, helping them use LRE as a prevention strategy, and increasing their community connections and collaborations around school safety.

Key Findings on the Impact of the SSP Year 3 Trainings:

1. **Grantees Successfully Connected Campus Safety Concerns and LRE** (pgs. 10-11): One of the major training objectives in year 3 (FY 2020) was to provide grantees with more in-depth guidance on the use of data analysis to drive the LRE topics taught by the SSOs. Additionally, training on the use of the logic model across the three-year grant cycle was designed to help grantees plan, monitor, and evaluate the School Safety Program across the three year grant cycle, including the best use of the officers, coordination of their efforts with available services and resources, and the improvement of school climate. Data collected shows that grantees successfully evaluated their school safety data and determined the LRE topics based on the findings of their data analysis. Of the 865 LRE classes taught by SSOs in the first two quarters of FY 2020, 829 (96%) matched the campus safety concerns identified by the school's School Safety Assessment and Prevention Team (SSAPT).
2. **Grantees Used LRE in Multiple Ways as a School Safety Prevention Strategy** (pgs. 12-17): Data collected showed that grantees found multiple functions for LRE as a prevention strategy at schools. Examples include the following:
 - *Addressing Priority Safety Concerns:* After using LRE as a prevention tool, several grantees reported that school incidents and referrals were decreased significantly, and school climates were improved.

- *Proactive Prevention at the Start of the School Year:* LRE was utilized as a prevention tool for reviewing school rules and expectations in the beginning of the school year and for preventing unsafe behaviors.
- *Building Positive Relationship with Students:* LRE provided opportunities for SSOs to build relationships of trust with students.
- *Strategically Implementing LRE:* Grantees applied various strategies they had learned at trainings to strategically implement LRE on their school campus, including using data to identify priority focus areas of school safety, teaching LRE to address those safety concerns, and using well-developed LRE lesson plans and classroom management skills.

3. **Grantees Strengthened their Community Connections around School Safety** (pgs. 17-20):

The SSP team-based trainings encouraged collaborations among various stakeholders, including parents and community members. Many grantees reported that their SSAPT integrated opinions gathered from parents and community. In the Mid-Year Report, grantees shared common methods used to communicate with parents and community. For example:

- *Paper Format:* Newspaper/flyers/posters
- *Digital Format:* Social media/website announcements/emails
- *School and Community Events:* Sports event/parent coffee talks/arts events
- *Community Services/Community Partnerships:* Wake Up Club provided services to the community

Program Feedback (pgs. 21-24): The feedback collected from grantees for this evaluation is used by ADE to help inform any needed future improvements to the SSP. Grantees requested the following from the ADE:

- More age appropriate curriculum for identified school safety issues on school campuses
- More comprehensive information about community resources for school safety
- Resources to be available in Spanish and English for community communication and parent education
- More strategies for creating community connections around school safety
- Examples of successful strategies utilized by other SSP grantees
- Greater flexibility on the requirement of 180 LRE hours

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), collectively known as School Safety Officers (SSOs), on selected school grounds to contribute to safe school environments that are conducive to teaching and learning (A.R.S. § 15-154). The grant operates in three-year cycles. Through comprehensive prevention and intervention approaches, SSP-funded officers maintain a visible presence on campus, provide students and staff with law-related education (LRE) 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.

In the 2019 Legislative Session, the Arizona Legislature passed HB 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 FY 2020 on top of the baseline amount of nearly \$12 million, which comes from Proposition 301 and General Fund appropriations. A competitive application for the new funding opened on September 16, 2019 and closed on September 27, 2019. The Arizona State Board of Education approved the award recommendations on December 13, 2019. The expansion tripled the number of schools participating in the SSP from 113 to 382: 148 schools were awarded school counselors; 118 schools were awarded school social workers; and 116 schools were awarded SROs or JPOs. New schools awarded funding under the expansion were eligible to join the SSP from mid-December 2019.

A.R.S. § 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 the FY 2020 Evaluation, ADE gathered impact data from the 113 schools that had been participating on the program since the beginning of this funding cycle (FY 2018 to FY 2020). The survey (see Addendum A – SSP FY 2020 Mid-Year Report) was administered in December 2019 to capture impact data during the first half of school year 2019/2020. Data from the survey was aggregated to the state level, with representative local education agency (LEA) level excerpts included in the report.

