

School Safety Program Evaluation

School Year 2020-2021

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**In collaboration with the Arizona Department of Education
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). In the 2019 Legislative Session, the Arizona Legislature expanded the scope of the SSP to include school counselors and social workers (CSWs) as an additional component under the program. This report fulfills the mandate of A.R.S. 15-154 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. It includes data from 361 schools involved in the SSP over the 2020-2021 school year.

Given the context of this evaluation, in which many positions were hired to work in schools operating virtually or in hybrid mode due to the COVID-19 pandemic, the research focused on exploring the mechanisms that may explain the impacts of these positions. Specifically, of interest was 1) perceptions of impact on school connectedness and school safety, 2) key activities to promote school connectedness and school safety, and 3) differences by type of position (e.g., SSOs or CSWs). Additional evaluation components included those related to quality improvement opportunities, specifically the intentional focus on diversity, equity, and inclusion in school climate as well as modifications to practices related to the COVID-19 pandemic.

Key Findings

1. **Almost all school teams strongly agreed or agreed (97.62%) that the SSP contributes to their ability to promote school safety.** A similar percentage of schools indicated that the SSP contributes to their ability to promote school connectedness. One primary mechanism through which this may have been accomplished was through promoting the use of data to guide decision-making.
2. **The majority of activities described by the SSOs and CSWs focused on engagement with students, school staff, and families.** Specifically, all positions taught prevention classes, provided support for students' classroom behaviors, and served as a safety net related to family outreach efforts. Though some of these efforts were driven by needs caused by the pandemic, they were practices identified as important to continue in the future.
3. **SSOs and CSWs impact school safety and student connectedness.** However, as expected, individuals in these roles identified different responsibilities. There was, though, overlap among individuals in these different positions in their focus on prevention, assisting high-risk students, and contributing to the broader school climate.

INTRODUCTION

An unsafe school environment can mean great physical, social, and emotional harm to students. It can also interfere with the fundamental purpose of schools—educating youth. Indeed, in 2019 (the most recent data available), 14.4% of surveyed Arizona high school students reported missing at least one day of school because they felt unsafe at school or on their way to or from school (www.cdc.gov/yrbs). This proportion of youth is statistically higher than the national average, 8.7% of surveyed high school students.

Schools have always taken steps to maintain a safe environment. A common, contemporary approach for keeping youth safe is to employ school resource officers (SROs). These officers are expected to act as law enforcers and to respond to threats against the school community. They are also expected to act as mentors, educators, and informal counselors. Although schools have implemented a variety of safety protocols to elevate a safe school climate, safety measures such as the employment of SROs have been historically sparse. However, general concerns about youth violence and the numerous fatal school shootings that have occurred over the last several decades have brought urgency to questions about the best way to ensure a safe school environment.

As a response to calls for improving student safety, the School Safety Program (SSP) was established in 1994. SSP is a state-funded, competitive grant that historically has placed 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 funding cycles. According to the Arizona School Safety Program Guidance Manual (<https://www.azed.gov/wellness/school-safety-program-grantees>), the main responsibilities of SSP SROs are as follows: (1) maintain a visible presence on campus, (2) deter delinquent and violent behaviors, (3) serve as an available resource to the school community, and (4) provide students and staff with a minimum of 180 hours of LRE instruction and training. LRE is defined as the “teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship.” See Addendum A for a list of position requirements for FY21.

To date, research has shed little light on how individuals in these roles implement their duties or how their actions might improve school safety. At the same time, much of the research on SROs has focused on their responses to misbehavior and has provided little insight into other roles they take on while on campus. In addition, the use of SROs has come under scrutiny in recent years. A primary concern is that having police on campus contributes to the school-to-prison pipeline, especially for students who are racial and ethnic minorities. Accompanying these concerns about SROs have been arguments that youth who misbehave, as well as the school community, would be better served by receiving services that target the root causes of youth misbehavior. The underlying assumption of these arguments is that improving access to support-oriented services will improve student well-being while also reducing their likelihood of engaging in misbehavior. These outcomes would in turn reduce schoolwide delinquency and improve school safety.

The potential benefits that support-centered intervention has on student safety and well-being was brought to the attention of stakeholders. As consequence, in the 2019 Legislative Session, the Arizona Legislature expanded the scope of the SSP to include school counselors and social workers (collectively known as CSWs) 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 more than tripled the number of schools participating in the SSP from 113 to 361: 165 schools were awarded school counselors; 85 schools were awarded school social workers; and 111 schools were awarded SROs or JPOs. New schools awarded funding under the expansion were eligible to join the SSP starting in mid-December 2019.

The same statute (A.R.S. § 15-154) that defines the work of SSOs guides the work of CSWs. Specifically, it requires that schools awarded a grant to employ a school counselor or school social worker implement a school guidance and counseling program that supports, promotes, and enhances the academic, personal, social, emotional, and career development of all students. Additionally, a school counselor funded under the SSP is required to hold a valid school counselor certificate issued by the ADE, while a school social worker must hold a valid school social worker certificate issued by the ADE. Under the SSP, CSWs are required to follow the models of their professional organizations (American School Counselor Association and School Social Work Association of America) and must implement Social Emotional Learning (SEL) programming (see Addendum B- Requirements and Guidance for CSW Schools). According to the ADE, SEL involves activities to “enhance students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges” (<https://www.azed.gov/standards-practices/standards-and-competencies/>). To date, however, little research has examined their role in school safety, particularly outside of crisis intervention.

Against this backdrop, we argue that efforts to improve school safety require first an understanding of how school safety staff implement their roles and duties while on campus. This understanding is also required for schools seeking to determine what type of school safety staff (e.g., police, social workers, counselors) to use. A.R.S. § 15-154 mandates that the ADE evaluates the effectiveness of the SSP and reports on the activities of the program and its participants 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 2021 Evaluation, ADE gathered impact data from the schools that had been participating in the program since the beginning of this funding cycle (n=113) as well as the schools that joined the program in early 2020 (n=248). The survey (see Addendum B – SSP FY 2021 End-Year Report) was administered in May 2021 and asked respondents to reflect on their perceptions over the past year. Data from the survey was aggregated to the state level, with representative local education agency (LEA) level excerpts included in the report.

METHODS

Procedures and Measures

This evaluation collected data from schools participating in the SSP during FY 2021 via the FY 2021 End-Year Report (Addendum C). The report was provided by the ADE to schools on May 5, 2021 and was due on June 25, 2021. A requirement of the SSP is that each school establish a School Safety Assessment and Prevention Team that includes the site administrator (principal assistant principal, or dean of students), SSP-funded position (SSO or CSW), and other members as required. Each school was asked to complete the End-Year Report as a team (site administrator and SSP-funded position at a minimum).

The survey collected the following information on 228 schools with school counselors/social workers and 105 schools with SROs/JPOs. This represents a response rate of 92.24%. It should be noted that these individuals were equally split between elementary and secondary schools (171 elementary schools, 82 middle schools, and 80 high schools).

The FY 2021 End-Year Report included six sections:

1. Award Information: District/Charter, School, Funded Position
2. School Safety Assessment and Prevention Team (SSAPT)
3. Activity Log Summary – School Resource or Juvenile Probation Officer
4. Activity Log Summary – School Counselor or School Social Worker
5. Reflection on Fiscal Year 2021
6. Customer Service

More specifically, the report gathered data on the following:

- School Safety Assessment and Prevention Team Meetings (SSAPT)
 - Meeting Dates
 - Safety Concerns
 - Data Reviewed
 - Team Member Attendance
- SSO Activity Log Summary
 - Cohort LRE classroom instruction (i.e., student grade 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., total number of hours officers spend off-campus)
- CSW Activity Log Summary
 - SEL services provided to students/staff/parents (i.e., audience, type of activity, description of activity, SEL competencies addressed, number of individuals served, and number of activities held)
 - Tier 1 – Universal Interventions

- Tier 2 – Targeted Interventions
 - Tier 3 – Individual Interventions
- Impact of the School Safety Program and Environmental Adaptations during FY 2021
 - How the SSOs and CSWs were used to establish school connectedness and/or safety in a virtual or physical environment.
 - Work that is being done to contribute towards a more equitable, diverse, and inclusive school community.
 - Useful adaptations that were made due to the unique circumstances of this year’s physical/virtual/hybrid school environments.
 - How the ADE SSP team has assisted schools to successfully implement the program and better connect with the school community.
- Customer Service (satisfaction with ADE trainings, materials, and supports)

Analysis

Due to the driving research questions, analyses focused on responses to the Impact of the School Safety Program and Environmental Adaptations during FY2021 part of the report. Specifically, the four quantitative questions were analyzed in STATA. Each question's descriptives are presented below as a whole and then divided by role (i.e., CSWs or SSOs). T-tests, a test of statistical difference, were run for each question to assess for differences by role in perception of impact. Data from the five short-answer questions were analyzed using ATLAS.ti. Specifically, data were coded using an emergent thematic approach, whereby the answers were read for commonalities (or themes). Based on this initial information, a template approach was taken to coding the short-answer responses. Emergent themes were allowed and applied consistently across responses. Representative excerpts are included in the results section. The information provided in the report was aggregated to the state level and will be used to help make improvements to the SSP.

RESULTS

Quantitative Results

The SSP experienced two significant changes during FY 2021. First, the SSP’s historical focus on SROs and JPOs expanded to provide opportunities for schools to employ social workers or school counselors. Second, the COVID-19 pandemic meant that many schools offered virtual or hybrid learning environments, either in addition to or in place of an in-person learning environment. SSP-funded SSOs and CSWs adapted their roles to fit with these new environments. Accordingly, the first focus of this year’s evaluation was to examine how schools perceived the work of their grant-funded SSO or CSW in relation to school safety, school connectedness, and community connectedness. Given the differences in professional training of individuals in these roles, we test whether perceptions varied depending on the role being filled. In particular, we compare responses from schools with CSWs (social workers, N=88; school counselors, N=162) to schools with SSOs (SROs, N=109; JPOs, N=2). The second focus of this

year’s evaluation was to examine whether changes made to how grant-funded staff operate due to the COVID-19 pandemic were perceived to improve community connectedness.

