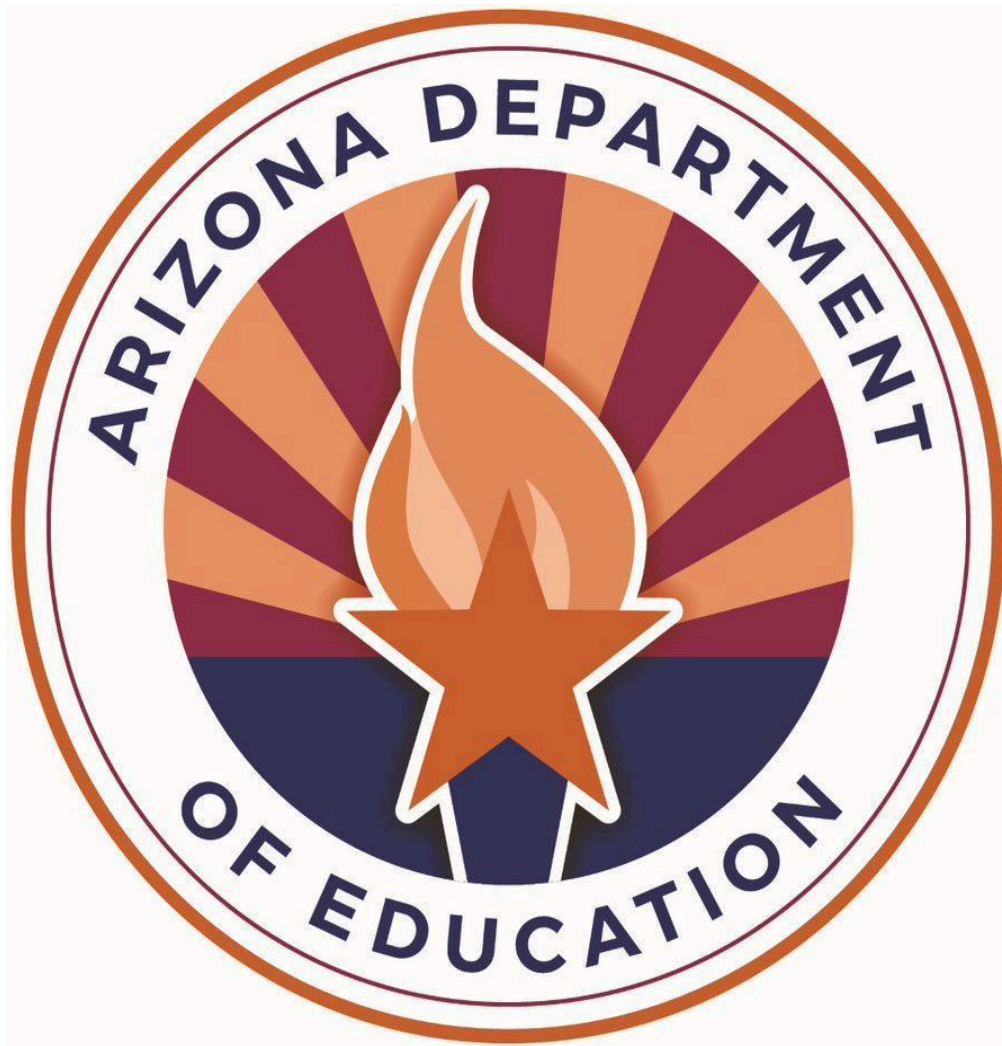


SCHOOL SAFETY PROGRAM MANUAL
SCHOOL RESOURCE OFFICER/SCHOOL SAFETY OFFICER AND JUVENILE
PROBATION OFFICER

REVISED JULY 2025



The Arizona Department of Education (ADE) is pleased to provide the *School Safety Program SRO/JPO Manual*. The manual is intended for use by all those involved in the program. This manual is intended to provide information on the intent of the grant, the responsibilities of all parties, requirements for grant compliance, assistance with administrative issues, and the elements of an effective School Safety Program.

For clarification on issues or to provide feedback on the content, contact the School Safety Program at SchoolSafetySocialWellness@azed.gov. The manual is a living document that will go through changes as needed to meet the needs of the program. The ADE will continue to revise the manual as needed; therefore, comments from those using the manual are appreciated.

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SECTION 1: INTRODUCTION TO THE SCHOOL SAFETY PROGRAM

The School Safety Program is governed by Arizona Revised Statute (ARS) 15-154. Key sections of the statute are included below.

ARS 15-154

The school safety program is established within the department of education to support, promote and enhance safe and effective learning environments for all students by supporting the costs of placing school counselors, school social workers, school resource officers, school safety officers, and juvenile probation officers on school campuses. A school district or charter school may apply to participate in the school safety program as provided in this section for up to three fiscal years by submitting by April 15 a program proposal to the department of education. A school district or charter school that receives approval for a three-year program under this subsection may annually submit a modified spending plan for its approved program.

Program Proposals

A program proposal submitted by a school district or charter school for supporting the costs of placing school resource officers, school safety officers, or juvenile probation officers, or both, on a school campus shall contain:

1. A detailed description of the school safety needs of the charter school or school district.
2. A plan for implementing a law-related education program or a plan that demonstrates the existence of a law-related education program as a school safety prevention strategy.
3. A plan to use trained school resource officers, school safety officers, or juvenile probation officers in the school, or both.
4. If the school district or charter school has already participated in the school safety program, information on the success, compliance and implementation of the most recent grant.

Program Evaluation

The Department of Education shall evaluate the effectiveness of all the approved program proposals and report on the activities of the program and the 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.

Definitions

"Law-related education" means interactive education to equip children and youth with knowledge and skills pertaining to the law, school safety and effective citizenship.

"Law-related education program" means a program designed to provide children and youth with knowledge, skills and activities pertaining to the law and legal process and to promote law-abiding behavior with the purpose of preventing children and youth from engaging in delinquency or violence and enabling them to become productive citizens.

"School resource officer" means any of the following:

(a) A peace officer. or (b) A full-authority reserve peace officer who is certified by the Arizona peace officer standards and training board. (c) an individual who was previously employed as a peace officer in this state, who retired in good standing and who is assigned to participate in the school safety program by a law enforcement agency pursuant to section 15-155.

"School safety officer" means a school resource officer who is working in an off-duty capacity.

"Juvenile probation officer" means a probation officer that is a sworn officer of the court appointed to work with delinquent or incorrigible juveniles. Juvenile probation officers perform other duties as required or prescribed by the presiding judge of the juvenile court and have the authority of a peace officer in the performance of the court officer's duties.

SECTION 2: APPLYING FOR THE SCHOOL SAFETY PROGRAM

The School Safety Program is a competitive grant that operates in three-year cycles. Each funding year begins on July 1st and ends on June 30th.

Eligibility

The authorizing statute for the School Safety Program, ARS 15-154, allows Arizona school districts or charter schools to apply to participate in the School Safety Program for up to three fiscal years through a competitive application process. Public schools interested in applying for this three-year grant must go through their district/charter holder.

Application Process

Applications are submitted for a three-year cycle through the ADE's on-line grants management enterprise. The application due date, established in ARS 15-154, is April 15th each year. Late applications are not accepted.

Award Process

The ADE, subject to review and approval of the State Board of Education, distributes monies to the school districts and charters that are in compliance with program requirements and whose plans have been approved by the State Board of Education.