Data was not collected from schools newly awarded funding in December 2019 because of the timelines and practicalities involved in data collection from those schools. Moreover, due to the sudden advent of COVID-19 in March 2020, and the resulting statewide closure of schools, a second survey was not administered in the spring of 2020, as has been done in the past, to collect data for the second half of the school year. As a result, this report includes data collected from only the 113 schools that had been participating in the SSP for the duration of the funding cycle and captures data for only the first two quarters of the school year.

The main responsibilities of SSP SSOs are as follows (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 FY 2020 Mid-Year Report (Addendum A). The report 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; reason for any delay in the officer's start date)
- Reflection on Year 3 (FY 2020) of the SSP
 - Strengthening the connection between campus safety concerns and LRE
 - Identification of the top three school safety priority focus areas for the first and second quarters.
 - Description of how LRE is used to address the priority focus areas in the first and second quarters.
 - The SSP mission – examples of how the ADE SSP team has assisted schools to successfully implement the program.
 - Building community connections – descriptions of how the SSAPT has communicated the goals and implementation of the SSP to the school staff, parents, and community.

Analysis

Data from the Mid-Year Report was analyzed in Excel. Themes were developed based on the categorization of open-ended responses. Representative excerpts at the LEA level are included 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 connections between campus

safety concerns and LRE topics were evaluated and coded. After a comprehensive qualitative peer review process, the percent of LRE topics matching campus safety concerns was quantified and reported in the result section.

RESULTS

The year 1 and year 2 evaluations focused on the roles of SSOs at schools; specifically, how SSOs built relationships and made connections with students, and collaborated with various stakeholders such as teachers, parents, and community members to improve school climate. The focus of the year 3 evaluation was on the overall impact of the SSP year 3 trainings. A brief description of each training is provided below followed by the findings on the impact of the SSP trainings.

School Safety Program Trainings

- **Leadership 101: The Basics.** This full-day training for administrators new to the program covers the program philosophy, requirements, stakeholder roles, and school safety related topics.
- **Leadership 200: Your Program; Your Data; Your Success:** This 3-hour training for administrators in the second year of the program focuses on relationship building and aligning data to campus needs.
- **Leadership 300: Creating Connections:** This 3-hour training for administrators in the third year of the program focuses on the latest research on school safety, sharing local best practices, and identifying community resources that support safe, healthy, and welcoming schools.

- **New Officer Training:** This 4-day training for SSOs new to the program covers program philosophy, requirements, stakeholder roles, community-oriented policing, an introduction to LRE as a prevention tool, child development, trauma-informed practices, and working with students in special education.
- **Advanced LRE Academy:** Upon completion of the New Officer Training, SSOs are required annually to attend an Advanced LRE Academy through the Arizona Foundation for Legal Services and Education. Topics covered in FY 2020 included the following (see Addendum B for a full description of each LRE Academy):