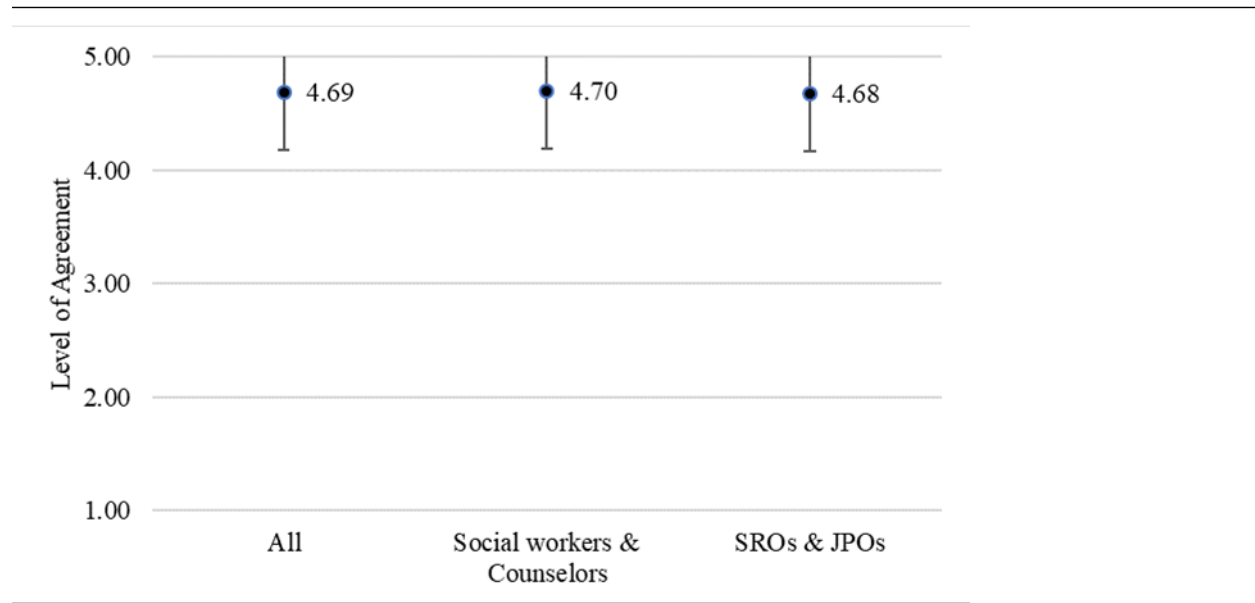
Six questions from the end-of-the-year evaluation allowed for focusing on these areas. The response options for all six questions included the following: strongly disagree (=1), disagree (=2), neutral (=3), agree (=4), and strongly agree (=5). Overall, schools reported positive perceptions of their SSP staff and overwhelming agreement that they contribute to efforts to improve school safety and school connectedness. There were almost no differences in how CSWs and SSOs were perceived. In addition, it was believed that changes made to how SSP staff operated during the COVID-19 pandemic helped to facilitate community connection. Though not presented, the results discussed in this section are consistent across school levels. In what follows we present a detailed discussion of the evaluation results.

Table 1. Evaluation responses from all schools

	<u>Question 1</u> Professional community around school safety	<u>Question 2</u> Professional community around school connectedness	<u>Question 3</u> Data to identify areas of needed attention around school safety	<u>Question 4</u> Data to identify areas of needed attention around school connectedness	<u>Question 5</u> Virtual LRE/SEL helped connect with community	<u>Question 6</u> Broader services and supports to families helped connect with community
	%	%	%	%	%	%
Strongly Disagree	0.00	0.00	0.30	0.30	1.47	1.18
Disagree	0.00	0.00	0.60	0.30	0.88	0.30
Neutral	2.37	1.49	2.99	5.71	12.35	5.33
Agree	26.11	32.84	35.03	33.63	30.88	28.11
Strongly Agree	71.51	65.67	61.08	60.06	54.41	65.09
	n=337	n=335	n=334	n=333	n=340	n=338

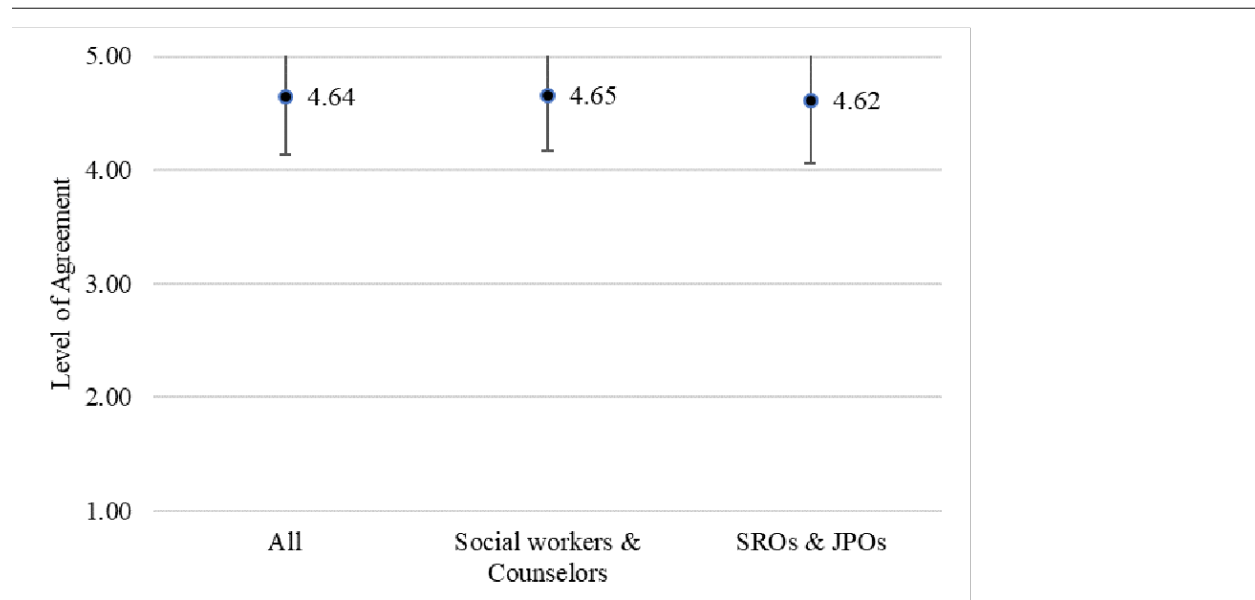
This section of the evaluation started by asking school teams to respond to the following statement: “Participating in the School Safety Program is helping us foster a professional community in our school around school safety.” Table 1, Question 1 shows that almost all school teams (97.62%) strongly agreed or agreed that the SSP contributes to their school’s school safety efforts. No school teams reported disagreement with this statement. Figure 1 shows that responses were similar between schools with a CSW (\bar{x} =4.70) and schools with a SSO (\bar{x} =4.68). In the figure, the bars around the mean show the standard deviation. In Figure 1, the tighter bars indicate that most schools’ responses were similar to the respective mean responses of 4.69 for all schools, 4.70 for schools with CSWs, and 4.68 for schools with SSOs.

Figure 1. Mean level of agreement with whether the School Safety Program fosters professionalism around school safety



A similar question about school connectedness was asked: “Participating in the School Safety Program is helping us foster a professional community in our school around school connectedness.” Here again, there was great agreement, with 98.51% (Table 1, Question 2) of school teams reporting strongly agreeing or agreeing that the program contributes to school efforts around connectedness. Figure 2 shows that there were no statistically significant differences in responses by grant-funded position. Among all schools, the average response was 4.64. Among schools with a CSW it was 4.65 and among schools with a SSO it was 4.62. The low standard deviations indicate that responses were relatively similar across schools.

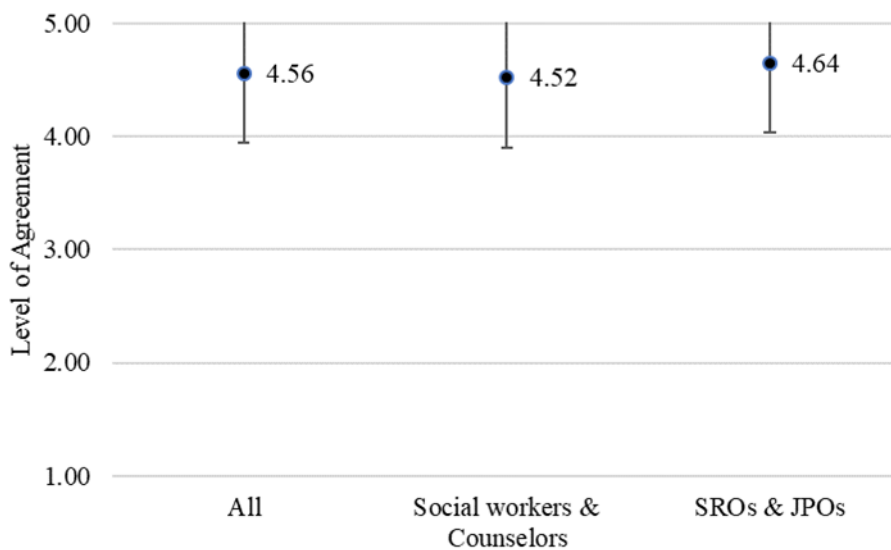
Figure 2. Mean level of agreement with whether the School Safety Program fosters professionalism around school connectedness



Individuals funded by the SSP are expected to use available data to guide their work on school campuses. To determine whether data was used, school teams were asked to respond to the following statement: “Participating in the School Safety Program is helping us use data to determine areas of needed attention and growth around school safety.” Table 1, Question 3 shows that 61.08% of schools strongly agreed that data were used and 35.03% agreed that they were. Just under 1% of school teams strongly disagreed or disagreed that data informed school safety efforts. Here again, there were no significant differences in responses between schools based on their grant-funded position (Figure 3). The mean response among schools was 4.56. Among schools with CSWs it was 4.52 and among schools with SSOs it was 4.64.