Appeal Procedure

Who May File an Appeal: A school/district or charter denied award or renewal of their School Safety Program Grant.

Definition of an Appeal: A written request for an appeal committee to review a denied grant application. The request shall be signed and dated by the school site administrator and the district superintendent or charter holder. The request must state the nature of the appeal and include detailed factual support.

Request for Hearing: A notice of appeal or request for a hearing must be received by the ADE within 30 calendar days from the postmarked date of the grant denial letter. The request shall contain your school site, district, address, the action being appealed, a concise statement of the facts asserted and relief sought along with any supplemental documentation. In accordance with ADE policies and procedures for competitive discretionary grants, ARS 41-2701– 2704, and ARS 41- 2611, each application was reviewed and scored by three reviewers and the scores were averaged. Requests to dispute the score given by the review team, and requests to modify, reintroduce or expand upon original information provided in the application, cannot be considered. The request shall be sent by certified mail to:

Arizona Department of Education
Attention: Mike Kurtenbach, Associate Superintendent School Safety Division
1535 W. Jefferson Street Phoenix, Arizona 85007

Hearing Panel: Upon receipt of formal written request, ADE will schedule a hearing panel of ADE employees who are independent and impartial from the School Safety Program.

Schedule of Hearing: A hearing shall be scheduled within 30 days of receipt of formal written request. The requester shall be notified at least 10 business days prior to hearing date and location. The requester may submit written materials no later than five business days prior to the scheduled hearing date.

Hearing Process: At the hearing the requester may present the submitted written documentation. The panel may request additional supporting evidence and/or supportive documentation. If the requester or authorized representative fails to appear at the designated date, time, and location of the hearing, the appeal shall be considered closed and the process terminated.

Decision: The requester shall be notified of the final decision determined by the hearing panel via certified mail postmarked within 5 business days of hearing date.

SECTION 3: PROGRAM REQUIREMENTS

The following are the requirements of the School Safety Program. Noncompliance with program requirements could result in loss of current and/or future grant funding.

Intergovernmental Agreement (IGA)

For each site receiving funding under the School Safety Program, an Intergovernmental Agreement must be developed between your district/charter and the law enforcement agency/probation department. This essential document is an important step toward implementing a successful School Safety Program. The document shall be completed annually, within 30 days of when the officer begins work at the school. The agreement shall be kept on file at each funded site for review during a site visit conducted by the ADE.

ARS 15-154 requires that the IGA include a dispute resolution process between the district/charter and the law enforcement agency. A IGA Template with all required elements in the links located in Section 6.

The Intergovernmental Agreement: Developing the Partnership

The Intergovernmental Agreement (IGA) is a general term for a contract that is developed jointly and agreed upon by the district/charter, site administrator, and law enforcement or probation department. This written agreement outlines the purpose of the partnership and the fundamental responsibilities of each entity. The terms set forth in the IGA shall be in accordance with the established guidelines of the School Safety Program.

A.R.S. 11-952. Intergovernmental agreements and contracts

B. Any such contract or agreement shall specify the following:

1. Its duration.
2. Its purpose or purposes.
3. The manner of financing the joint or cooperative undertaking and of establishing and maintaining a budget for the undertaking.
4. The permissible method or methods to be employed in accomplishing the partial or complete termination of the agreement and for disposing of property on such partial or complete termination.
5. If a separate legal entity is formed pursuant to subsection A, the precise organization, composition, title and nature of the entity.
6. Any other necessary and proper matters.

C. No agreement made pursuant to this article shall relieve any public agency of any obligation or responsibility imposed on it by law.

D. Except as provided in subsection E, every agreement or contract involving any public agency or public procurement unit of this state made pursuant to this article, before its execution, shall be submitted to the attorney for each such public agency or public procurement unit, who shall determine whether the agreement is in proper form and is within the powers and authority granted under the laws of this state to such public agency or public procurement unit.

E. A federal department or agency or public agency of another state that is a party to an agreement or contract made pursuant to this article is not required to submit the agreement or contract to the attorney for the department or agency unless required under federal law or the law of the other state.

F. Appropriate action by ordinance or resolution or otherwise pursuant to the laws applicable to the governing bodies of the participating agencies approving or extending the duration of the agreement or contract shall be necessary before any such agreement, contract or extension may be filed or become effective.

G. An agreement or contract may be extended as many times as is desirable, but each extension may not exceed the duration of the previous agreement.

H. Payment for services under this section shall not be made unless pursuant to a fully approved written contract.

I. A person who authorizes payment of any monies in violation of this section is liable for the monies paid plus twenty percent of such amount and legal interest from the date of payment.

J. Notwithstanding any other provision of law, public agencies may enter into a contract or agreement pursuant to this section with the superior court, justice courts and municipal courts for related services and facilities of such courts for a term not to exceed ten years, with the approval of such contract or agreement by the presiding judge of the superior court in the county in which the court or courts that provide the facilities or services are located.

In addition to A.R.S. 11-952, the IGA shall also contain a statement that:

- The SRO/JPO shall fulfill their duties as a sworn law enforcement officer for the State of Arizona.
- No district/charter/or site administrator shall interfere with the duties of the SRO/JPO as a sworn law enforcement officer.
- The district or charter and partnering law enforcement agency shall define a dispute resolution process.
- All entities shall accept the School Safety Program requirements contained in the SSP Manual.
- The roles and responsibilities of all entities shall be accepted as established by the School Safety Program requirements contained in SSP Manual.
- The district shall pay within 30 days of receipt of the invoice from the law enforcement or juvenile probation department.
- The district shall pay late fees as established between the district and law enforcement/probation department and denoted in the IGA. Late fees shall not be paid from School Safety Grant funds.
- The District will provide the police officer with an office at the officer's assigned school and resources to fulfill their duties (please see example IGA for a list of recommended resources)

The Hiring Process

Selecting the right officer is one of the most important aspects of making the School Safety Program successful. A minimum of a three-year assignment at the same school(s), in conjunction with the School Safety Program grant cycle, is recommended. The effectiveness and continuity of the officer significantly contributes to the quality of the program.

The selection process should identify officers who are best suited to the work as a school resource officer or juvenile probation officer. That officer should be committed to the goals of the School Safety Grant.

Because the School Safety Program is a partnership between the school and law enforcement/probation department, involving the school administration in the selection process is necessary. After the final candidates have been selected by the department/agency, a school administrator becomes a part of the selection. It is important that the school becomes involved because:

- The school administrator brings to the selection process the needs of the school.
- The school administrator brings to the selection process the type of personality that will work best in a specific school environment.
- The school administrator brings to the selection process insights into what is required to be effective in the school community.
- The correct applicant is more likely to be selected with the school's involvement.
- There is more of a buy-in from the school to successfully integrate the officer into the school community when they have been part of the selection process.
- The school administration brings to the selection process a critical understanding of the School Safety Program.

In situations when only one officer is available for the position, the school still should have the opportunity to review the candidate before the decision is made.

Candidates should meet the minimum qualifications recommended in this guidance to ensure an effective collaboration between the school, officer, and agency. Exceptions may occur. Under mitigating circumstances and with the ADE's grant manager's approval, the position may be filled through an alternative option.

When School is not in Session: Summer Break and Intersession

The School Safety Grant is awarded for a typical 10-month school year. The site administrator, officer, and police/probation department have the option of extending services for 12 months to include when school is not in session. This may include intersession and summer break. Applications should reflect a 10 month salary unless the 11 or 12 month salary is specifically referenced and supported on the application. To maintain the integrity of the program, teachers and students are present on campus during intersession or summer break.