Up in Vape: Exploring the Facts about Vaping

Keeping School Cool: Reducing Aggressive Behaviors

Safe from Cybercrimes

Power of Passengers

Reducing Aggressive Social Interactions

Safe Celebrations

The Cost of Delinquency

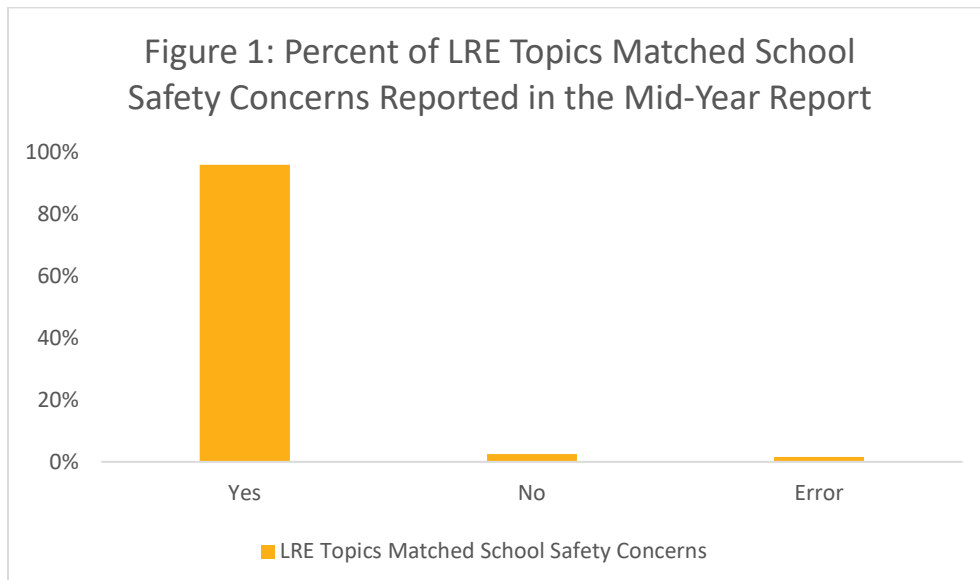
Impact of the SSP Year 3 Training

Grantees Successfully Connected Campus Safety Concerns and LRE

The leadership trainings are team-based. Team registration and attendance (SSP district and site-level administrators, law-enforcement agency supervisors, SSOs, and school mental health/behavioral health personnel) was recommended by the ADE SSP training team as a best practice for the content of the training and to support the integrity of the program. A key objective

of the SSP trainings conducted in year 3 was to help SSP grantees align data to campus needs to positively impact school climate. Trainings provided grantees with opportunities to analyze their own incident and school climate data through multiple hands-on, team-based data analysis activities. Grantees also were provided training on using their data to identify priority focus areas for campus safety and connecting those priority focus areas to the LRE topic(s) taught by their SSO. Training on how to use a logic model to monitor the implementation and evaluation of the SSP across the three-year grant cycle helped grantees make connections from data analysis to expected outcomes.

Figure 1 shows that a total of 865 LRE classes were taught by the 113 SSOs in the first two quarters of FY 2020. Of the 865 LRE classes taught, 829 (96%) matched the campus safety concerns identified by the School Safety Assessment and Prevention Team. Of the 865 LRE classes taught, only 22 (3%) did not match the campus safety concerns identified by the team. Fourteen (2%) of the 865 classes taught were incorrectly reported on the Mid-Year Report.



Grantees Used LRE in Multiple Ways as a School Safety Prevention Strategy

The Leadership, New Officer, and Advanced LRE Academy trainings emphasized LRE not only as a legislative requirement of the SSP but also as an essential prevention tool. The Advanced LRE trainings were offered to SSOs through ADE's partnership with the Arizona Foundation for Legal Services and Education. These trainings provided SSOs with instruction on classroom management techniques, curriculum/lesson plans, knowledge of learning styles, and school-safety related LRE content. The goal of advanced LRE academies is to provide officers with LRE resources and tools and to prepare them for teaching LRE in their campus classrooms.

Data indicates that grantees viewed LRE as an important tool in addressing school safety issues, preventing unsafe behaviors, and building relationships between SSOs and students. Examples of the ways in which LRE was used as a prevention strategy are included below:

- Using LRE to address priority safety concerns and further decrease incidents

Going into more classrooms to discuss our top priorities: Aggression, vaping, and misuse of technology

Madison Elementary School District

Earlier in the school year, we had several incidents on campus where vape usage was prevalent by some of our students. We immediately decided to have our SRO teach about the dangers of vaping as part of his LRE instruction. We also communicated to students about the dangers of vaping during morning announcements. Since then (plus with the media also indicating how unsafe vaping can be), we have had a significant decrease in vaping incidents on campus.

Washington Elementary School District

This quarter has seen a lot of a cyber bullying going on. Some of the LRE focuses on good decisions before you post. We have one student who has agreed to take a "social media fast" to re-engage herself in peer to peer contact. This fast is in part due to the LRE taught by Officer Ruiz. This student has not had an issue with cyber bullying since Oct of 19.

Paradise Valley Unified School District

Our SRO has been delivering classes covering the areas of Bullying Awareness which has helped minimize the number of bullying referrals. It has also educated the students to identify what bullying is and what is not.

Phoenix Elementary School District

LRE topics were selected based on need. Cohorts and individuals were informed and educated as their behavior related to campus safety and their overall physical and socio-emotional health. There was a decrease in the number of referrals.