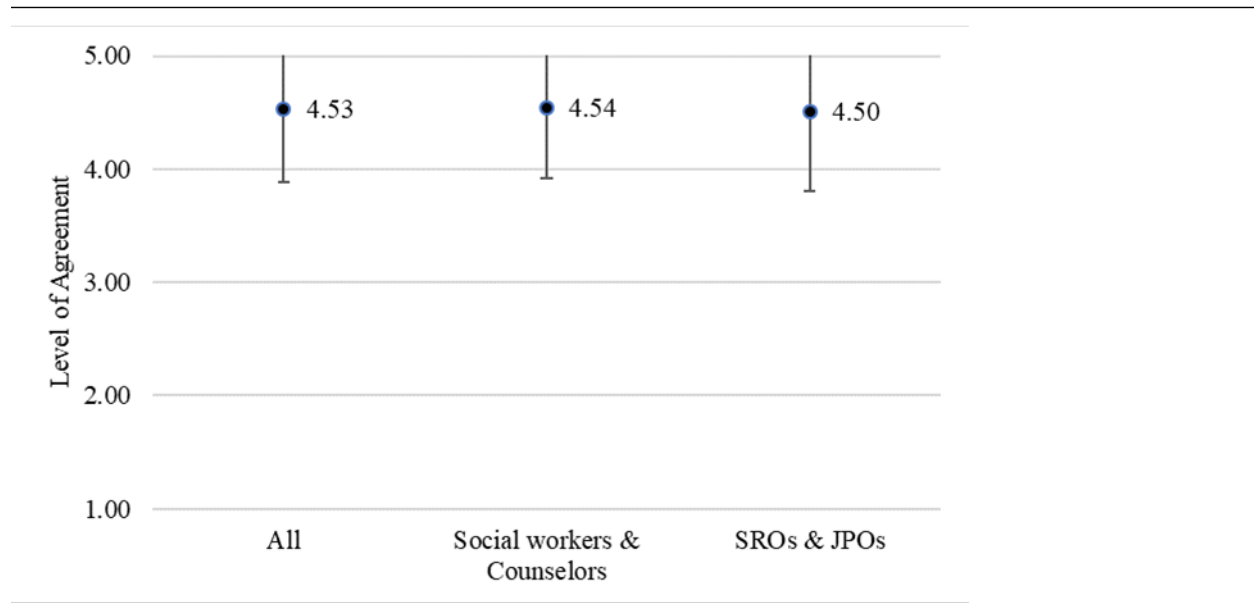
We also examined whether schools’ responses to questions about fostering safety corresponded to their responses to questions about fostering connectedness. We found a moderate, positive correspondence between the two. Specifically, there was a statistically significant correlation of 0.66, which suggests that as individuals employed through the SSP foster safety, they also tend to foster connectedness.

Figure 3. Mean level of agreement with whether the School Safety Program helps schools to use data to determine areas of needed attention around school safety



A similar question was asked about data use and school connectedness efforts: “Participating in the School Safety Program is helping us use data to determine areas of needed attention and growth around school connectedness.” The response breakdown was nearly identical to what was observed for data use and school safety efforts. Approximately 94% of school teams strongly agreed or agreed that data guides school connectedness approaches and just under 1% strongly disagreed or disagreed that it did (Table 1, Question 4). Figure 4 shows that school responses were similar regardless of their grant-funded position (all schools, \bar{x} =4.53).

Figure 4. Mean level of agreement with whether the School Safety Program helps schools to use data to determine areas of needed attention around school connectedness



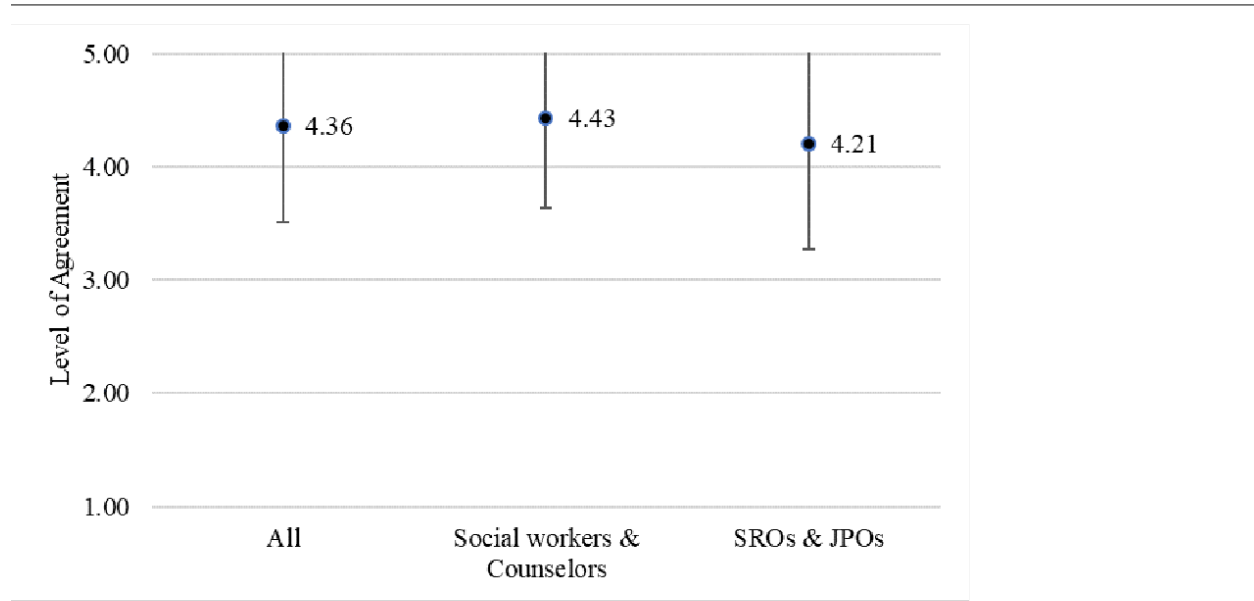
This evaluation was also used to investigate how changes to the SSP’s operations due to the ongoing COVID-19 pandemic have influenced schools’ community connectedness. Schools were asked to reflect on the provision of virtual LRE/SEL classes: “Being able to provide virtual LRE/SEL classes helped our team better connect with the school community.” Most school teams reported strongly agreeing (54.41%) or agreeing (30.88%) that virtual classes allowed for better community connection (Table 1, Question 5). Of the remaining schools, 12.35% reported a “neutral” response and 2.35% reported strongly disagreeing or disagreeing.

As Figure 5 shows, the mean response of all schools, regardless of position, fell between agree (4.0) and strongly agree (5.0). The wider bars around these means show high standard deviation from the mean. The mean for all schools was 4.36 with a standard deviation was 0.84. Schools with CSWs had a mean response of 4.43 and a standard deviation of 0.79. Those with SSOs had a mean response of 4.21 with a standard deviation of 0.93. These higher standard deviations indicate considerable variation in how schools responded to this question.

A t-test showed a statistically significant difference in responses between schools with CSWs and schools with SSOs. However, all mean responses were between “agree” and “strongly agree.” Accordingly, on average, school teams, regardless of which grant-funded position their school supported, believed that offering these virtual classes provided opportunities to better connect with their school community.

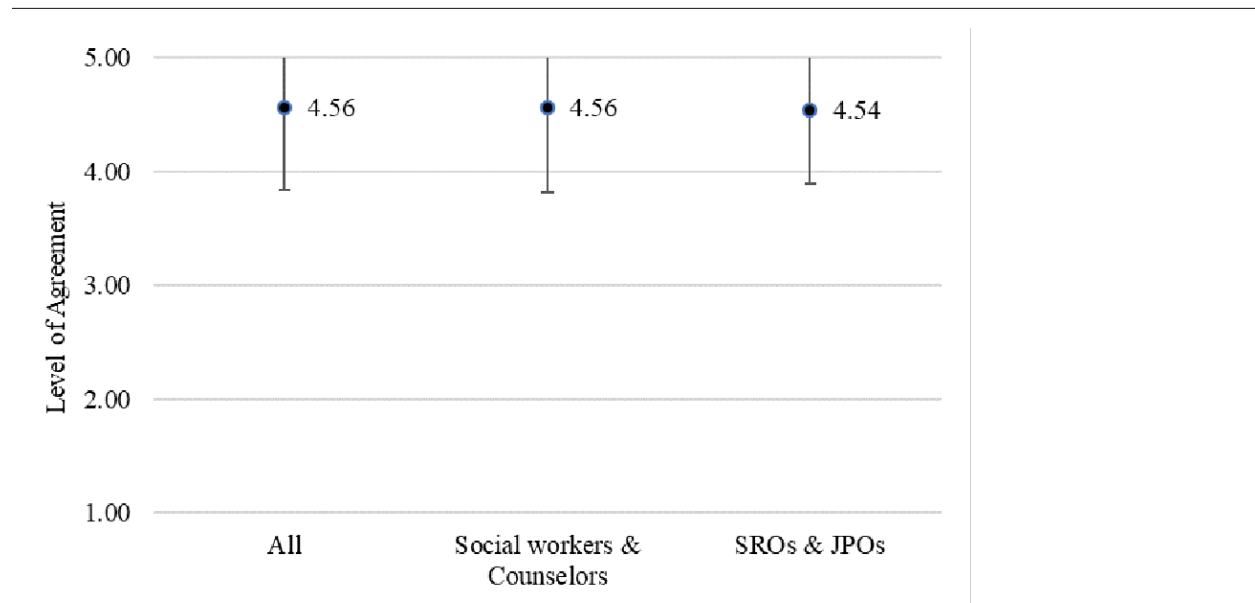
We concluded by examining whether schools’ use of data to promote safety was related to their use of data to promote connectedness. There was a strong, statistically significant correlation of 0.78, which suggests that schools that used data to promote safety also were likely to use data to inform their efforts aimed at promoting connectedness.

Figure 5. Mean level of agreement with whether offering virtual LRE/SEL classes helped teams connect with school community



The COVID-19 pandemic also meant that safety staff have taken on an even more diverse range of roles than is typical. To better understand how taking on these various roles influenced community connection school teams were asked whether they agreed or disagreed with the following statement: “Providing broader services and supports to families (i.e., food distribution, home visits) helped our team better connect with the school community.” Table 1, Question 6 shows that 65.09% strongly agreed and 28.11% agreed with this statement and fewer than 2% of school teams reported strongly disagreeing or disagreeing with it. Responses were similar across schools regardless of the type of grant-funded position they supported (Figure 6).

Figure 6. Mean level of agreement with whether offering broader services helped teams connect with school community



Qualitative Results

While the quantitative analysis indicate positive perceptions of impact of both CSWs and SSOs, short-answer questions allowed for examining the mechanisms through which the different roles contributed to school safety. Specifically, when asked to “Provide one or two examples of how the officer OR school counselor or social worker was utilized to impact student connectedness and/or school safety in the virtual or physical environment,” responses indicated different job responsibilities, as would be expected given their role, as well as some similarities.