Terms of an 11 or 12 month position shall be established on the application as well as the IGA.

Possible Officer Activities when School is not in Session:

- Plan school security improvements
- Prepare law-related education lessons
- Develop collaborations with community resources, identifying services offered that could benefit students
- Conduct school safety assessments
- Work with the school safety team to review and update the school safety plan, and conduct school wide exercises to test the plan
- Plan in-service training
- Collaborate with school administration to analyze criminal incident reports and disciplinary records to identify patterns and develop strategies to address problems
- Work with community-based and youth recreational and leadership development activities that compliment and reinforce the School Safety Program
- Attend training opportunities

District Administrator Requirements

The district administrator's support of the School Safety Program is vital to the program's success. The district administrator performs the following duties:

- Is responsible for all assurances listed in the grant application
- Supports and communicates the School Safety Program philosophy to all site staff.
- Develop an Intergovernmental Agreement between the school(s) and the police or juvenile probation department.
- Keeps contact information up to date in GME for themselves, Site Administrators, and Awarded Positions.
- Attends annual required training provided by the ADE School Safety Program.
- Tracks all individuals required training completion for the district.
- Completes all surveys and provides an annual evaluation of the School Safety Program.
- Develops and keeps open communication with local law enforcement.
- Provides communications from ADE to site-level participants as required

Agency Supervisor Requirements

The supervisor's support of the School Safety Program is vital to the success of the program. The supervisor performs the following duties:

General:

- Provides written information on the philosophy and operation of the School Safety Program to appropriate supervisory/management personnel.
- Attends required training provided by the ADE.
- Conducts on-going visits to sites.
- Attempts to observe established School Safety Programs.

Collaborates with the Site Administrator:

- Formally meets with the site administrator at least once per semester.
- Accepts officer assessment forms completed by the site administrator and meets to discuss successes and concerns.
- The agency supervisor and the site administrator are responsible for ensuring the officer is able to meet all grant requirements.

Works Closely with the Officer:

- Ensures officer continuity over the three year grant cycle, to the best of their ability.

- Ensures the SRO/JPO/SSO officer is able to meet all grant requirements.
- Motivates officers and provides positive reinforcement.
- The law enforcement agency should provide uniform and equipment to be able to fulfill their role as an SRO
- Ensures additional activities shall not overwhelm the officer, jeopardize their ability to meet the minimum requirements of this grant (e.g. excessive law enforcement/probation activity), or go against the intent of this program (e.g. disciplinarian, detention monitor, lunch duty, fill-in for teacher)

Assists with Documentation:

- Plays a key role in the development, review, and revision of the IGA.
- Ensures the officer keeps an activity log that tracks officer activities, LRE hours, and time on/off campus.
- Amends or supplements evaluation forms to include performance criteria specific to the school officer's role.

Site Administrator Requirements

(school principal, assistant principal, dean of students, or similar title)

The school principal/site administrator's support of the School Safety Program is vital to the program's success. The site administrator performs the following duties:

General:

- Supports and communicates the School Safety Program philosophy to all staff, students and parents on their campus.
- Understands and conforms to all program guidelines and requirements.
- Attends annual training provided by the ADE.
- Provides access to appropriate educational records and data to officers in accordance with FERPA.
- Provides for the annual evaluation of the School Safety Program.
- Understands that the site administrator, not the officer, is responsible for school discipline.

School Safety Program Team:

- Establishes a multidisciplinary SSPT that meets quarterly to conduct a school needs assessment, uses the needs assessment data on an on-going basis to determine the use of the officer is consistent with program requirements, coordinates prevention programming, and makes recommendations for continuous improvement of the program.
- Ensures the team utilizes needs assessment data to design clear and appropriate strategies and activities to support a successful School Safety Program to include:
 - Use of law enforcement or juvenile probation expertise and resources, including strategic placement of officers for intervention and prevention of potential crime.
 - Use of LRE instruction to students, staff, and the school community.

Question: Is the officer teaching LRE lessons that address the Priority Focus Areas that were identified by the needs assessment completed by the SSPT?

Continuous Improvement Plan

- Under the direction of the school administrator, each school is required to develop and utilize an operational plan that incorporates program requirements and illustrates their site-specific program design in a succinct and logical manner.

Work closely with the Officer

- Administrators should take the lead on school policy violations. The SRO should be involved when a student's conduct violates a law.
- Meets with the officer before the first day of duty to review the IGA, school operational procedures and specifics of the program on campus.
- Introduces the officer to staff and students and integrates the officer into the school community.
- Monitors the officer's activity logs to ensure progress is made toward achieving program requirements.
- Completes an officer performance assessment once per year and shares the information with the officer's supervisor including discussion of successes and concerns.

- Facilitates collaboration between officers and other school personnel on school-wide safety strategies such as staff training, emergency response planning, needs assessment, and prevention programming.
- Develops a collaborative relationship with the officer while allowing the officer to function independently. The officer serves as a resource to the students and staff.
- Ensures additional activities shall not overwhelm the officer, jeopardize their ability to meet the minimum requirements of this grant (e.g. excessive law enforcement/probation activity), or go against the intent of this program (e.g. disciplinarian, detention monitor, lunch duty, fill-in for teacher)

Law-Related Education

- Coordinates the integration of LRE into the classrooms and directs staff development of teachers and officers involved in the delivery of LRE
- Ensures a teacher is present in the classroom at all times during LRE instruction.
- Ensures the teacher reviews the LRE lesson to adjust and implement for any accommodations or modifications required by IEPs.
- Provides time at regular staff meetings and training for the officer to deliver LRE instruction relevant to school-wide prevention safety related updates.
- **30 hours of LRE per semester is recommended**

Collaborates with the Law Enforcement or Juvenile Probation Partners

- Ensures a successful partnership with law enforcement or juvenile probation partners through ongoing proactive and positive communication.
- Formally meets with the officer's supervisor at least once per semester.
- Participates in the selection process of their officer.
- The site administrator and the agency supervisor are responsible for ensuring the officer is able to meet all grant requirements.

Officer Performance Assessment

The site administrator is required to complete an officer performance assessment once a year. The assessment must be shared with the officer's supervisor. The evaluation is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. *It is not meant to supplant the official evaluation process used by the officer's department or agency.* It is at the discretion of the law enforcement agency or probation department to include the school's evaluation in the officer's official folder. Only officers who have performed in a satisfactory manner should be considered for further service in the School Safety Program.

Recommended factors to consider are as follows:

- Does the officer have a clear sense of his/her role?
- Does the officer understand the operational policies and procedures of the school necessary to perform effectively in the position?
- Has the officer attended or is scheduled to take a law-related education class in the current year?
- How does the officer relate to staff, students, and parents?
- Does the officer work well independently?
- Has the officer attempted to meet the requirements of the grant?
- Does the officer perform his/her duties effectively?
- How effective is the officer with classroom presentations?

Informal evaluations that provide the officer and supervisor with feedback regarding the officer's performance should occur frequently.

If a problem occurs, it should first be addressed at the site level between the officer and administration. If a resolution is not reached, the grievance should then move through the process as established by the officer's department and school's policy. The problem should attempt to be resolved at a level nearest the school as possible.