Phoenix Union High School District

We intentionally targeted the of area of drug use/abuse and instruction has taken place during both quarters 1 and 2..... This corresponds to a 44% decrease in the number of drug violations from 1st semester last school year. Data shows that Big AI and the LRE program is having a huge impact at Sahuarita High School.

Sahuarita Unified High School District

- Proactively using LRE as a prevention strategy
 - Avoiding unsafe behaviors

Utilizing the LRE lessons allows the school and officer to use a proactive approach when working with students. Addressing areas of concern sooner versus waiting for escalated situations is not only beneficial to the students, but the school community at large.

Creighton Elementary School District

We are noticing our schools need early preventive LRE to help with fighting and vaping/drug education. We are reaching the students too late.

Tolleson Unified High School District

- Reviewing school rules and expectations

The impact of the content of the LREs helped students at the beginning of the year to adjust to, learn, and/or review school expectations and rules. Through the LREs, the students will also better understand that not meeting expectations leads to consequences.

Paradise Valley Unified School District

- Utilizing LRE to help SSOs build relationships with students

LRE continues to focus on relationship-building and making good choices and decisions so that infractions decrease and collaboration, respect and positive school climate increase.

Payson Unified School District

Grantees reported that SSOs had received well-developed lesson plans and curricula in their Advanced LRE Academy trainings. SSOs had also learned classroom management skills, grouping strategies, and strategies to connect and collaborate with other available resources.

- Making use of various grouping techniques- targeting groups by grade levels, cohort groups, or universal groups based on intervention purposes

Grades 1 and 2 participated in Kids Safety Cohort in quarter one, this supported our referrals in the area of defiance and aggression. Our students learned about good decision making and positive behaviors.

Laveen Elementary School District

Status Offense COHORT

Healthy Relationships UNIVERSAL LRE

Mental Health UNIVERSAL LRE

Tempe Union High School District

- Applying the well-developed curriculums from the Arizona Foundation for Legal Services and Education.

The Arizona Department of Education School Safety Program has helped us grow in continual training they have provided to our school site. Within that, Facilitator Diana from the Arizona Department of Education School Safety Program has been a resource to our SRO with providing relevant LRE curriculum to the needs of both campuses as well as supplies needed in the classroom during instruction.

Alhambra Elementary School District

- Collaborating and connecting with available resources and supports.

- SSOs collaborated with counseling services and positive behavior

interventionist specialists

The ninth-grade cohort has seen improvement in their relationship behavior. Some is due to the LRE focus along with staff counseling students on proper behaviors.

Mayer Unified School District

The SRO worked closely with the school's Positive Behavior Interventionist Specialist (PBIS) to deliver the lessons in a more collaborative manner.

Tolleson Unified High School District

- SSOs collaborated with other classes (e.g., Social Studies, Science, and Physical Education) and invited guest speakers when needed.

Classroom lessons delivered to all students through Social Studies and Science classes on a quarterly basis. These lessons consist of an informational power point, class discussion, and Q&A. The students have become more aware of the dangers of vaping and drugs on their health. Students also understand what sexual harassment is and how to identify it in school with their peers. They also know how to get help if they are a victim.

Deer Valley Unified School District

After theft classes were taught to all PE classes, incidents were reduced. The number of incidents during the 2nd quarter was 13. This is a decrease of incidents by 38% over the 1st quarter. Monitoring of this focus area will continue and be addressed if this trend changes direction.

Mesa Unified School District

Our SRO continued to deliver universal lessons that were specific to grade level needs identified by our collected data. In addition, our SRO worked with a guest speaker to share highlights of our campus needs to prepare for a campus-wide presentation.

Yuma Elementary School District

Grantees Strengthened their Community Connections around School Safety

ADE SSP trainings emphasize a team approach to school safety. The grant requires that schools form a SSAPT, which meets at least quarterly (recommended monthly). Required members of the SSAPT are the site administrator, SSO, and a mental/behavioral expert, such as a school counselor, social worker, psychologist, or registered nurse, with other members included as deemed appropriate by the school administrator(s). Parents and other community stakeholders play an important role in creating a safe school network and their voices are encouraged as a part of the team approach to strengthening school safety. Some of the methods that grantees used to communicate to parents and community stakeholders are included below:

- Paper and digital formats - newspaper/flyer/social media/emails/district website/auto dialer system

Ofc. James, Dr. Bond and Mr. Eastman are continually in contact with members of the staff, parents and various stakeholders regarding goals and improvements to school safety. They are all very open to input received that may improve safety and freely communicate what is currently being done to accomplish it. They send out emails, school letters/flyers, auto dialers, contact by phone, and meet various parents/staff/stakeholders in person.