Key roles of SSOs (SROs and JPOs). The following themes emerged as to key roles played by SSOs in how they supported student safety or school connectedness.

- ❖ Focus on attendance/truancy
 - Home visits
- ❖ Focus on students violating expectations
- ❖ Issues with internet access
 - Distribution of modems
- ❖ Safety
 - Directing student flow on campus
 - Internet safety
 - Dating safety
 - Visible deterrent on campus
- ❖ Focus on at-risk students/families
- ❖ Supported teachers and staff
- ❖ Part of the school community

Exemplar quotes:

“Officer has had an enormous impact at our school. The overall campus safety and well-being of our students, families, and community members have improved with the help of Officer. The number of office referrals have decreased from this last year in large part of our PBIS Team and School Safety Assessment and Prevention Team. 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 in helping improve behavior and safety for those certain locations and grade levels. He strategically teaches specific lessons that target those particular sets of students for that month along with attending specific lunches that need additional structure and supervision. Our SRO also has a wake up club in which students help with community projects and this has increased the utilization of community resources along with creating a positive relationship with the police, community, and school. Our SRO is an imperative resource at our campus that allows us to excel although we service a high needs population of students. His service and dedication to improve the lives of our students has had an overwhelmingly positive impact on our campus.”

- *Cheatham Elementary School (example of Directing student flow on campus, Focus on at-risk students)*

“The SRO was able to help in making truancy calls to better inform parents about the ramifications, even during COVID, if their student was not attending school (whether virtually or in-person). This provided parents with support other than the school and parents would reach out to the SRO on their own. The SRO was able to make home visits/welfare checks on students and their families. This was very important during this time because many families were struggling with things, but did not know who or where they could turn for assistance.”

- *Castle Dome Middle School (example of Focus on attendance/truancy, Focus on at-risk families)*

“Officer was an integral part of the NHS response to the pandemic from the first day of classes in August 2020. He immediately started universal lessons on cyberbullying, the consequences of improper use of social media, and being safe in a cyber world, given that all contacts and classes were being provided virtually. These were virtual lessons zoomed to all students, parents, and staff. In addition, on regular SSP topics such as misuse of substances, consequences of curfew violations, and having a safe graduation. The lessons were uploaded to the NHS Facebook page as well as the web page to allow all stakeholders connection to topics such as the dangers of vaping, signs of depression and combating effects of the isolation to increase mental wellness. He did create cohort classes with a teacher in her psychology classes and another in her history classes. In addition, Officer made numerous home visits with counselors and/or administrators for students who had truancy issues or grade failures, or failure to log in appropriately or to misuse the computing devices and Internet connectivity they were provided by the school for school use. He identified issues going on with their families to help them connect with social agencies to provide food, medical care, and other necessities, and he worked with students with inappropriate peer interactions. He shared these interactions with the SSAPT on a monthly basis.”

- *Nogales High School (example of Internet safety, Home visits, Focus on at-risk families)*

“Officer took on a position outside of her assigned duties as an assistant coach with our 7th grade softball team. This position enabled her to make connections with students, parents, and other Bogle staff members outside of her assigned role as a School Resource Officer. She quickly became an integral part of our athletic program within this role which allowed our student body to identify her as a person that truly cares for our campus and was able to use her passion for softball to make meaningful connections with students on our campus.”

- *Bogle Junior High School (example of Part of the school community)*

Key roles of CSWs (Social Workers and Counselors). The following themes emerged as key roles played by CSWs in how they supported student safety or school connectedness.

- ❖ Focus on communication
 - Frequent communication via text, call, or web with parents and students
 - Care packages/parent support group
- ❖ Focus on safety
 - Online safety (Securly and Gaggle)
 - Alerted parents about safety concerns
 - Mental health presentations
- ❖ Focus on emotional well being
 - Healthy relationship building
 - Concerns over isolation with students
- ❖ Crisis management
 - Connection to resources
 - Individual and group counseling
 - Drop-in sessions for staff as well
 - Delivery of food and home visits
- ❖ Support for students, teachers, and staff
 - Small groups, focused on at-risk students
 - Check in with teachers and staff
 - SEL classes

Exemplar quotes:

“Mr. ____, our School Counselor, played a vital role in maintaining connectedness during the 2020-2021 school year. During distance learning he supported students attending the support lab by doing daily check-ins with individuals as well as group counseling related to social/emotional concerns related to returning to school. Additionally, he supported staff and students through an unfortunate, non-school related suicide. This included individual counseling as well as support groups, whole group presentations and social/emotional check-ins.”
- *Heritage Middle School (example of Focus on communication; Crisis management)*

“The School Social Worker completed separate needs assessments for staff, students, and parents to determine the needs for the virtual and physical school environment. While virtual learning was solely taking place, the SSW would use the virtual platforms to provide SEL classroom presentations, provide one on one check ins and counseling sessions, and run virtual groups for students. The School Social Worker also created a virtual platform for parents and staff with short psychoeducational content based on SEL initiatives. When hybrid model resumed, the School Social Worker created and implemented SEL classroom presentations, individual counseling, group work, and campus activities that served both virtual and in person students to ensure that school connectedness and safety were prioritized for the community as a whole.”
- *Ironwood High School (example of SEL classes)*

“The distance learning from August until March presented challenges; however, having the extra hands available as the result of the grant was so helpful. We were able to work with external agencies under the school counselor's direction to provide distance learning research-based curriculum to students through a dedicated SEL class daily. When school resumed face-to-face, we ran the class through enrichment courses so that the program could continue. Additionally, home visits were conducted using the school counselor to address SEL concerns brought to the attention of CSWs and administration, as well as to address safety and

emotional concerns identified as iPad alerts through Securly and Gagggle. These contributed greatly to the safety and connectedness within the school community during distance learning.”

- *Catalina Ventura School (example of Online Safety and Home Visits)*

”The School Counselor set up a Google Hangout/virtual classroom to counsel students virtually. The Counselor sent daily text messages to students and parents, made daily phone calls to students and parents, and made daily and weekly home visits to meet with students and parents. SEL implementations were carried out through monthly electronic packets that were sent out to every family. These virtual packets included at least 3 SEL activities for the families to participate in.”

- *Sun Valley High School (example of Focus on emotional well-being)*

”This school year brought many challenges in supporting the needs of our students, parents and school community as a whole. Our social worker worked collaboratively with office staff, administration, teachers and families to bridge the gap of academic and social emotional loss due to COVID-19 and distance learning factors. These interventions included;

- Truancy and attendance support with home visits, parent contact and virtual student support.
- Food service support to high risk communities with weekly grab & go meals
- TIER III- Whole group class SEL support through community meet up lesson plan guidance and modeling both virtually and in person.
- TIER II- Small group interventions utilizing PBIS II teacher assessment data to support the specific needs of targeted grade specific SEL skills.
- TIER I- Individual check in/ check out process through PBIS II Committee which included providing incentives to attendance, work completion, in class engagement and ongoing parent communication.”

- *Alta Vista Elementary School (example of Support for students, teachers, and staff)*

In addition to better understanding how individuals employed in these positions were used to promote school safety, short-answer questions were also asked to understand the impact of SSP training on equity and diversity as well as the perception of changes the SSP made to the program as a result of COVID-19.

Responding to the larger educational context. In response to the question, “The School Safety Program provided your team with introductory training on the connection between school safety and equitable, diverse, and inclusive school communities. Please provide one or two concrete examples of the work your team is taking to create a more equitable, diverse, and inclusive school community.” The following themes were named as direct actions taken to create a more equitable, diverse, and inclusive school community.

- ❖ Trainings/professional development
 - Equity
 - Trauma response
- ❖ Diverse clubs
 - LGBTQ and Native American Clubs were implemented
- ❖ System changes
 - Shifting school climate
 - Restorative justice approach rather than punishment based
 - School dress code

- Culturally responsive teaching
- SEL into core curriculum
- ❖ Equitable access
 - Internet access
 - Access to staff and SROs
 - Connection to outside agencies
 - Mental health resource dissemination to parents and students
- ❖ Focus groups of students/parents
- ❖ Bilingual parent meetings
- ❖ Employing equity-based roles
- ❖ Events

Exemplar quotes:

“It is important for the School Safety Program Team to meet our students and families where they are, providing them with guidance to enhance overall well-being and promote academic success. It is crucial to create a partnership with our students and families to bridge engagement gaps and eliminate barriers. With COVID-19 restrictions, this Social Worker made herself available to parents via phone, video call and by appointment. She followed CDC guidelines when conducting home visits with appropriate PPE. This SSP Social Worker also assisted with family meal distributions and on-campus events, held within CDC guidelines, including a talent show and barbecue. This SSP School Worker is bilingual and able to connect families to community support and resources, based on individual circumstances. Frye Elementary also ensures that all news and events are translated into Spanish for adequate delivery purposes.”

- *Frye Elementary (example of Equitable access)*

“The Fees College Prep SSAPT team worked collaboratively to ensure we were providing wrap-around supports to our tier 2 and 3 students. This included mental health supports, well-child checks, providing basic needs, and providing rent/utility assistance. Members of the team included our SRO, Social Worker, CARE 7 specialist, teachers, principal, assistant principal, community liaison, custodian, and school psychologist. Secondly, we have started a school social justice staff committee, as well as a student social justice club. Through these efforts, we are gaining steam towards creating a more inclusive and equitable school.”

- *Fees College Preparatory Middle School (example of Equitable access)*

“Yuma High School is committed to creating a more inclusive school community by introducing and implementing the PBIS program. By introducing this program, it will provide YHS students with clear behavior expectations and equity in school discipline. YHS is also improving the accessibility of mental health/social support available on campus to all students. In addition to my role as a social worker, YHS also has a full-time psychologist, nurse, 3 counselors and a SRO on site. Additionally, Yuma High strives to engage all parents/guardians by serving them in their native language. The school always provides interpreters to assist non-English speaking families and are accommodating to the parents/guardians work schedules. Culturally speaking, the majority of the students at Yuma High are predominantly Hispanic. Students have often conveyed feeling more comfortable communicating in Spanish, their primary language. Language is never a barrier at YHS as many of the employees are bilingual in English and Spanish.”

