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| **Priority Areas** |
| ***Situation/Needs/Problem :***  **Incidents of violence:** Fights, Vandalism, Harassment, Bullying, Relationship violence  **Incidents of drugs & alcohol:** Possession, Use/under the influence, Distributing, Selling/Distributing  **School Climate Concerns:** Students /Teachers /staff / Parents are concerned about safety |

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| **Inputs** |
| ***Resources & Supports:***  Time, Grant $, Team Member Experience/Expertise, Partners, Partnerships, Tiered Interventions & Programs, Services, Technology, SEL / LRE Curriculum |

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| **Outputs** |
| ***Participants:***  **CSW**  Co-develop communication w/ administration; Provide SEL training for teachers to embed these practices into everyday routines and actions. (Tier 1); Provide SEL training for students identified by data review for Tier 2 interventions; Participate on SSAPT; Utilize expertise and community resources for intervention; Develop relationships…  **SRO/JPO:**  Co-develop communication w/administration; 180 hours LRE based on data to determine target group and content; Participate on SSAPT; Utilize expertise and agency resources for intervention;  Utilize community resources and connections for interventions; Develop relationships…  **Site Administrator**  Understand and support role of officer; Introduce officer to school; Convene SSAPT at least quarterly  Facilitate collaboration…  **District Administrator**  Understand and support the role of officer; Responsible for team members attending training  Communicate philosophy of the grant to school(s); Communicate with school(s) regarding expectations to meet grant requirements; Ensure site SSAPT meets at least quarterly  Meet with school(s) regularly to verify fidelity of implementation; Attend to Service Agreement…  **Agency Supervisor**  Understand and support the role of the officer; Communicate philosophy of the grant to the officer and unit; Communicate regularly with the school administration regarding expectations to meet grant requirements and to ensure appropriate use of the officer; Attend to Service Agreement… |
| ***Activities:***  SSAPT meetings; Develop Operational Calendar; Build relationships; Review data to determine best use of officer / CSW; Coordinate Officer / CSW with campus programs and services for prevention/intervention; CSW train teachers how to embed SEL into daily routines and actions for Tier 1; Use data to determine target population for Tier 2 SEL/ Cohort LRE; Provide cohort LRE and Universal LRE / SEL that addresses identified needs behind behaviors / safety concerns; Develop strategic visibility plans; Link families to resources and services; Attend trainings and meetings as required |
| ***Products:***  Regular SSAPT meetings; Functioning Operational Calendar; Data used to determine students needing Tier 2 SEL / LRE cohort groups; SEL needed for Tier 1 and Tier 2 determined by data; Cohort & Universal LRE content; Relationships developed between all stakeholders and CSW/officer;  SSAPT utilizes and connects CSW / officer to campus services & programs; Build relationship between SA-AS-Officer; SA-DA-CSW |

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| **Outcomes** |
| ***Year One:***  Increased awareness of and use of SEL skills; Increased knowledge of law; Officer / CSW develops relationships with staff, students, parents; CSW / Officer has better understanding of role on a school campus vs. agency /on the streets; Improved perception of officer by staff, students/parents;  SSAPT develops working relationships; Coordinate officer with campus services and programs, Etc… |
| ***Year Two:***  Acceptance of SSP CSW as an integral part of the campus; Staff and students see CSW as a resource for wellbeing of students; Parents are comfortable with Tiered interventions recommended by CSW and SSAPT; Improved coordination between officer and campus services & programs;  Respect for officer on campus; Students perceive officer as a resource/mentor; Parents are comfortable going to the officer with issues of concern; Staff & students feel safe with the officer on campus; Staff feels the officer is a resource to the school; Less unsafe/inappropriate behavior;  Campus climate improved, Etc… |
| ***Year Three:***  Parents perceive CSW as a resource; Parents perceive officer as a resource;  Students have increased skills for problem solving and making good decisions and communication;  Decreased serious violent behavior; Strong partnerships between the school, community and mental health services; Strong partnership between the school, community and law enforcement; Campus climate is safe, supportive for all students and adults; Etc… |

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| ***EVALUATION:***  **Assess—Plan – Implement – Collect Data –Analyze Interpret – Report – Repeat**   * SSAPT collects and reviews quarterly: Incident data, survey data, SEL/LRE pre-& post-tests, CSW activity logs, officer activity logs, officer performance assessment, year-end reports to ADE |