

School Safety Program Guidance for School Year 2021-2022 Schools Awarded a School Counselor or School Social Worker

This document summarizes the School Safety Program (SSP) requirements for School Year (SY) 2021-2022 for schools awarded a school counselor or school social worker. A separate guidance document is provided for schools awarded a school resource officer or juvenile probation officer.

If you have questions about this document, please contact the SSP team at SchoolSafety.SocialWellness@azed.gov.

Program Requirement	Information	Resources
<p>Training</p>	<p>Each of the following program participants has an annual training requirement to meet:</p> <ul style="list-style-type: none"> • District/Charter Administrator • Site Administrator (principal, assistant principal, or dean of students) • School counselor or school social worker <p>See the School Safety Program University Course Catalog and the FY 2022 School Safety Program Training Schedule for additional information on who attends what training. All trainings are provided virtually, unless the SSP team notifies you otherwise.</p>	<p>SSP University Course Catalog</p> <p>FY 2022 SSP Training Schedule</p>
<p>School Safety Assessment and Prevention Team (SSAPT)</p>	<p>The purpose of the SSAPT is to conduct a safety needs assessment, use the needs assessment data on an on-going basis to determine the use of the school counselor or school social worker consistent with program requirements, coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, including recommended SEL programming, and make recommendations for continuous improvement of the program. A team may be formed specifically to meet this requirement, or an existing appropriate team may be utilized. The school counselor or school social worker is encouraged to participate actively in sharing his/her expertise in mental health, SEL, and equitable student-centered supports and interventions.</p> <p>The SSAPT is required to meet at a minimum on a quarterly basis. For the purpose of the SSP, quarterly is defined as three-month intervals (July-September, October-December, January-March, and April-June). Monthly meetings are recommended.</p>	<p>TheShapeSystem.com</p>

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	<p>The team membership must consist of:</p> <ul style="list-style-type: none"> • Site Administrator (principal, assistant principal, or dean of students) • School counselor or school social worker <p>Other members as needed. For example, district transportation representative, teacher representative, etc.</p> <p>A sample SSAPT agenda template is included in the Resources column.</p> <p>The SSAPT should design their School Safety Program so the team has some measurable outcomes to report. For example, pick two or three indicators from the following list that your program will focus on and use to measure impact:</p> <ul style="list-style-type: none"> • Office Discipline Referrals • Chronic absentee data/attendance data • Suspension/expulsion data • Academic measures • Other indicator useful to your campus 	<p>SSAPT Agenda</p>
Operational Plan	<p>Under the direction of the school administrator, each school is required to develop and utilize an operational plan that incorporates program requirements and illustrates the site-specific program design in a succinct and logical manner. The plan is a fluid document that should be used by the school administrator, school counselor or school social worker, and the SSAPT to monitor program implementation and provide continuous improvement throughout the school year.</p> <p>The Operational Plan template is included in the Resources column.</p>	<p>SSP Operational Plan</p>
Social Emotional Learning (SEL)	<p>SEL selection and approaches should be data- driven to meet the needs and build upon the strengths of your campus/district. SEL can include the following:</p> <ul style="list-style-type: none"> • 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>ADE SEL Competencies Funding Sources for SEL CASEL The CASEL guide to Schoolwide SEL</p>

Program Requirement	Information	Resources
		<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>School Counselors: Utilize School Counselor Practice 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>ASCA School Counselor Professional Standards and Competencies ASCA Templates ASCA Texts:</p> <ul style="list-style-type: none"> • "Making DATA Work, an ASCA National Model publication" • "ASCA National Model: A Framework for School Counseling Programs" – 4th Edition • "ASCA National Model: Implementation Guide" <p>Trish 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>
<p>School Social Workers: 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>School Social Work Practice Model NASW School Social Work Standards</p>

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	<p>Major tenants of the School Social Work Practice Model include:</p> <ol style="list-style-type: none"> a. Provide evidence-based education, behavior, and mental health services b. Promote a school climate and culture conducive to learning and teaching excellence c. 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>Activity Log and Program Reporting</p>	<p>It is a requirement of the SSP to quantify activities implemented under the grant. Each school may have its own method to track activities and services. The data collected will be utilized for the end-of-year reporting and for program evaluation purposes.</p> <p>The following is a list of activities that should be included, but it is not an exhaustive list: <u>Number of:</u></p> <ul style="list-style-type: none"> • individual sessions • Group sessions • Classroom lessons/presentations • Student support meetings (IEPs, 504s, student assistance teams) attended • DCS referrals • Staff presentations • Parent presentations 	<p>Examples of activity-tracking tools:</p> <ul style="list-style-type: none"> • SSWN Tools • SCUTA • ASCA Use of Time Calculator <p>ADE Adaptation of ASCA Use of TimeCalculator</p>
<p>Additional Program Documentation</p>	<p>The following documentation must also be maintained and submitted in the end year report.</p> <ul style="list-style-type: none"> • Quarterly SSAPT meetings (meeting dates, safety concerns identified by data, data reviewed, team member attendance) • Required training attendance • Description of SEL program implementation 	
<p>Program Evaluation</p>	<p>Arizona Revised Statute 15-154 requires the ADE to evaluate the effectiveness of the School Safety Program and report on the activities of the program to the President of the Arizona Senate, the Speaker of the Arizona House of Representatives, and the Governor</p>	

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	of Arizona on or before November 1 of each year. The evaluation and report shall include survey results and data from participating schools on the impact of participating in the School Safety Program. Schools awarded funding under the School Safety Program agree to participate in the evaluation.	

The following are recommended, but not required

<p>Social Workers – use a Multi-Tiered System of Support (MTSS); Counselor - use a Multi-Tiered, Multi-Domain System of Support (MTMDSS) Approach</p>	<p>Fidelity to Tier 1 interventions is the single most important data point that a school can use to determine how successful their 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 Direct: 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 Direct: 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 presentations to Junior classes before prom) • Tier 3 Direct: Emergency/crisis response events or support students that remain unresolved within Tier 2, e.g., Short-term solution focused counseling, consultation, 	<p>Data to determine fidelity to Tier 1:</p> <ul style="list-style-type: none"> • Tiered Fidelity Inventory • Team Implementation Checklist • 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> <p>Trish Hatch & Hatching Results:</p> <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
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	<p>referral to additional resources as needed</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 	<ul style="list-style-type: none"> • 21 Measures of Risk and Protective Factors for Youth and Young Adults • PBIS Tier 1 • PBIS Tier 2 • PBIS Tier 3
Training Electives	<p>SSAPT members are encouraged to participate in electives that support campus needs. Some electives will be offered or recommended by the SSP.</p> <p>Example Electives:</p> <ul style="list-style-type: none"> • Suicide prevention training • School-based threat assessment training • Training specific to equity, diversity, and inclusion • Participation in SSP Coffee Chats and Office Hours 	
Before and After School Activities	<p>Participate in before and after-school activities where possible to build relationships with students and staff.</p>	
School Leadership Teams	<p>Participate in school leadership teams to build relationships and networks.</p>	