- *Yuma High School (example of System changes, Equitable access, and Bilingual parent meetings)*

“Counselor attended counselor meeting with Equity Director and brought it to the school's leadership team to discuss how to implement ideas at the school. Staff were able to attend Equity and Diversity Listening Circles and Equity and Diversity Trainings. Counselor led the Native American Club on campus.”

- *Cordova Elementary School (example of Trainings/professional development; Diverse clubs)*

“The Mental Health Counselor facilitates and coordinates opportunities to engage in equity and SEL trainings, as well as being chosen as a school site representative and actively participates in a district wide initiative to build equity teams at each campus. The Bring Change 2 Mind initiative is a part of the school site, and the Mental Health Counselor supports student participation. The Mental Health Counselor engages in one-on-one coaching sessions with staff in order to raise awareness in supporting equitable and accessible mental health support services to students and families. The Mental Health Counselor has worked with various student groups, including ROTC, AVID, and IB programs, as well as going around to various classrooms to educate through SEL focused activities.”

- *Gilbert High School (example of Trainings/professional development; System changes)*

“This year our campus, as well as others throughout our district, held African American/Black student focus groups. These focus groups were to learn about our student's experiences at school and to hear from them what supports and changes are needed to help them feel increased levels of physical, emotional and cultural safety.

Our grant social worker was also the Student Participatory Budgeting Sponsor for The Academies at South. Participatory Budgeting Participatory budgeting (PB) is a democratic process in which community members decide how to spend part of a public budget. In this case our students have been able to identify safety concerns and needs on campus and participate in processes that identify project proposals from students about how to increase physical, emotional and cultural safety on our campus. To recruit students to be involved in this process, our grant social worker specifically recruited and reached out to students from our BSU (Black Student Union) and our GSA (Gay Straight Alliance). PB focuses on involving diverse students groups and creating equity of voice in planning for budget spending that impacts the school community. Our students have identified a number of projects that increase feelings of safety on campus through equity and inclusion. Some project examples that demonstrate these values are; increased funding for new books, curriculum, dance uniforms and other materials that are representative of diverse cultures and groups; increased gender neutral bathrooms, murals that represent our cultural and ethnic communities at South. This project is continuing into the summer and voting for project funding, up to \$500,000, will take place in the fall of 2021.”

- *South Mountain High School (example of Events; System Changes; Focus groups of students/parents)*

Responding to the pandemic. Finally, in recognition of the adaptations needed by schools and in the spirit of program advancement the following short-answer question was asked: “What is one practice you adopted to working in the unique circumstances with in-person/virtual/hybrid learning that you found helpful and will continue to do in the future?” The following themes were identified as helpful adaptations that stemmed from necessary changes due to COVID-19.

❖ Technology

- Class Management tools
 - Canvas
 - Google Classrooms
- Virtual Meetings/Communication tools
 - Zoom
 - Google Numbers
 - Webex
- Hotspot and Laptop distribution
- Virtual Schedule

❖ Campus

- Keeping students off campus until it is open
- Lunch seating arrangements
- Hybrid classes
- No visitors

- ❖ Focus on relationships
 - Student Check-In's
 - Greeting students in mornings
 - Advisory teachers for each student
 - Motivational emails for students
- ❖ SSO
 - Team Teaching - working with teachers to conduct lessons
 - Safety Protocols related to COVID-19
 - Attendance/Truancy
 - Home visits
 - Student Trackers
 - Phone calls/texting parents
 - Parent Meetings
- ❖ CSW
 - Assist teachers on prevention methods
 - Creating virtual tools for SEL
 - Virtual counseling
 - Increased parent communication
- ❖ School Community
 - Community events and outreach
 - Lunch groups for students
 - Food distribution
 - Family check-in's
- ❖ School Administration and Staff
 - Creating videos for students and parents
 - Staff support groups
 - Electronic student referrals

Exemplar quotes:

"We used technology, like emailing pictures and videos, to connect with kids more than ever before! We emailed fun activities and newsletters and our daily announcements became visual. This allowed us to do a better job introducing our new officer! We created an image with his friendly face, a quick introduction, and contact information and then shared that by emailing students, emailing to parents, and including in daily announcements."

- *Shadow Mountain High School (example of Technology; Creating videos for students and parents)*

"One practice we adopted was having the SRO post messages in DOJO for our parents. The officer found this very helpful as he quickly connected with 800 of our parents. Families found it very useful also. SRO would update the message to inform families of activities happening in the neighborhood; reminders about safety concerns he observed before and after school."

- *Charles W. Harris Elementary School (example of Technology; School community)*

"With students being on campus and online, and sometimes switching back and forth, the SRO would do online classes along with in person classes so each student would get the same interaction with the SRO. This helped create connections with all students, regardless of their learning model. If schools continue with the online program,

this will type of teaching will help build positive relationships with the students that are not able to be on campus but can still communicate and hear from the SRO.”

- *Carson Junior High School (example of Team Teaching)*

“1. We kept our campus closed to all students prior to 8:30am. This reduced the number of student's incidents prior to our school day when staff is limited for proper supervision.

2. We allowed cell phone usage at lunch and spaced our seating arrangement/tables significantly to create more options for seating during lunch periods. The additional space for students combined with the phone usage has drastically reduced our lunch referrals this school year.

3. Google Classroom was used for students with significant attendance issues. Students were able to access classroom content from home when absent or suspended for disciplinary reasons.”

- *Bogle Junior High School (example of Campus; Technology)*

“The school has determined that making SEL videos for each grade level, then sharing those videos with the teachers, allows for flexibility. With schedules being so competitive for instruction time, in lieu of having the school counselor always presenting in-person, some lessons can be supplemented via videos. This allows teachers to show the SEL material to their students when it best fits into their weekly schedule, especially if there is a conflict with the school counselor's schedule. It has also been helpful to post videos and/or resources on Class Dojo as a means to communicate and update parents/guardians as to what is happening on campus.”

- *Smoketree Elementary School Joint Site (example of CSW; Creating videos for students and parents)*

“I believe Home Visits with the SRO were helpful. We had positive feedback during these visits. We were able to help families, and we were able to identify students, who needed help from our social worker/intervention specialist. It was a positive way to introduce the SRO to students and family. We visited the homes of students who weren't attending classes and/or we couldn't make contact with parents.”

- *Sierra Linda High School (example of Attendance/Truancy)*

“Meeting with students one-on-one and in person to discuss any concerns or needs they may have.

[I]n our area parents, guardians and community partners have tended to shy away from the academic setting. At our school we have consistently worked to develop these relationships and our staff regularly attend neighborhood, community and town hall meetings. We have started to have in school community events such as potluck, ice cream socials and other social activities for students, family and community partners.”

- *Colorado UHSD - Online (example of School Community; Student Check-In's)*

“Our Counselor will continue to stay on top of communicating with parents to increase the amount of communication with parents in order to best service our students. Our counselor will continue the use of breathing techniques as coping strategies to help our students to self-regulate.”

- *Salida del Sol Elementary School (example of School Administration and Staff; School Community; CSW)*

“Virtual support groups were a safe and effective way to bring students and staff members together to talk, process, and share.

We also developed a completely electronic request for intervention (RFI) system, wherein a teacher or staff member could refer a student to our team for basic needs, social-emotional support, behavior, or attendance issues. There was a way to indicate whether the concern was urgent or non-urgent, and for the referring staff member to give details on the nature of the concern. It included the student's name and ID number, which allowed our team to connect with the student and provide services quickly.”

- *Central High School (example of School Administration and Staff)*

SUMMARY

A summary of key findings on the perceptions of effectiveness of the SSP as well as the specific activities of the SSOs and CSWs is below:

- ❖ **Almost all school teams strongly agreed or agreed (97.62%) that the SSP contributes to their ability to promote school safety.** A similar percentage of schools indicated that the SSP contributes to their ability to promote school connectedness. One primary mechanism through which this may be achieved is through promoting the use of data to guide decision-making.
 - There was limited variability in responses to questions about the value of SSP. More variability was seen regarding the mechanisms through which the program impacted school safety.
 - The pattern of results presented in this report was similar when analyzed across school level (e.g., elementary vs. secondary).

- ❖ **The majority of activities described by the SSOs and CSWs focused on engagement with students, school staff, and families.** Specifically, SSOs and CSWs taught prevention classes, provided support for students' classroom behavior, and served an important safety net for family outreach efforts. Though some of these efforts were driven by needs caused by the pandemic, they were practices identified as important to continue in the future.
 - SSO's and CSW's activities related to safety could be considered in a Multi-tiered Systems of Support framework, in that there were activities related to creating a safe environment that were relevant to the whole school (i.e., SEL/LRE classes and presence on campus), activities that were aimed at preventing problems for specific groups (i.e., small group SEL sessions, at-risk students), and individual interventions (i.e., crisis interventions, home visits for truancy/well-child checks).
 - SSOs and CSWs were described as valued members of their school community, with responsibilities that other school positions would not have been able to perform adequately.

- ❖ **Both SSOs and CSWs were perceived to have an impact on school safety and student connectedness. However, as expected, individuals in these roles identified different role responsibilities.** There was, though, overlap among individuals in these different positions in their focus on prevention, assisting high-risk students, and contributing to the broader school climate.
 - No statistically significant differences were identified in perceptions of agreement about whether the presence of a SSO versus CSW impacted school safety or school connectedness. The only identified difference was that schools with CSWs were more likely than schools with SSOs to agree with the statement that virtual SEL/LRE helped them connect with the community.
 - While the descriptions of activities provided highlighted the myriad of responsibilities outlined for the positions in the SSP Guidance Manual, more information is needed about the amount of time spent on various activities. Additional data could focus on their role in school-level teams as well as support for individual teachers.

Additionally, ADE's focus on supporting diverse, inclusive, and equitable school climates resulted in additional staff trainings as well as school activities focused on these topics. Schools also noted efforts related to systemic changes in discipline and/or focus on disparities in access. Finally, SSOs appreciated pandemic-related accommodations and noted a desire to continue using technology to facilitate prevention efforts in addition to continuing to partner with a broader range of school staff to support student safety.

ADE SSP Guidance for School Plans for the Fall Semester of School Year 2020-2021

This document contains the School Safety Program requirements and any necessary modifications for the Fall semester of School Year 2020-2021. Please note the intent of the program remains the same as depicted in ARS 15-154, but modifications have been made to accommodate individualized district and school plans due to the pandemic.