Bullhead City Unified School District

Any information that needs to be shared with parents or the community is sent out using an auto-dialer system.

Dysart Unified School District

First, everyone has a voice and can bring agenda items/topics to the SSAPT meeting. All relevant discussions and action steps are shared with staff via our leadership team and/or faculty meetings. Information is disseminated to parents and community through social media platforms like Facebook, Twitter and Instagram as well as our own school web site. We also send out weekly newsletters to keep parents abreast of the happenings on the Willis. Another major way we communicate with parents and the community is via our community resource room. Our parent liaison is constantly reaching out and offering our services while sharing the Willis story.

Chandler Unified School District

- Parent meeting/ parent education/parent engagement night/PTO meetings/Coffee talk

The School Safety Program has also helped us to strengthen our parent/family partnership. During our monthly coffee talk, we are able to discuss with parents' safety concerns in the neighborhood. Our SRO has been able to advise our parents on appropriate next steps.

Creighton Elementary School District

We listen to the community members' concerns and we use that information to organize classes to address those concerns. For example, our SRO taught LRE on vaping to our students, and again at our coffee talk to our parents and community members. Families at other schools wanted to hear about vaping so he offered information session for them too.

Cartwright Elementary School District

The ability to reach out to parents and community is little more difficult. The officer attends the open houses and parent nights throughout the year. This allows the community to interact with the officer in a non-threatening setting. The small nature of the community has allowed the officer to reach out individually to parents who request information from him. The best affirmation of the program is the community is well-aware of the presence of the officer and there are rarely any negative interactions.

Mayer Unified School District

- **School and community events**

Our SRO is involved in community events and interacts with community organizations providing services and programs to our school community. Examples of this include PTO events, Performing Arts Events, Sporting Events, and problem-solving incidents with local businesses and residents.

Mesa Unified School District

SRO meets parents and community members while coaching and attending school events,

Tucson Unified School District

- **Community services**

Officer Angwin has started a Wake-Up Club. This club meets weekly and provides community service to our community. This club averages between 15 and 28 students meeting community needs. This group has assisted in a Campus clean partnering with a local church, Rummage sale, placing Wreaths at Veteran's graves, and Neighborhood clean ups. The Wake-Up Club filled food boxes at St. Mary's Food Bank during a Fall Break Camp in October that feed over 1,000 families. The Wake-Up Club will partner with a neighboring Block Watch to continue building these important community relations.

Washington Elementary School District

We have also forged community partnerships with a few local churches who have donated an abundance of food, clothes and goods toward the Willis community. They have also spent time on our campus deep cleaning and painting to add to the aesthetics of the Willis campus.

Another community connection is with Pathways of Arizona. In conjunction with Pathways and our parent liaison, we now offer a diversion program on our campus for students and their parents called THRIVE. We would rather reduce suspensions while offering education.

Chandler Unified School District

Program Feedback

Many grantees commented on the useful resources and trainings offered by the ADE SSP team.

The training provided by the Arizona Department of Education School Safety Program Team has been a tremendous help to our team. It has helped to clarify everyone's role on the team and how we can all work to make our goals a success. Also, they have really assisted in showing us how to use the data collected in the most effective way to address the school safety needs.

Bullhead City Unified School District

The ADE School Safety Program team has assisted our team in implementing the SSP's mission by consistently providing training for our SSAPT team. The work session here in Yuma was very helpful and applicable. The hands-on activity helped our team to better use our data and adjust our Operational Plan when needed.

Yuma Elementary School District

Site visit to observe SRO for best practices strategies in classroom instruction and feedback for improvement. during last school year provided SRO with guidelines and feedback to assist with planning for LRE instruction for this last year of the current grant cycle.

Annual training for SRO, district administration, site administration, agency supervisors.