School Safety Program Team (SSPT)

Awarded schools are required to establish a School Safety Program Team (SSPT). The purpose of this team is to create a [SSP Continuous Improvement Plan](#) by conducting a safety needs assessment and use the needs assessment data on an on-going basis to determine the use of the School Resource Officer or Juvenile Probation Officer consistent with program requirements, coordinate efforts of this program with other safety

and prevention programs and activities to achieve greater effectiveness, 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 team membership must consist of:

- School Principal or Assistant Principal
- School Resource Officer, Juvenile Probation Officer, or School Safety Officer
- School Psychologist, mental/behavioral health expert, or similar role (if available)
- School Counselor or School Social Worker (if applicable)
- Security Personnel (if applicable)
- Other members as needed as determined by the school principal

Other members recommended for inclusion on the team are:

- School Staff Representatives
 - Facilities personnel
 - Paraprofessionals
 - Teachers
 - Transportation
 - Etc
- Parent Representative
- Community Organization Representatives
 - Local Fire Dept & Police Dept
 - Mental/Behavioral Health

The team is required to meet at a minimum on a quarterly basis. For the purpose of the School Safety Program, quarterly is identified as three month intervals (July-September, October-December, January-March, and April-June). Monthly meetings are recommended. At each meeting the team should review needs assessment data and the operational plan, make appropriate revisions to the operational plan based on the needs assessment, discuss completed and upcoming activities and milestones, and identify the person(s) responsible for ensuring the activities are achieved.

Question: Is the SSPT reviewing the Continuous Improvement Plan at each of its quarterly meetings?

Continuous Improvement Plan

The site administrator, in collaboration with the school's SSPT, must develop and implement an [SSP Continuous Improvement Plan](#) that aligns with SSP program requirements and demonstrates their site-specific program design. The plan should be logically structured and actionable. This plan must include the following components:

1. Needs Assessment
 - Conduct a comprehensive needs assessment to identify available resources and current safety concerns at the school site
 - Determine top safety concerns, referred to as *Priority Focus Areas*, based on the needs assessment findings
2. Operational Plan
 - Develop a target plan to address each Priority Focus Area. This should include:
 - Specific strategies and interventions
 - How the officer will be specifically utilized
 - Methods for progress monitoring and evaluating effectiveness
 - Implementation of the plan ensuring all team members understand their roles and responsibilities
 - Ongoing review and adjustment of the plan by regularly reviewing progress monitoring data to assess the effectiveness of implemented strategies and make data-informed adjustments as appropriate to ensure continuous improvement

The [SSP Continuous Improvement Plan](#) is a living document. It should be actively used by the SSPT throughout the school year to guide program implementation and support ongoing improvement. Data collected through the plan will be used for reporting purposes to the Arizona Department of Education (ADE). Plans must be maintained in an organized and accessible format and made available upon request by ADE.

Officer Activity Log

To ensure consistent documentation and accountability, officers must use the [SSP Officer Activity Log](#) to record all of their activities. This log serves as a tool to verify alignment with the SSP standards and SSPT's Continuous Improvement Plan.

Officers shall complete the [SSP Officer Activity Log](#) daily. Use of the officer, time on campus, and entries must clearly reflect activities that align with SSP's three roles of an officer and the SSPT's Continuous Improvement Plan.

The site administrator and agency supervisor are responsible for supporting, overseeing, and reviewing the officer's activity log to ensure compliance with the requirements of the SSP Grant. Data collected through the activity logs will be used for reporting purposes to the Arizona Department of Education (ADE). Activity logs must be maintained in an organized and accessible format and made available upon request by ADE.

**Additional activities shall not overwhelm the officer, jeopardize their ability to meet the minimum requirements of this grant (e.g. excessive law enforcement/probation activity), or go against the intent of this program (e.g. disciplinarian, detention monitor, lunch duty, fill-in for teacher)*

Officer Time on Campus

When school is in session:

- An SRO is required to be on campus 80% of the time
- An SSO is required to be on campus 100% of the time
- A JPO is required to be on campus 90% of the time

Time off Campus is any time the officer is not on school grounds during their duty hours. Time off campus may consist of: mandatory SSP training, student home visits, off campus yet school related activities, briefings, supporting local police departments, and required training to maintain AZ Post License.

Officers **are required to use the** [SSP Officer Activity Log](#) to track activities and services they provide to their campuses. The activity log is required to be shared with the agency supervisor and the site administrator. The agency supervisor and site administrator must support, oversee, and review the officer activity log to ensure fulfillment of grant requirements. The data from the logs shall be used for reporting to ADE. The logs must be available upon ADE's request.

Office Space And Office Supplies

A clearly defined location should be established for the school resource officer to conduct confidential school and law enforcement business. It is recommended that the school resource officer's office/space and who will provide office supplies such as paper, a printer, computer, etc. be addressed and agreed upon in the IGA.

Officer Continuity

It is recommended that the officer, who is receiving proper supervision and favorable evaluations from law enforcement supervisors and school administration, remain in their position without rotation from their assignment to support established positive and trusting relationships. ADE recommends maintaining consistent officer assignments. It is recommended that the school resource officer who receives poor evaluations from law enforcement supervisors with input from school administration should be removed from the position.

Officer Performance Assessment

The site administrator is required to complete an officer performance assessment once every year. The assessment must be shared with the officer's supervisor. The evaluation is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official evaluation process used by the officer's department or agency. It is at the discretion of the law enforcement agency or probation department to include the school's evaluation in the officer's official folder. Only officers who have performed in a satisfactory manner should be considered for further service in the School Safety Program. (Recommended Document: SSP Officer Performance)

Training

Specific training is required each year for the following positions (see the [SSP Annual Required Training & Schedule document](#) for details):

- District Administrator
- Site/designee Administrator
- Agency Supervisor
- School Resource Officer (SRO)
- School Safety Officer (SSO)
- Juvenile Probation Officer (JPO)
- School Counselor
- Social Worker

Required Training Information:

- You must create a lawforkids.org login account no later than 30 days after joining the SSP program.
- Failure to meet the annual training requirement will result in the LEA/charter being put on programmatic hold the following year and your LEA will not be able to draw down funds.
- If a grantee missed their annual required training, they must complete two trainings the next year, the missed training in addition to the annual required training for that year.
- For FY26, a returning district administrator must take the District Administrator Advanced Course, which is new for this year. A new District Administrator will take the Leadership 100 course.
- Site Administrator: This is typically the school principal or equivalent (ie: headmaster).
 - If the principal appoints a designee (assistant principal, dean of students, etc.) to oversee & implement the School Safety Program, both the principal and the designee must attend Leadership 100. Thereafter, the designee can attend training on behalf of the principal.
 - If a principal has a designee, and the principal has not attended L100 training since SY23/24 (FY24), they are required to take L100 again, as the training content has changed substantially (this applies to the principal even if their designee is attending training on their behalf and has been compliant).
 - If there is turnover in either the site admin or the designee position, the new site admin or new designee must take Leadership 100.
 - The Designee must be an administrative on-site position such as an assistant principal, dean of students, or another administrative on-site position. The Designee cannot be the counselor, social worker, teacher on special assignment, or front office personnel.
- If an Awarded Position (Counselor, Social Worker or SRO/JPO) has not attended training since SY23/24 (FY24), they are considered a new position and are required to take NCSW or NOT again, as the training content has changed substantially.
- If a grantee joins the SSP later in the school year, they are still required to attend training that school year if the appropriate training is still being offered. If the appropriate training is no longer being offered, the grantee will take the appropriate training the next school year.
- Administrators are welcome to attend New Officer Training or New CSW Training with their SRO, JPOs, or CSWs if seats are available.