To learn more about the requirements and/or modifications for your awarded position, scroll down to pages 2, 3, and 4. As these positions are full-time or half time (as awarded) funded by the School Safety Program, the expectation is that they spend the majority of their time on SSP activities. Links to appropriate activities can be found within the document under each section. **Please note that these are requirements and/or modifications for the Fall semester of School Year 2020-2021.**

If you have any additional questions, please contact the SSP team at SchoolSafety.SocialWellness@azed.gov

Addendum A.

SSP Requirements: All Positions		
Program Element	Modifications	Additional information
SSP Awarded Position (SRO, JPO, School Counselor or Social Worker)	❖ Requirement remains the same: Full-time or half-time (as awarded) funded positions must be full-time with the SSP during the Fall Semester, unless otherwise directed by the ADE/SSP office due to the pandemic.	
SSAPT Meeting	❖ Quarterly SSAPT meeting requirements remain the same.	❖ Continue meeting as an SSAPT team on a quarterly (minimum) basis, with social distancing guidelines in place.
Annual Training Requirements	❖ Training requirements remain the same.	❖ All SSP related training and technical assistance will be provided virtually until further notice.
Mid and End Year Reports	❖ Reporting requirements remain the same.	❖ The report templates will be provided to you at a later date.

SSP Requirements: SRO / JPO		
Program Element	Modifications	Additional Information
Law Related Education (LRE)	<ul style="list-style-type: none"> ❖ Implementation of LRE is highly encouraged and valued by the School Safety Program, but there is no minimum number of LRE hours required for the Fall 2020 semester (cohort or universal). ❖ LRE may be provided virtually. 	<ul style="list-style-type: none"> ❖ The Arizona Foundation for Legal Services & Education (AZFLSE) will provide technical assistance for SROs/JPOs via monthly online classrooms to deliver LRE virtually. ❖ The AZFLSE will provide all LRE lessons and materials to officers for virtual and in-person instruction. ❖ Officers can reach out to AZFLSE and the School Safety Program for additional technical assistance. ❖ Please see the attached document <i>LRE for ADE Guidelines</i> for additional ideas on LRE implementation during this time. ❖ See <i>Additional Recommendations</i> below. ❖ A list of additional allowable activities can be found in the attached document, <i>Expanded Ideas for Non-LRE Officer Connections</i>.
Time on Campus Requirements	<ul style="list-style-type: none"> ❖ "Time on campus" will be considered "time related to school activities." Please remember that the site administrator, not the officer, is responsible for school discipline. ❖ Act in a manner consistent with your school and district's pandemic operations plan. ❖ Officers must serve the school site for which they were awarded by the School Safety Program. The LEA may temporarily modify campus site coverage to meet the needs of the school reopening plans and student support. ❖ Officers must be full-time in the SRO/JPO position from the beginning of the fall semester regardless of re-opening status. 	
Weekly Activity Log	<ul style="list-style-type: none"> ❖ The requirement to complete an activity log to document LRE on a weekly basis remains in place. ❖ The activity log should also include primary school-related activities in addition to LRE. 	
SSP SRO/JPO Performance Assessment	<ul style="list-style-type: none"> ❖ SSP Resource Performance Assessment requirements remain the same. 	

SSP Requirements: School Counselors & Social Workers (CSWs)		
Program Element	Modifications	Additional Information
Social Emotional Learning (SEL)	<ul style="list-style-type: none"> ❖ SEL implementation requirements will remain the same. ❖ When implementing SEL, act in a manner consistent with your district and school's plan for the Fall semester. 	<p>For additional information, review the ADE SSP School Counselor & Social Worker Requirements.</p> <p>Recommended Resources:</p> <ul style="list-style-type: none"> ❖ For further detail on effective SEL implementation through various re-opening scenarios, review pages 21-25 in ADE's "Considerations for Students in Reopening Schools" ❖ Recently released: ADE's Competencies for SEL in Arizona
Time Related to School Safety Program Activities	<ul style="list-style-type: none"> ❖ As CSWs are funded through the School Safety Program (SSP), the expectation remains that they will continue to spend a majority of their time focused on SSP-related activities and continue to meet outlined program requirements. ❖ CSWs may continue to provide student and family supports, meet SSP requirements, and fulfill their duties virtually. ❖ Act in a manner consistent with your school and district's plan. 	<p>For additional information, review the ADE SSP School Counselor & Social Worker Requirements.</p> <p>Recommended Resources:</p> <ul style="list-style-type: none"> ❖ Roles & Responsibilities for School Counselors ❖ Roles & Responsibilities for School Social Workers

Additional Recommendations for SSP Funded LEAs

These are additional general guidelines on utilizing the skills and expertise of your SSP funded position and administrative team through the Fall Semester.

All Positions

- ❖ Remember that by the time students return to school, they've been without instruction and routine for 6 months – it will take time to reintegrate and get accustomed to routine and expectations – some of which will be new. Many students are also returning to school with trauma related to COVID-19, racism, as well as other challenges.
- ❖ It will be everyone's role to contribute to creating a school climate that supports spaces for students to ask questions, voice concerns, and share emotions/feelings.
- ❖ Respond with compassion, empathy, and utilize your teams / relationships on campus to connect students with supportive adults and resources.
- ❖ [Recognize common stress reactions among children, youth, and adolescents.](#)
- ❖ Recognize that students may experience a "honeymoon phase" upon return to campus, and behaviors/signs of trauma may appear later into the school year.
- ❖ Consult with your students, caregivers, and families to learn about their needs *and* about their strengths, recommendations, and ideas on meeting those needs. [Review ADE Considerations for Families in Reopening Schools.](#)
- ❖ Participate in your site's re-opening committee and ongoing planning throughout the year as available and appropriate.
- ❖ Act as another supportive adult on campus, provide gentle reminders about social distancing, hygiene, and wearing masks.
- ❖ If you are going to address COVID-19 related campus concerns during SSAPT meetings, be specific in identifying student needs and interventions.

SROs and JPOs

- ❖ Support school administration with return to school supports- mental, physical, emotional, within bounds of appropriate expertise and knowledge
- ❖ Connect school with community resources.

School Counselors and Social Workers

- ❖ Supportive role in referring students and families to additional mental health and support service
- ❖ Share general resources for staff to recognize compassion fatigue, burn out, stress in adults
- ❖ Provide families with referrals to resources (e.g. for financial support, food boxes, trauma / grief or other mental health counseling). Keep in mind, it is important to balance available staff capacity and appropriate boundaries with service to families and important to recognize when additional community-based referrals are needed.

**Arizona Department of Education: School Safety Program
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The purpose of this document is to provide an overview of the requirements for School Safety Program funded School Counselors and Social Workers (CSWs). Additional ADE documents referenced throughout this document will be made available to you. If you have questions about the requirements listed below, please contact SchoolSafety.SocialWellness@azed.gov.

SSP School Social Workers

Program Requirements	Details	Resources
<p>Utilize School Social Work Practice Model and NASW School Social Work Standards to guide practice</p>	<p>The School Social Work Association of America (SSWAA) School Social Work Practice Model and the National Association of Social Workers (NASW) School Social Work Standards are guiding documents to implement effective school social work programs. The SSP framework for school social workers supports implementing these guidelines.</p> <p>Major tenants of the School Social Work Practice Model include:</p> <ol style="list-style-type: none"> Provide evidence-based education, behavior, and mental health services Promote a school climate and culture conducive to learning and teaching excellence Maximize access to school-based and community-based resources <p>The NASW School Social Work Standards outline best practice guidelines for: ethics and values; qualifications; assessments; interventions; ethical decision making; record keeping; workload management; professional development; cultural competence; interdisciplinary leadership and collaboration; and administrative structure and support.</p>	<p>Resources:</p> <ul style="list-style-type: none"> School Social Work Practice Model NASW School Social Work Standards

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<p>Quarterly School Safety Assessment and Prevention Team (SSAPT) Meetings</p> <p>Use data to drive decisions made with the School Safety Assessment and Prevention Team (SSAPT), including Priority Focus Areas (PFAs), recommended SEL programming, and necessary campus wide and student supports.</p>	<p>The School Safety and Assessment Prevention Team is required to meet, at minimum, on a quarterly basis. Participate actively to share your expertise in mental health, SEL and equitable student-centered supports and interventions.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE SSAPT Agenda • ADE Data Story Form • TheShapeSystem.com • 21 Measures of Risk and Protective Factors for Youth and Young Adults
<p>Participate in SSP Required and Recommended Trainings and Electives</p>	<p>Year 1 Required: Leadership 100 + New Counselor & Social Worker (CSW) Training</p> <p>Year 1+ Recommended: If your school is eligible (your school has been in the SSP for more than 1 year), it is recommended that SSP school social workers attend Leadership 200-400 with school administrators/team.</p> <p>Year 1+ Recommended: Elective</p> <p>Professional Development: After completing your Year 1 Requirements, you are encouraged to participate in electives that support campus needs, some of which will be offered or recommended by the SSP.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE elective tracking tool • ADE SSP University <p>Example Electives:</p> <ul style="list-style-type: none"> • Suicide Prevention Training • Comprehensive School Threat Assessment Guidelines (CSTAG) • Training specific to equity, diversity, and inclusion • Workshops provided by the School Social Work Association of America or Arizona Technical Assistance / Community Practice Calls with SSP School Social Workers & School Counselors
<p>Implement Social Emotional Learning (SEL) Programming / Support Staff in Implementing SEL</p>	<p>SEL can include the following: specific instruction of SEL skills; practices that teachers incorporate into the classroom; content and support that is integrated into academics; and/or larger organizational, culture, or school climate strategies.</p> <p>SEL selection and approaches should be data-driven to meet the needs and build upon the strengths of your campus/district.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE SEL Competencies • Funding Sources for SEL • CASEL <p>Examples of SEL Programs*:</p> <ul style="list-style-type: none"> • CASEL Guide: PreK and Elementary Evidence-Based Programs • CASEL Guide: Middle and High School Edition <p>*This does not imply an ADE endorsement of curriculum</p>

