Priority Areas

Situation/Needs/Problem:

Incidents of violence: Fights, Vandalism, Harassment, Bullying, Relationship violence

Incidents of drugs & alcohol: Possession, Use/under the influence, Distributing, Selling/Distributing

School Climate Concerns: Students don't feel safe, Teachers/staff don't feel safe, Parents are

concerned about safety

Etc.....



Inputs

Resources & Supports:

Administration time, Teacher/staff time, Officer time, Supervisor time, Grant \$, Team Member Experience/Expertise, Partners (Foundation & ADE), Partnerships, Tiered Interventions & Programs, Services, Technology, LRE Curriculum

Etc....



Outputs

Participants:

CSW

Co-develop communication w/ administration

Provide SEL training for teachers to embed these practices into everyday routines and actions. (Tier 1) Provide SEL training for students identified by data review for Tier 2 interventions.

Participate on SSAPT

Utilize expertise and community resources for intervention

Develop relationships...

SRO/JPO:

Co-develop communication w/administration

180 hours LRE based on data to determine target group and content

Participate on SSAPT

Utilize expertise and agency resources for intervention

Utilize community resources and connections for interventions

Develop relationships...

Site Administrator

Understand and support role of officer

Introduce officer to school

Convene SSAPT at least quarterly

Facilitate collaboration...

District Administrator

Understand and support the role of officer

Responsible for team members attending training

Communicate philosophy of the grant to school(s)

Communicate with school(s) regarding expectations to meet grant requirements

Ensure site SSAPT meets at least quarterly

Meet with school(s) regularly to verify fidelity of implementation

Attend to Service Agreement...

Agency Supervisor

Understand and support the role of the officer

Communicate philosophy of the grant to the officer and unit

Communicate regularly with the school administration regarding expectations to meet grant requirements and to ensure appropriate use of the officer

Attend to Service Agreement...

Activities:

SSAPT meets quarterly and reviews data

Develop Operational Calendar

Build relationships between CSW and staff

Build relationships between CSW and students/parents

Build relationships between officer and staff

Build relationship between officer and students/parents

Review data to determine best use of officer

Coordinate CSW with campus programs and services for prevention/intervention

Train teachers how to embed SEL into daily routines and actions for Tier 1

Use data to determine target population for Tier 2 SEL

Coordinate officer with campus programs and services for prevention/intervention

Use data to determine targeted population for cohort LRE

Provide cohort LRE that addresses identified safety concerns

Provide Universal LRE to address safety concerns

Develop strategic visibility plans

Link families to resources and services

Attend trainings and meetings as required

Products:

Regular SSAPT meetings

Functioning Operational Calendar

Data used to determine students needing Tier 2 SEL

SEL needed for Tier 1 and Tier 2 determined by data

Data used to determine target groups for LRE

Cohort and Universal LRE content determined by data

Relationships between CSW and staff/students

Relationship between officer and students/staff/parents

SSAPT utilizes and connects CSW to campus services & programs

SSAPT utilizes and connects officer to campus services & programs for prevention/intervention Build relationship between SA-AS-Officer



Outcomes

Year One:

Increased awareness of and use of SEL skills

Increased knowledge of law

CSW develops relationships with staff, students, parents

Officer develops relationships with staff, students, parents

Officer has better understanding of role on a school campus vs. on the streets

Improved perception of officer by staff, students/parent

SSAPT develops working relationships

Coordinate officer with campus services and programs

Etc...

Year Two:

Acceptance of SSP CSW as an integral part of the campus

Staff and students see CSW as a resource for wellbeing of students

Parents are comfortable with Tiered interventions recommended by CSW and SSAPT

Improved coordination between officer and campus services & programs

Respect for officer on campus

Students perceive officer as a resource/mentor

Parents are comfortable going to the officer with issues of concern

Staff & students feel safe with the officer on campus

Staff feels the officer is a resource to the school

Less unsafe/inappropriate behavior

Campus climate improved

Etc...

Year Three:

Parents perceive CSW as a resource

Parents perceive officer as a resource

Students have increased skills for problem solving and making good decisions and communication

Decreased serious violent behavior

Strong partnerships between the school, community and mental health services

Strong partnership between the school, community and law enforcement

Campus climate is safe

Etc...

EVALUATION:

Assess—Plan – Implement – Collect Data – Analyze Interpret – Report – Repeat

SSAPT collects and reviews quarterly: Incident data, survey data, SEL/LRE pre-& post-tests,
CSW activity logs, officer activity logs, officer performance assessment, year-end reports to ADE