Leadership 200 provided team with improved template for SSAPT meetings, training on implementation of SSAPT meeting with improved input from all team members. Improved involvement from all members of SSAPT during scheduled meetings.

Leadership 300 provided team with additional tools for improving the communication with community partners; developing partnerships with community programs to provide assistance to students needing help with basic necessities for daily living.

Mingus Unified High School District

Additional suggestions for future program improvement are summarized below.

- Additional age appropriate curriculum on drug use prevention, suicide prevention, social interactions, and parent education.

I would love to see more lessons, for students, dedicated to how to speak and work with adults in a respectful manner. Upon sharing in our Safety Trainings, with other schools and districts, this seems like a common need for all of our schools.

Creighton Elementary School District

- A list of comprehensive available community resources

A list of community resources that can be accessed to better support the school/home relationship and LRE in the classrooms. Please provide more relevant and age appropriate lesson plans for the SRO to utilize for LRE.

Paradise Valley Unified School District

- English/Spanish information for community communications and parent education

We could continue to benefit on curriculum for our students that is relevant to current trends (new types of drug use) and additional support that can educate help our parents, in multiple languages, on various topics impacting our students today.

Cartwright Elementary School District

The Arizona Department of Education provides excellent support to the entire school safety program. Community connections could be improved in the community with better publicity. If the safety program had more press and social media presence, more community members would understand the purpose and importance of the program. Many people are unfamiliar with the program and often think that schools with SRO's have lots of issues or crime. Better publicity will increase community support and improve our connection with the community. Maybe the safety program could partner or be sponsored by community businesses.

Cave Creek Unified School District

- Strategies on community/parent connections

We would like some ideas and strategies on how to involve our parents more in helping us to educate students on overcoming vaping, disrespect and defiance towards adults, fighting peers, and social media problems.

Deer Valley Unified School District

- Successful experiences/examples from other grantees

Our SSAPT believes it would be beneficial for the ADE School Safety Team to provide more examples of how other SROs and specifically JPOs build or improve their connections within the community. Possibly also provide parent specific curriculum for community lessons or even provide examples of surveys to send to the community.

Marana Unified School District

- Be flexible on the requirement of LRE hours

If they could lobby state legislators to amend the structure of the Grant program so that it was more flexible and responsive to a school's security needs (this could be accomplished by shortening the Cohort LRE requirement). Identifying safety concerns and associated LRE material is made easy by the SSAPT and the AZFLSE website. However, implementing the Cohort as prescribed is extremely challenging. It's very difficult to get teachers to cede that much instruction time on such short notice. It would be much easier if the cohort requirements were shortened to 3 class blocks or something similar.

Chandler Unified School District

SUMMARY

A summary of the key findings on the impact of trainings for FY 2020 is included below:

- One of the critical training objectives in year 3 was to ensure that SSP grantees knew how to analyze school safety data and use that data to drive the LRE topics taught by the SSOs. This objective was achieved: 96% of LRE classes offered by SSP grantees matched the concerns of campus safety.
- The use of LRE as a prevention strategy was emphasized in the trainings. Data indicates that grantees used LRE as a proactive prevention approach to school safety.
 - Grantees addressed priority concerns via LRE. Some grantees stated that school incidents were decreased significantly.
 - LRE, a preventive tool, was utilized to review school rules and expectations in the beginning of the school year and to avoid unsafe behaviors.
 - LRE helped SSOs build positive relationships with students.
- The strategies that grantees learned from their trainings were applied at schools. Groups were targeted for LRE based on data analysis, SSOs used well-developed lesson plans created by the Arizona Foundation for Legal Services and Education to address the identified campus safety concerns, and connections and collaborations were made with other available school safety resources.
- Trainings emphasized a team-based approach to school safety, including incorporating the voices of parents and community members. Grantees built

community connections through various channels such as newspapers, social media, parent meetings, school and community events, and community services.

The findings show that SSP trainings offered by the ADE SSP team played a key role in supporting grantees in the successful implementation of the SSP on their school campuses. For future program improvement, grantees would like to receive more age appropriate curriculums for LRE content, a comprehensive list of community resources relating to school safety, bilingual (Spanish/English) information for community communications/parent education, additional community connection strategies, examples of successful examples/strategies shared by other grantees, and a more flexible policy on LRE-hour requirement.

REFERENCES

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