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Additional Potential Roles & Responsibilities	Details	Resources
<p>Program Recommendations <i>Recommended, not required:</i></p> <p>Utilize a Multi-Tiered System of Support (MTSS) approach.</p> <p>If utilizing MTSS, fidelity to Tier 1 Interventions is the single most important data point that a school can use to determine how successful their MTSS program is. Investing in strategies focused on Tier 1 will reduce the need for interventions at the Tier 2 and Tier 3 levels.</p>	<p>Your school social worker may engage in the following appropriate additional activities and services, provided these activities are balanced appropriately with other responsibilities: School social work services</p> <p>Examples of Tiered Interventions:</p> <ul style="list-style-type: none"> Tier 1 Direct: Universal prevention and intervention programs; universal screening (academic, behavioral, emotional barriers); infusing SEL into learning/the classroom; school-wide positive behavior interventions; advisory/homerooms; lunchtime power hour; campus culture and climate activities Tier 1 Indirect: Staff development related to identification and referral for mental health concerns Tier 2 Direct: Group academic or skill building groups; alternative to suspension programs; in-school suspension support programs; selected dating violence or drug prevention presentations; check and connect; check in/check out; mentorship programs; peer support programs; school wide mental health screener Tier 2 Indirect: Selected staff professional development to address campus wide concerns; selected in-class lessons based on campus data (i.e. dating violence presentations to Junior classes before prom) Tier 3 Direct: Individual suicide risk assessment; threat assessment; crisis intervention/crisis response; psychological assessment of social, emotional, and 	<p>Data to determine fidelity to Tier 1:</p> <ul style="list-style-type: none"> Tiered Fidelity Inventory (Yearly) Team Implementation Checklist (TIC) (Yearly) Benchmarks of Quality (BOQ) School-wide Evaluation Tool ED School Climate Survey School Climate Measure <p>Suggested data to determine Tier 2 & Tier 3 Intervention Groups:</p> <ul style="list-style-type: none"> Office Discipline Referrals Chronic absentee data Academic Self-Referral (Develop process or utilize screening tool) Teacher Referrals (Develop process or utilize screening tool) <p>Resources:</p> <ul style="list-style-type: none"> ADE Data Story Form TheShapeSystem.com 21 Measures of Risk and Protective Factors for Youth and Young Adults PBIS Tier 1 PBIS Tier 2 PBIS Tier 3

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	<p>behavior challenges; functional behavior assessments</p> <ul style="list-style-type: none"> • Tier 3 Indirect: referrals to community-based mental health/other support services; consultation with teachers/families to address increase success in academic environment and improve overall wellness; supporting development of behavior intervention plans 	
<p>Recommended, not required:</p> <p>Complete weekly or monthly time log of activities to help with program improvements</p>	<p>Each school may have its own method to track time and services throughout the week. ADE will not collect this data but reserves the right to request effort logs if a concern is raised. If tracked regularly or used as a time study throughout the year, this information can provide valuable insight for your school. <u>Time logs are not intended to be used as a punitive tool against the school social worker</u>, but rather as another data point to evaluate campus needs and areas for program improvement.</p> <p>Examples of activities to track:</p> <ul style="list-style-type: none"> • Designing and implementing tiered interventions • SSP Requirements • Non-school-social-work-related duties • “Fair Share Activities” • Additional duties that contribute to building relationships, visibility, and a culture of support 	<p>Examples of time-tracking tools:</p> <ul style="list-style-type: none"> • SSWN Tools • SCUTA • ASCA Use of Time Calculator • ADE Adaptation of ASCA Use of Time Calculator

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SSP School Counselors

Program Requirements	Details	Resources
<p>Utilize the American School Counselor Association (ASCA) Model to guide practice</p>	<p>The American School Counselor Model, or ASCA Model, is comprised of the following components:</p> <ul style="list-style-type: none"> • Assess: Program assessment; School Counselor Assessment and Appraisal • Deliver: Direct and Indirect Student Services • Define: Student Standard and Professional Standards • Manage: Program Focus and Program Planning 	<p>Resources:</p> <ul style="list-style-type: none"> • ASCA Templates • ASCA Texts: • "Making DATA Work, an ASCA National Model publication" • "ASCA National Model: A Framework for School Counseling Programs" – 4th Edition • "ASCA National Model: Implementation Guide" • Irish Hatch & Hatching Results • Hatch: "The Use of Data in School Counseling" • Dimmit, Carey & Hatch: "Evidence-Based School Counseling: Making a Difference with Data-Driven Practices"
<p>Quarterly School Safety Assessment and Prevention Team (SSAPT) Meetings</p> <p>Use data to drive decisions made with the School Safety Assessment and Prevention Team (SSAPT), including Priority Focus Areas (PFAs), recommended SEL programming, and necessary student supports.</p>	<p>The School Safety and Assessment Prevention Team is required to meet, at minimum, on a quarterly basis. Participate actively to share your expertise in mental health, academic success, college/career readiness, SEL, and equitable student-centered supports / interventions.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE SSAPT Agenda • ADE Data Story Form • TheShapeSystem.com • 21 Measures of Risk and Protective Factors for Youth and Young Adults

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<p>Participate in SSP Required and Recommended Trainings and Electives</p>	<p>Year 1 Required: Leadership 100 + New Counselor & Social Worker (CSW) Training</p> <p>Year 1+ Recommended: If your school is eligible (your school has been in the SSP for more than 1 year), it is recommended that SSP school counselors attend Leadership 200-400 with school administrators/team.</p> <p>Year 1+ Recommended: Elective Professional Development: After completing your Year 1 Requirements, you are encouraged to participate in electives that support campus needs, some of which will be offered or recommended by the SSP.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE elective tracking tool • ADE SSP University <p>Example Electives:</p> <ul style="list-style-type: none"> • Suicide Prevention Training • Comprehensive School Threat Assessment Guidelines (CSTAG) • Training specific to equity, diversity, and inclusion • Workshops provided by the Arizona School Counselors Association • Technical Assistance / Community Practice Calls with SSP School Social Workers & School Counselors
<p>Implement Social Emotional Learning (SEL) Programming / Support Staff in Implementing SEL</p>	<p>SEL can include the following: specific instruction of SEL skills; practices that teachers incorporate into the classroom; content and support that is integrated into academics; and/or larger organizational, culture, or school climate strategies.</p> <p>SEL selection and approaches should be data-driven to meet the needs and build on the strengths of your campus/district.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • ADE SEL Competencies • Funding Sources for SEL • CASEL <p>Examples of SEL Programs*:</p> <ul style="list-style-type: none"> • CASEL Guide: Prek and Elementary Evidence-Based Programs • CASEL Guide: Middle and High School Edition <p>*This does not imply an ADE endorsement of curriculum</p>
<p>Additional Potential Roles & Responsibilities:</p>	<p>Your school counselor may engage in the following appropriate additional activities and services, provided these activities are balanced appropriately with other responsibilities: See additional list of appropriate / inappropriate utilization of school counselors</p>	

**Arizona Department of Education: School Safety Program
Requirements for School Counselors and School Social Workers FY 2021**

Program Recommendations	Details	Resources
<p>Recommended, not required:</p> <p>Utilize a Multi-Tiered, Multi-Domain System of Support (MTMDDS) approach.</p> <p>If utilizing MTSS, fidelity to Tier 1 Interventions is the single most important data point that a school can use to determine how successful their MTSS program is. Investing in strategies focused on Tier 1 will reduce the need for interventions at the Tier 2 and Tier 3 levels.</p>	<p>Examples of Tiered Supports:</p> <ul style="list-style-type: none"> • Tier 1: ASCA Standard & Competency based school counselor core curriculum lessons; Universal prevention and intervention programs: universal screening (academic, behavioral, emotional barriers); Individual Student Planning (grades 6-12); school-wide programs and activities focused on e.g. orientations/transitions; college/careers; social/emotional days and initiatives; infusing SEL into learning/the classroom; school-wide positive behavior interventions; advisory/homerooms; lunchtime power hour; campus culture and climate activities • Tier 1 Indirect: Staff development related to identification and referral for mental health concerns • Tier 2: Small and large group workshops, consultation, collaboration, evidence-based interventions focusing on at-risk indicators e.g. attendance, behavior, credit deficiency, post-secondary readiness; group academic or skill building groups; alternative to suspension programs; in-school suspension support programs; selected dating violence or drug prevention presentations; check and connect; check in/check out; mentorship programs; peer support programs; school wide mental health screener • Tier 2 Indirect: Selected staff professional development to address campus wide concerns; selected in-class lessons based on campus data (i.e. dating violence 	<p>Data to determine fidelity to Tier 1:</p> <ul style="list-style-type: none"> • Tiered Fidelity Inventory (Yearly) • Team Implementation Checklist (TIC) (Yearly) • Benchmarks of Quality (BOQ) • School-wide Evaluation Tool • ED School Climate Survey • School Climate Measure <p>Data to determine Tier 2 & Tier 3 Intervention Groups:</p> <ul style="list-style-type: none"> • Office Discipline Referrals • Chronic absentee data • Academic • Self-Referral (Develop process or utilize screening tool) • Teacher Referrals (Develop process or utilize screening tool) <p>Resources:</p> <ul style="list-style-type: none"> • ADE Data Story Form • Trish Hatch & Hatching Results: <ul style="list-style-type: none"> ◦ "Hatching Results for Secondary School Counseling" ◦ "Hatching Tier Two and Tier Three in your Elementary School Counseling Program" ◦ Hatching Results Videos • 21 Measures of Risk and Protective Factors for Youth and Young Adults • PBIS Tier 1 • PBIS Tier 2 • PBIS Tier 3

**Arizona Department of Education: School Safety Program
Requirements for School Counselors and School Social Workers FY 2021**

	<ul style="list-style-type: none"> presentations to Junior classes before prom) Tier 3: Emergency/crisis response events or support students that remain unresolved within Tier 2, e.g. Short-term solution focused counseling, consultation, referral to additional resources as needed Tier 3 Indirect: referrals to community-based mental health / other support services; consultation with teachers/families to address increase success in academic environment and improve overall wellness; supporting development of behavior intervention plans 	<p>Examples of time-tracking tools:</p> <ul style="list-style-type: none"> SCUTA ASCA Use of Time Calculator SSWN Tools ADE Template Adapted from ASCA Template
<p>Recommended, not required:</p> <p>Complete weekly or monthly time log of activities to help with program improvements</p>	<p>Each school may have its own method to track time and services throughout the week. ADE will not collect this data but reserves the right to request effort logs if a concern is raised. If tracked regularly or used as a time study throughout the year, this information can provide valuable insight for your school/LEA. Time logs are not intended to be used as a punitive tool against the school counselor, but rather as another data point to evaluate campus needs and areas for program improvement.</p> <p>Examples of activities to track:</p> <ul style="list-style-type: none"> Designing and implementing tiered interventions SSP Requirements Non-school-counseling-related duties "Fair Share Activities" Additional duties that contribute to building relationships, visibility, and a culture of support 	

Addendum C.