Program Evaluation

ARS 15-154 requires the ADE to evaluate the effectiveness of the School Safety Program and report on the activities of the program and the participants in the School Safety Program to the President of the Arizona Senate, the Speaker of the Arizona House of Representatives, and the Governor of Arizona on or before November 1 of each year. The ADE shall provide a copy of this report to the Secretary of State. The evaluation and report shall include survey results from participating schools and data from participating schools on the impact of participating in the School Safety Program. The ADE shall establish data guidelines for School Safety Program participants to follow. By applying for School Safety Program funding, grant recipients agree to participate in the ADE School Safety Program evaluations.

SECTION 4: SRO/JPO/SSO REQUIREMENTS

Section 4 provides information for schools that may have differing experiences of utilizing an SRO/SSO or JPO for school safety. The section looks at the role SROs/SSOs and JPOs play in promoting school safety, dives deeper into the services each role may provide, and concludes with the importance of building partnerships to help support and sustain school safety.

School Resource Officer/School Safety Officer and Juvenile Probation Officer Role in Promoting School Safety

The US Department of Justice, Office of Community Oriented Policing Services, created the [Guiding Principles for School Resource Officer Programs](#) in which it details ways that officers promote school safety. Below we will provide a paraphrased overview of officers role in promoting school safety:

Schools need to create and conserve environments that are safe and are conducive to students' success. When students feel safe and that they are part of a positive school community, they are more likely to thrive socially and academically.

Crime Prevention/Law Enforcement: Officers work with stakeholders to prevent and address crime. They are able to act in the full authority of a certified peace officer. They also serve as a liaison between the school and outside agencies when needed.

Educator: Officers teach law related topics that are geared towards positive student behaviors. They collaborate with stakeholders in providing education and skills to students on school campuses.

Emergency Manager: Officers can conduct needs assessments and provide consultation on comprehensive school safety plans in collaboration with school and district administrators.

Mentor (informal counselor or role model): Officers are a resource to the school community they serve by building relationships, reinforcing positive behaviors, and connecting youth/families with needed services.

In addition to that, The School Safety Program (SSP) guidance was established by ARS 15-154 in 1994 for the purpose of placing School Resource Officers (SRO), School Safety Officer (SSO) and Juvenile Probation Officers (JPO) on school grounds to contribute to safe school environments that are conducive to teaching and learning. Through comprehensive prevention and intervention approaches, School Safety Program funded officers maintain a visible presence on campus; deter delinquent and violent behaviors; serve as an available resource to the school community; and provide students and staff with Law-Related Education (LRE) instruction and training. Officers develop positive interactive relationships with the students, the staff, and the community that they serve. This proactive, prevention-based program is cultivated through collaborative working partnerships between officers, school administration, teachers, and police and juvenile probation departments.

Understanding the role of a School Resource Officer and School Safety Officers

The SRO and SSO support of the School Safety Program is vital to the success of the program. The Police Officer's Creed states "***On my honor, I will never betray my integrity, my character or the public trust. I will always have the courage to hold myself and others accountable for our actions. I will always maintain the highest ethical standards and uphold the values of my community, and the agency I serve.***" You have been entrusted with one of our greatest gifts, our students. As the SRO/SSO, you will be the person that everyone will turn to when there is an emergency. There will be many responsibilities, duties and expectations that the SRO/SSO must fulfill daily.

Under the School Safety Program, School Resources Officers and School Safety Officers responsibilities fall into three categories to support school safety:

Role #1: Law Enforcement Specialist

The Law enforcement specialists will act with the full authority of a law enforcement officer to provide safety and security by:

- Investigate law violations
- Crime prevention

- Emergency Preparedness
- Risk & vulnerability assessment
- Threat assessments
- Crisis intervention
- First aid/CPR
- De-escalation
- Collaboration with local law enforcement
- Referrals for court, community resources, DCS
- Safety consultations
- Prevention training/lessons
- Community Policing
- Uniform and equipment

Role #2: Law-Related Educator

**Exceptions may occur on the Native American reservations*

LRE is the teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship. It also provides instructions in legal rights, responsibilities, and the role of the citizen and requires students to practice the application of LRE in potential real-life situations. (*Adopted by the Arizona Center for Law-Related Education from the Virginia Institute for Law and Citizenship Studies.*) The SSPT uses the needs assessment data and priority focus areas to determine which LRE instruction will address those priority focus areas. Officers provide LRE instruction in three ways:

Student Focused:

1. [Universal LRE](#) - These lessons are typically provided to a large school audience. The purpose of these lessons are to address Tier 1 problems that were identified in the needs assessment.
2. [Cohort LRE](#) - These lessons are targeted for specific classrooms or grade levels experiencing specific concerns identified in your needs assessment. Cohort LRE typically includes 4-6 lessons per topic.

Adult Focused:

3. [Community/Teacher LRE](#) - These lessons are targeted towards providing information or training to your school's parents/community and teachers.

Role #3: Positive Role-Model

"Positive Role Model" adapted from The Successful School Resource Officer Program by Anne J. Atkinson, PhD

As a positive role model for students and the school community, the SRO/SSO should be a role model for rules and expectations of individuals on school campuses. Reinforce and praise students who are meeting those expectations. **Rules and expectations may come up in your LRE Lessons or Character Education Lessons.*

- **Be approachable:** First and foremost, always be approachable.
 - Be the kind of School Resource Officer/School Safety Officer that you would want your children to have.
 - Always strive to be a positive role model because students learn from every observation of, or interaction with, the SRO/SSO.
- **Be visible:** The community should expect the officer's presence to encourage a positive and safe school environment.
 - Arrive early to get yourself situated and ready for the day.
 - Being visible early on will provide a sense of security and safety that will have a ripple effect across your community. This alone can be a deterrent to any ill intended suspect thinking of causing harm to your students and staff. You should be ready for all emergency situations.
 - Be at a focal point early in the morning and throughout the day. Either be at the front door welcoming all students or at a major bus stop at the school. Let the students, staff, and community know that you are there. Capturing Kids Hearts is one example of how to greet our students and provide guidance during the day.
 - Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop a plan to make the desired changes.
 - Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and be a friend.
- **Build relationships:** Building trust and legitimacy for the School Safety Program is paramount.

- The Task Force on 21st Century Policing states “ Law Enforcement culture should embrace a guardian-rather than a warrior mindset.” This has never been so true in our profession.
- As the assigned SRO/SSO you must learn as many pertinent people on your campus. The SRO/SSO should attempt to have a multidisciplinary outreach approach to his school and his community.
- Walk your beat and know the students, families, principal, know the counselors, know the kitchen staff, know the facilities people, and everyone in between. Knowing these different levels at your school will make reporting of security and safety issues easier. Having these different people know what you do and who you are is invaluable.
- Make certain that you include as many of these key people in your SSPT.

As a role model and mentor, the bridge to our students and staff needs to be built daily. You will build it with hundreds of “Good Mornings”, “Good Afternoons”, handshakes, fist bumps, and high fives.

Remember as an SRO, you have been entrusted to care for, protect, motivate, listen, and provide direction to our most prized possession, our students. The students and staff will need to trust you and it will take some time.