**School Safety Program
Fiscal Year 2021 End-Year Report**

Due: June 25, 2021

1. Award Information: District/Charter, School, Position

Select the district/charter name and school name from the drop-down menu. Manually enter the first and last name of the awarded position. Select the awarded position (school counselor, school social worker, school resource officer, or juvenile probation officer) from the drop-down menu.

District or Charter Name	Select	Schools: Ajo USD - Mayer USD
Select District/Charter Name	School	Schools: Mesa USD - Vail USD
	Name	Schools: Washington ESD - Yuma UHSD

Awarded Position Name (Enter first name and last name)	Awarded Position
	Select Position

2. School Safety Assessment and Prevention Team (SSAPT)

Enter the date, safety concerns identified by data, data reviewed, and team member attendance for each SSAPT quarterly meeting held during FY 2021. If multiple meetings were held each quarter, document one to represent compliance for the quarter. For the Arizona Department of Education (ADE) to check compliance, names, **AND** titles of those who attended each quarterly meeting must be provided. **For schools awarded a school resource officer or juvenile probation officer, please be specific as to who is filling the role of the school prevention coordinator or school mental health/behavioral health specialist on the SSAPT team.**

- Joint sites only: please complete this section for the primary school; if the joint site convened a separate SSAPT meeting, please complete the second table.
- Sites awarded in January 2021: please complete Quarters 3 and 4

Qtr.	Meeting Date Select Date	Safety Concerns Identified by Data	Data Reviewed	Team Member Attendance	
				Name(s)	Title(s)
Q1					
Q2					
Q3					
Q4					

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

For joint applicants only (complete if the joint site convened a separate SSAPT)

Qtr.	Meeting Date <small>Select Date</small>	Safety Concerns Identified by Data	Data Reviewed	Team Member Attendance	
				Name(s)	Title(s)
Q1					
Q2					
Q3					
Q4					

3. **Activity Log Summary – School Resource Officers (SRO) or Juvenile Probation Officers (JPO)**
Complete this question if the FY 2021 awarded position was an SRO or JPO. Implementation of Law Related Education (LRE) is highly encouraged and valued by the School Safety Program. Due to COVID-19, there was no minimum or maximum number of LRE hours (cohort or universal) required in FY 2021. LRE hours could be conducted virtually.

a. **Cohort LRE Classroom Instruction**

Enter the student group, grade, LRE topic or curriculum, safety concern addressed (**please refer to the concerns noted in the quarterly meetings**), number of lessons, and total LRE classroom instruction hours taught per cohort during Fiscal Year 2021. The total overall Cohort LRE instruction hours will auto calculate.

	Student Group	Grade	LRE Topic or Curriculum	Safety Concern Addressed	No. of Lessons	Total Hours
E.g.	<i>Ms. Peters – Social Studies</i>	<i>8</i>	<i>Marijuana: Be Informed</i>	<i>Peer Conflict</i>	<i>6</i> <small>Numbers Only</small>	<i>6</i> <small>Numbers Only</small>
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Total Cohort LRE Classroom Instruction Hours						0.00

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

b. Universal LRE Instruction

Enter total number of LRE hours completed during FY 2021 in each of the Universal LRE categories below. Due to COVID-19, there was no minimum or maximum number of universal LRE hours required in FY 2021. Universal LRE hours could be conducted virtually. The total overall Universal LRE hours will auto calculate.

Universal LRE Classroom Instruction Hours	
Universal LRE Staff and Community Instruction	
Universal LRE Planning and Preparation	
Total Universal LRE Hours	0.00

The Total LRE hours (Cohort + Universal) will auto calculate.

Total LRE Hours	0.00
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c. Time Off-Campus

Enter the total number of hours the officer spent off campus during FY 2021. Due to COVID-19, time off-campus in FY 2021 was considered time the officer spent away from the virtual or physical campus on activities that were unrelated to the school.

Total Off Campus Hours	
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4. Activity Log Summary – School Counselors or School Social Workers

Complete this question if the FY 2021 awarded position was a school counselor of a school social worker. School counselors and school social workers funded by the School Safety Program are required to implement Social Emotional Learning (SEL) Programming and to support staff in implementing SEL. There is no minimum or maximum number of hours required. Please use the log below to capture the key SEL activities conducted by the school counselor or school social worker in FY 2021. SEL hours could be conducted virtually

SEL Services Provided to Staff/Parents/Students; Please complete the Tier 1, Tier 2, and Tier 3 logs on the following pages.

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

- a. **Tier 1 – Universal Interventions** (for example - classroom presentations, professional development to staff, school events). The total number of individuals served, and activities held will auto calculate.

Tier 1 – Universal Interventions							
No.	Date(s) <small>Select Date from drop-down box</small>	Audience (Students, Parents, or Staff)	Type of Activity	Description of Activity	SEL 5 Primary Competencies Addressed (see Notes)	No. of Individuals Served <small>Numbers Only</small>	No. of Activities Held <small>Numbers Only</small>
E.g. 1	02/16/21	Staff	<i>Professional development</i>	<i>Presentation to all teachers about implementing SEL using CASEL resources</i>	Self-awareness	50	3
E.g. 2	04/08/21	Students	<i>SEL lessons to 1st grade on bullying</i>	<i>Classroom presentations with SRO to 6th graders on bullying prevention</i>	Social awareness, self- management	100	4
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Total						0.00	0.00

Notes:

- Information submitted must not include any personally identifiable information (PII) relating to students, parents, or staff, including names, identification numbers, or anything that could identify an individual
- SEL 5 Primary Competencies Addressed – select one or more from self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

- b. **Tier 2 – Targeted Interventions** (for example - small groups, check-in/check-out, individual sessions). The total number of individuals served, and activities held will auto calculate.

Tier 2 – Targeted Interventions							
No.	Date(s) <small>Select Date from drop-down box</small>	Audience (Students, Parents, or Staff)	Type of Activity	Description of Activity	SEL 5 Primary Competencies Addressed (see Notes)	No. of Individuals Served <small>Numbers Only</small>	No. of Activities Held <small>Numbers Only</small>
<i>E.g. 1</i>	<i>02/09/21</i>	<i>Students</i>	<i>Small group on grief and loss</i>	<i>Meet with group of 7 individuals once a week who self-reported wanting help with grief and loss through COVID-19</i>	<i>Self-awareness, social awareness</i>	<i>7</i>	<i>1</i>
<i>E.g. 2</i>	<i>03/12/21</i>	<i>Students</i>	<i>Peer tutoring</i>	<i>Facilitating students tutoring other students</i>	<i>Relationship skills</i>	<i>5</i>	<i>1</i>
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Total						0.00	0.00

Notes:

- Information submitted must not include any personally identifiable information (PII) relating to students, parents, or staff, including names, identification numbers, or anything that could identify an individual
- SEL 5 Primary Competencies Addressed – select one or more from self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

- c. **Tier 3 – Individual Interventions** (for example: referrals to behavioral health agencies, crisis intervention, consult or collaborate with support providers). The total number of individuals served, and activities held will auto calculate.

Tier 3 – Individual Interventions							
No.	Month(s) <small>Select Date from drop-down box Month/Year Only</small>	Audience (Students, Parents, or Staff)	Type of Activity	Description of Activity	SEL 5 Primary Competencies Addressed (see Notes)	No. of Individuals Served <small>Numbers Only</small>	No. of Activities Held <small>Numbers Only</small>
E.g. 1	April	Students	Daily behavior form	Behavior chart that tracks each class period, send chart home for parent to review daily, review with student daily	Self-awareness, responsible decision making, self-management	3	30
E.g. 2	May	Student and parent	Consult with support providers	Student and family needed additional support outside of what school could provide	N/A	1	1
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23.							
Total						0.00	0.00

Notes:

- Information submitted must not include any personally identifiable information (PII) relating to students, parents, or staff, including names, identification numbers, or anything that could identify an individual
- SEL 5 Primary Competencies Addressed – select one or more from self-awareness, self-management, responsible decision-making, relationship skills, and social awareness.

School Safety Program Fiscal Year 2021 End-Year Report

Due: June 25, 2021

5. Reflection on FY 2021

a. **Complete if the FY 2021 Awarded Position was an SRO or JPO:**

Given the unique circumstances with in-person/virtual/hybrid learning in FY 2021, please provide one or two specific examples of how the officer was utilized to impact school connectedness and/or safety in the virtual or physical school environment.

b. **Complete if the FY 2021 Awarded Position was a School Counselors or School Social Worker:**

Given the unique circumstances with in-person/virtual/hybrid learning in FY 2021, please provide one or two specific examples of how the school counselor or school social worker was utilized to impact school connectedness and/or safety in the virtual or physical school environment. Please include specific examples of SEL implementation.

c. **Working Towards a More Equitable, Diverse, and Inclusive School Community**

The School Safety Program provided your team with introductory training around the connection between school safety and an equitable, diverse, and inclusive school community. Please provide one or two specific examples of the work your team is undertaking to create a more equitable, diverse, and inclusive school community.

**School Safety Program
Fiscal Year 2021 End-Year Report**

Due: June 25, 2021

d. Helpful Adaptations

What is one practice you adopted to adapt to working in the unique circumstances with in-person/virtual/hybrid learning that you found helpful and will continue to do in the future.

Questions 5.e. and 5.f. each use a Likert scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree. Please select your response from the drop-down box.

e. Participating in the School Safety Program is helping us ...

- i. Foster a professional community in our school around school safety
- ii. Foster a professional community in our school around school connectedness
- iii. Use data to determine areas of needed attention and growth around school safety
- iv. Use data to determine areas of needed attention and growth around school connectedness

f. Creating Connections

- i. Being able to provide virtual LRE/SEL classes helped our team better connect with the school community
- ii. Providing broader services and supports to families (i.e., food distribution, home visits) helped our team better connect with the school community

6. Customer Service

Describe any customer service recommendations to help the Arizona Department of Education's SSP team better assist schools with the program. If none, please type 'None'.