Tiered Supports and Instruction for School Resource Officers/School Safety Officers

	<u>Role #1: Law Enforcement Specialist</u>	<u>Role #2: Law-Related Educator</u>	<u>Role #3: Positive Role Model</u>
Tier 3 Individual/Intensive Supports	<p><u>Active Shooter Incident Training</u></p> <ul style="list-style-type: none"> - School Community Training - Must be certified instructor <p><u>Referrals</u></p> <ul style="list-style-type: none"> - Juvenile Court - DCS - Community Resources <p><u>Home visit</u></p> <ul style="list-style-type: none"> - Welfare check - Truancy (Not in truancy officer capacity) - DCS requests officer presence - Unable to successfully contact parents through other means of communication <p><u>Crisis Intervention</u></p> <ul style="list-style-type: none"> - De-escalation - First Responder/Law Enforcement Officer - Active Shooter - Unauthorized person on campus - Dangerous situation in surrounding community (lock down) - First aid/CPR - Collaboration with local law enforcement <p><u>Investigations</u></p> <ul style="list-style-type: none"> - Referred by Administration <i>after</i> they have investigated a school policy violation and determined a violation of the law occurred - Violations of the law - Reported weapon on campus - Reported credible threat to school - Mandatory reported incidents 		<p><u>Restorative Practices</u></p> <ul style="list-style-type: none"> - Following the spirit of creating a positive school climate. - Student/staff training (officer is not implementing as a consequence)

Tier 2 Targeted Supports	<u>Prevention Trainings/Lessons (Not LRE)</u> <ul style="list-style-type: none"> - Substance abuse prevention training - Violence prevention - Gang violence - Dating violence - Domestic violence - Bullying prevention - Check-in/Check-out (CICO) - Character Education 	<u>Cohort Law Related Education</u> <ul style="list-style-type: none"> - Targeted at specific grade levels or groups of students - Based on needs assessment data <u>Community and Teacher Law Related Education</u> <ul style="list-style-type: none"> - Targeted at teachers and parents to increase awareness on specific topics - Based on needs assessment data 	<u>Targeted Role Model Skills</u> <ul style="list-style-type: none"> - College & Career Readiness/life skills - Student engagement in civics through volunteer opportunities - Collaborating with student leadership groups to have student leaders lead school connectedness initiatives (e.g., student recognition/positive initiatives) <u>Targeted Relationship Building</u> <ul style="list-style-type: none"> - Student relationship activities <ul style="list-style-type: none"> - Lunch Bunch, volunteering at events, etc. - Community relationship activities <ul style="list-style-type: none"> - Donuts for dads, coffee chats, etc. - Coordinating Relational Mapping - Informal Counselor/Mentor - Check-in/Check-out (CICO)
Tier 1 Whole School	<u>Daily Risk & Vulnerability Assessments</u> <ul style="list-style-type: none"> - Presence known by school community - Checks for risks/vuln. - Several times throughout the day - After student arrival - Lunch periods/Afternoon - Before student release - After student release <u>Safety Consultations</u> <ul style="list-style-type: none"> - School Policies - School/district Handbooks - Emergency Operations Planning (EOP) - Drills (Fire, lock down, bus, etc.) - Collaboration with local law enforcement - CPTED^{[1][2][3]} 	<u>Universal Law Related Education</u> <ul style="list-style-type: none"> - Prep time to create resources and practice - Time to teach - Universal LRE 	<u>Universal Role Model Skills</u> <ul style="list-style-type: none"> - Caring for the school community activities - Neighborhood/school cleanup - Greeting School Community - Daily Relationships Building - Positive Reinforcement - PBIS - Opportunities for families to connect with the officer - Open door policy - Share school phone number - Officer website/newsletter - Etc. <u>Character Education</u> <ul style="list-style-type: none"> - Character Education: Character Counts!

Foundation For Learning

Agency Required Trainings & AZPost Qualifications

[Ethics & Professionalism](#); [Crime Prevention](#); [Community Policing](#); [Cultural Awareness](#); [Victimology/Trauma](#); [Behavioral Health Crisis Response](#); [Interpersonal Communication](#); First Aid ([Initial Assessment](#), [Shock](#), [Bleeding/Related Injuries](#), [IFAK](#)); [Search & Seizure](#); [Investigation of Specific Crimes](#); [Liquor Control](#); [Narcotics and Dangerous Drugs](#); [Assault](#); [Sexual Offenses](#); [Trespass](#); [Criminal Damage](#); [Theft](#); [Judicial Interference And Related Offenses](#); [Public Order Offenses: Disorderly Conduct/Disrupting the Educational Institution](#); [Weapon & Explosives](#); [Drug Offenses](#); [Obscenity](#); [Sexual Exploitation of Children](#); [Family Offenses](#); [Report Writing](#); [Juvenile Law and Procedures](#); [Civil Liability Issues](#); [Bias-Motivated Crimes](#); [Organized Crime Activity](#); [Firearms Qualifications](#), [Medical/Physical](#)

SSPT Meeting Grant Requirements

- Trained
- Using data to drive decisions
- Maintains an [SSP Officer Activity Log](#)
- Creates and implements an operational plan

SRO/SSO Best Practice Professional Models & Resources

This section provides helpful links that further guide the role and activities of School Resource Officers and School Safety Officers

Professional Models:

[Virginia School-Law Enforcement Partnership Curriculum](#)
[National Association of School Resource Officers \(NASRO\)](#)
[Arizona School Resource Officers Association \(ASROA\)](#)
[Community Oriented Policing Services \(COPS\)](#)

Law Enforcement Code of Ethics & Oath of Honor

AZPOST IACP Canon Of Police Ethics

- **Article 1. Primary Responsibility of Job**
- **Article 2. Limitations of Authority**
- **Article 3. Duty to Be Familiar with the Law and with Responsibilities of Self and Other Public Officials**
- **Article 4. Utilization of Proper Means to Gain Proper Ends**
- **Article 5. Cooperation with Public Officials in the Discharge of Their Authorized Duties**
- **Article 6. Private Conduct**
- **Article 7. Conduct toward the Public**
- **Article 8. Conduct in Arresting and Dealing with Law Violators**
- **Article 10. Presentation of Evidence**
- **Article 11. Attitude toward Profession**

AZPOST IACP Law Enforcement Oath of Honor

“On my honor, I will never betray my badge, my integrity, my character, or the public trust. I will always have the courage to hold myself and others accountable for our actions. I will always uphold the constitution and community I serve.”

State Agencies:

[Arizona Peace Officer Standards and Trainings Board \(AZPOST\)](#)
[Arizona Department of Public Safety \(AZ DPS\)](#)
[Phoenix Police Department](#)
[Maricopa County Sheriff's Office](#)
[Tucson Police Department](#)
[Pima County Sheriff's Office](#)
[Flagstaff Police Department](#)
[Coconino County Sheriff's Office](#)

Understanding the role of a Juvenile Probation Officer

The juvenile probation officer's support of the School Safety Program is vital to the program's success. JPO are expected to spend most of their time on campus; approximately 90 percent of time should be on site. The Juvenile Probation Officer (JPO) has three basic roles:

Role #1: Officer of the Court

The Officer of the Court will act with authority of a sworn court appointed officer to provide safety by:

- **Liaison to court, law enforcement agencies, and other community agencies:**
 - Provides the court with school information that can be instrumental in the determination if a juvenile is to be detained or returned to the community.
 - Networks with other agencies that may, or do, serve the school community in an effort to meet the needs of the students and school.

- **Utilizes institutional knowledge of juvenile courts and resources to support the school community:**
 - Maintains a working knowledge of services available within the court system and community to meet the needs of the students and school. (diversion, FINS, CUTS, etc.)
 - Utilizes expertise and agency resources for intervention and prevention of potential crime.
- **Collaborates with school personnel on school-wide safety strategies (e.g. staff/community trainings, emergency response planning, and prevention programming)**

Role #2: Law-Related Educator

**Exceptions may occur on the Native American reservations*

LRE is the teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship. It also provides instructions in legal rights, responsibilities, and the role of the citizen and requires students to practice the application of LRE in potential real-life situations. (*Adopted by the Arizona Center for Law-Related Education from the Virginia Institute for Law and Citizenship Studies.*) The SSPT uses the needs assessment data and priority focus areas to determine which LRE instruction will address those priority focus areas. Officers provide LRE instruction in three ways:

Student Focused:

1. **Universal LRE** - These lessons are typically provided to a large school audience, such as through an assembly. The purpose of these lessons are to address Tier 1 problems that were identified in the needs assessment.
2. **Cohort LRE** - These lessons are targeted for specific classrooms or grade levels experiencing specific concerns identified in your needs assessment. Cohort LRE typically includes 4-6 lessons per topic.

Adult Focused:

3. **Community/Teacher LRE** - These lessons are targeted towards providing information or training to your school's parents/community and teachers.

Role #3: Positive Role-Model

"Positive Role Model" adapted from The Successful School Resource Officer Program by Anne J. Atkinson, PhD

As a positive role model for students and the school community, the SRO should be a role model for rules and expectations of individuals on school campuses. Reinforce and praise students who are meeting those expectations. **Rules and expectations may come up in your LRE Lessons or Character Education Lessons.*

- **Be approachable:** First and foremost, always be approachable.
 - Be the kind of Juvenile Probation Officer that you would want your children to have.
 - Always strive to be a positive role model because students learn from every observation of, or interaction with, the JPO.
- **Be visible:** The community should expect the officer's presence to encourage a positive and safe school environment.
 - Arrive early to get yourself situated and ready for the day.
 - Being visible early on will provide a sense of security and safety that will have a ripple effect across your community. This alone can be a deterrent to any ill intended suspect thinking of causing harm to your students and staff. You should be ready for all emergency situations.
 - Be at a focal point early in the morning and throughout the day. Either be at the front door welcoming all students or at a major bus stop at the school. Let the students, staff, and community know that you are there. Capturing Kids Hearts is one example of how to greet our students and provide guidance during the day.
 - Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop a plan to make the desired changes.
 - Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and be a friend.
- **Build relationships:** Building trust and legitimacy for the School Safety Program is paramount.

- The Task Force on 21st Century Policing states “ Law Enforcement culture should embrace a guardian-rather than a warrior mindset.” This has never been so true in our profession.
- As the assigned JPO you must learn as many pertinent people on your campus. The JPO should attempt to have a multidisciplinary outreach approach to his school and his community.
- Walk your beat and know the students, families, principal, know the counselors, know the kitchen staff, know the facilities people, and everyone in between. Knowing these different levels at your school will make reporting of security and safety issues easier. Having these different people know what you do and who you are is invaluable.
- Make certain that you include as many of these key people in your SSPT.

As a role model and mentor, the bridge to our students and staff needs to be built daily. You will build it with hundreds of “Good Mornings”, “Good Afternoons”, handshakes, fist bumps, and high fives.

Remember as a JPO, you have been entrusted to care for, protect, motivate, listen, and provide direction to our most prized possession, our students. The students and staff will need to trust you and it will take some time.

Tiered Supports and Instruction for Juvenile Probation Officer

	<u>Role #1: Officer of the Court</u>	<u>Role #2: Law-Related Educator</u>	<u>Role #3: Positive Role Model</u>
Tier 3 Individual/Intensive Supports	<p><u>Collaborate with Government Agencies</u></p> <ul style="list-style-type: none"> - Coordinate efforts involving a local law enforcement agencies and the school - Provides the court with school information that can be instrumental in the determination if a juvenile is to be detained or returned to the community. <p><u>Referrals</u></p> <ul style="list-style-type: none"> - Juvenile Court - Behavioral Health Agency - Diversionary programs - Families in Needs of Services (FINS) - Community Resources - DCS <p><u>Home visit</u></p> <ul style="list-style-type: none"> - Welfare check - Truancy (Not in truancy officer capacity) - DCS requests officer presence - Unable to successfully contact parents through other means of communication 		<p><u>Restorative Practices</u></p> <ul style="list-style-type: none"> - Following the spirit of creating a positive school climate. E.g., graffiti school property, the student will cover graffiti. - Student/staff training (officer is not implementing as a consequence)
	<u>Prevention Trainings/Lessons</u> (Not LRE)	<u>Cohort Law Related Education</u>	<u>Targeted Role Model Skills</u>

	<ul style="list-style-type: none"> - Substance abuse prevention training - Violence prevention programs/curricula (general) - Violence prevention - Gang violence - Dating violence - Domestic violence - Bullying prevention - etc. - Check-in/Check-out (CICO) - Character Education 	<ul style="list-style-type: none"> - Targeted at specific grade levels or groups of students - Based on needs assessment data <p><u>Community and Teacher Law Related Education</u></p> <ul style="list-style-type: none"> - Targeted at teachers and parents to increase awareness on specific topics - Based on needs assessment data 	<ul style="list-style-type: none"> - College & Career Readiness/life skills - Student engagement in civics through volunteer opportunities - Collaborating with student leadership groups to have student leaders lead school connectedness initiatives (e.g., student recognition/positive initiatives) <p><u>Targeted Relationship Building</u></p> <ul style="list-style-type: none"> - Student relationship activities - Lunch Bunch, volunteering at events, etc. - Community relationship activities - Donuts for dads, coffee chats, etc. - Coordinating Relational Mapping - Informal Counselor/Mentor - Check-in/Check-out
	<u>Coordinate Partnerships for Evening Support Centers</u>	<p><u>Universal Law Related Education</u></p> <ul style="list-style-type: none"> - Prep time to create resources and practice 	<p><u>Universal Role Model Skills</u></p> <ul style="list-style-type: none"> - Caring for the school community activities

	<ul style="list-style-type: none"> - E.g., boys and girls club, youth activities, local parks and recreation centers, etc. <p><u>Safety Consultations</u></p> <ul style="list-style-type: none"> - School Policies - School/district Handbooks - Emergency Operations Planning (EOP) - Drills (Fire, lock down, bus, etc.) - Collaboration with local law enforcement - CPTED^{[1][2][3]} - Arizona Youth Assessment System (AZYAS) <p><u>Staff/Community Trainings</u></p> <ul style="list-style-type: none"> - Awareness and safety campaigns - Juvenile court matters (curfew laws, underage consumption, teenage driving, etc.) 	<ul style="list-style-type: none"> - Time to teach - Universal LRE 	<ul style="list-style-type: none"> - Neighborhood/school cleanup - Greeting School Community - Daily Relationships Building - Positive Reinforcement - PBIS - Opportunities for families to connect with the officer - Open door policy - Share school phone number - Officer website/newsletter - Etc. <p><u>Character Education (Not LRE)</u></p> <ul style="list-style-type: none"> - Character Education: Character Counts!
Foundation For Learning	<p><u>Agency Required Trainings</u></p> <p>Probation Officer Certification Academy: Ethics; Re-Entry Simulation; Motivational Interviewing; Compassion Fatigue; Drug Recognition; Implicit Bias; Substance Abuse Interventions; ACEs; Adolescent Development; Family Systems; Data-driven Decision Making; Case Planning; Case Management; Intervention Services Continuum</p> <p>Suicide Prevention and Intervention; Behavioral Management; Defensive Tactics Academy; Firearms Academy; CPR/First Aid Certification</p> <p><u>SSPT Meeting Grant Requirements</u></p> <ul style="list-style-type: none"> - Trained - Using data to drive decisions - Maintains an SSP Officer Activity Log - Creates and implements an operational plan 		

JPO Best Practice Professional Models & Resources

This section provides helpful links that further guide the role and activities of School Juvenile Probation Officers

Professional Models:

[American Probation Parole Association \(APPA\)](#)

[The Office Of Juvenile Justice and Delinquency Prevention \(OJJDP\)](#)

[OJJDP: Best Practices for Juvenile Court and Probation](#)

[Arizona Courts - Juvenile Justice Division](#)

APPA Code of Ethics

- I will render professional service to the justice system and the community at large in effecting the social adjustment of the offender.
- I will uphold the law with dignity, displaying an awareness of my responsibility to offenders while recognizing the right of the public to be safeguarded from criminal activity.
- I will strive to be objective in the performance of my duties, recognizing the inalienable right of all persons, appreciating the inherent worth of the individual, and respecting those confidences which can be reposed in me.
- I will conduct my personal life with decorum, neither accepting nor granting favors in connection with my office.
- I will cooperate with my co-workers and related agencies and will continually strive to improve my professional competence through the seeking and sharing of knowledge and understanding.
- I will distinguish clearly, in public, between my statements and actions as an individual and as a representative of my profession.
- I will encourage policy, procedures and personnel practices, which will enable others to conduct themselves in accordance with the values, goals and objectives of the American Probation and Parole Association.
- I recognize my office as a symbol of public faith and I accept it as a public trust to be held as long as I am true to the ethics of the American Probation and Parole Association.
- I will constantly strive to achieve these objectives and ideals, dedicating myself to my chosen profession.

American Probation Parole Association (APPA): The 10 Core Principles of Juvenile Probation

1. Center youth and families to individualize probation.
2. Promote equity regarding race, ethnicity, gender, sexual orientation, and disability status.
3. Align practice with research on adolescent development.
4. Minimize conditions of probation.
5. Minimize confinement.
6. Look to encourage success, not punish failure.
7. Be a bridge to opportunity and connection in the community.
8. Be a coach, teacher, mentor, and advocate — not a compliance monitor.
9. Aim for progress, not perfection.
10. Hold probation accountable for meaningful results.

Additional Resources:

[The Annie E. Casey Foundation](#)

Building Community Partnerships

Community Policing focus

Create and Maintain Community Partnership:

- Before/After School Programs
 - If the school has extracurricular or parental groups such as Athletic Booster Clubs or Parent Teacher Association (PTA) groups collaborate and build relationships with them. They will be crucial to your success.
- Civic groups such as the Kiwanis Club, Rotary International, and the Lions Club International are a few examples of groups that can also enhance your validity and experience on campus.
- Faith-based community organizations
- Other Partnership Resources
- [211](#)
- Comprehensive source of information about local resources and services

- Crisis prevention
 - [AHCCCS Crisis Hotline](#)
 - [Samhsa 988 Suicide & Crisis Lifeline](#)

Behavioral Health Providers (JPO)

- [Accessing Behavioral Health Services in Schools](#)
- [AHCCCS Universal Referral Form](#)

SECTION 5: KEY PARTNERS AND THEIR ROLES

Arizona State Board of Education

ARS 15-154 directs the Arizona State Board of Education to review and approve School Safety Program proposals.

Arizona Department of Education

ARS 15-154 directs the ADE to administer the School Safety Grant. ADE conducts the following duties:

- Provides the application to each district and charter holder.
- Prepares the application for review by the State Board of Education to determine awards.
- Announces awards to districts and charters.
- Monitors sites for compliance with the grant.
- Logs completion reports, due September 30th, for the previous program year.
- Collects money not spent by grantees at the end of the program year.
- Withholds payment to grantees that have not returned money due.
- Provides technical assistance.
- Conducts a program evaluation as specified by ARS 15-154.
- Monitors the training contract.

Arizona Foundation for Legal Services and Education (AZFLSE)

The AZFLSE, under contract with the ADE, conducts the statewide Law-Related Education (LRE) Academy. The Academy offers School Safety Officers quality LRE training and teaching materials. To accomplish these objectives, the AZFLSE:

- Utilizes current and former school safety officers and/or teachers as faculty for the Academy.
- Develops a tracking system to track Academy hours of each school safety officer.
- Integrates the use of technology into training classes.
- Secures professional development credits for officers who attend and complete the Academy.
- Provides ongoing consultation and technical assistance with regard to implementing and teaching law-related education, within budget limitations.
- Visits schools to observe law-related education teaching and provide feedback, within budget limitations.
- Provides quantitative and qualitative data to ADE.
- Provides financial mid-year and year-end reporting to ADE.
- Conducts periodic surveys of school safety officers to determine changing LRE needs and level of customer satisfaction.

The AZFLSE provides the following expanded services to School Safety Officers:

- [LRE Academy Web page](#)
- Free Materials: School Safety Program Officers can access free publications and materials for their LRE classroom instruction.
- LRE Technical Online Resources

If an officer needs assistance with LRE curriculum or lesson planning, the officer can contact Diana Strouth, Instruction Specialist (Arizona Bar Foundation for Legal Services & Education), at 602-773-3431 or by email at Diana.Strouth@azflse.org

SECTION 6: DOCUMENTS & RESOURCES

DOCUMENTS AND RESOURCES

Documents

- [School Safety Program Documents Folder](#)
 - Required Training & Schedule ○ SSP CSW/Officer Manual ○ CSW/Officer Guidance Documents ○ CSW/Officer Activity Log ○ Responsibilities Checklist - District Administrator ○ Responsibilities Checklist - Site Administrator ○ Responsibilities Checklist - Agency Supervisor ○ Responsibilities Checklist - Officer ○ Responsibilities Checklist - Counselor/Social Worker ○ Strategic Plan ○ SSPT Needs Assessment Activity ○ Operational Calendar ○ SSPT Agenda ○ Roles & Responsibilities Cheat Sheet ○ School Safety Task Force Checklist ○ IGA Example

Websites

- [Arizona Department of Education School Safety Program](#)
 - SSP Guidance Manual ○ SSP Contact Information ○ SSP Grantees Page ○ SSP Events Calendar
- [School Safety Program Documents & Resources Padlet](#)
 - SSP Documents Folder SSP Videos ○ Training Registration Information & Participant Handouts Folders ○ SSP Website Links ○ Officer Resources ○ Counselor & Social Worker Padlet ○ School Safety Website Links
- [School Safety Program Officer Padlet](#)
 - Provides guidance and examples with links resources for each of the 3 roles officers fill on the School Safety Program.