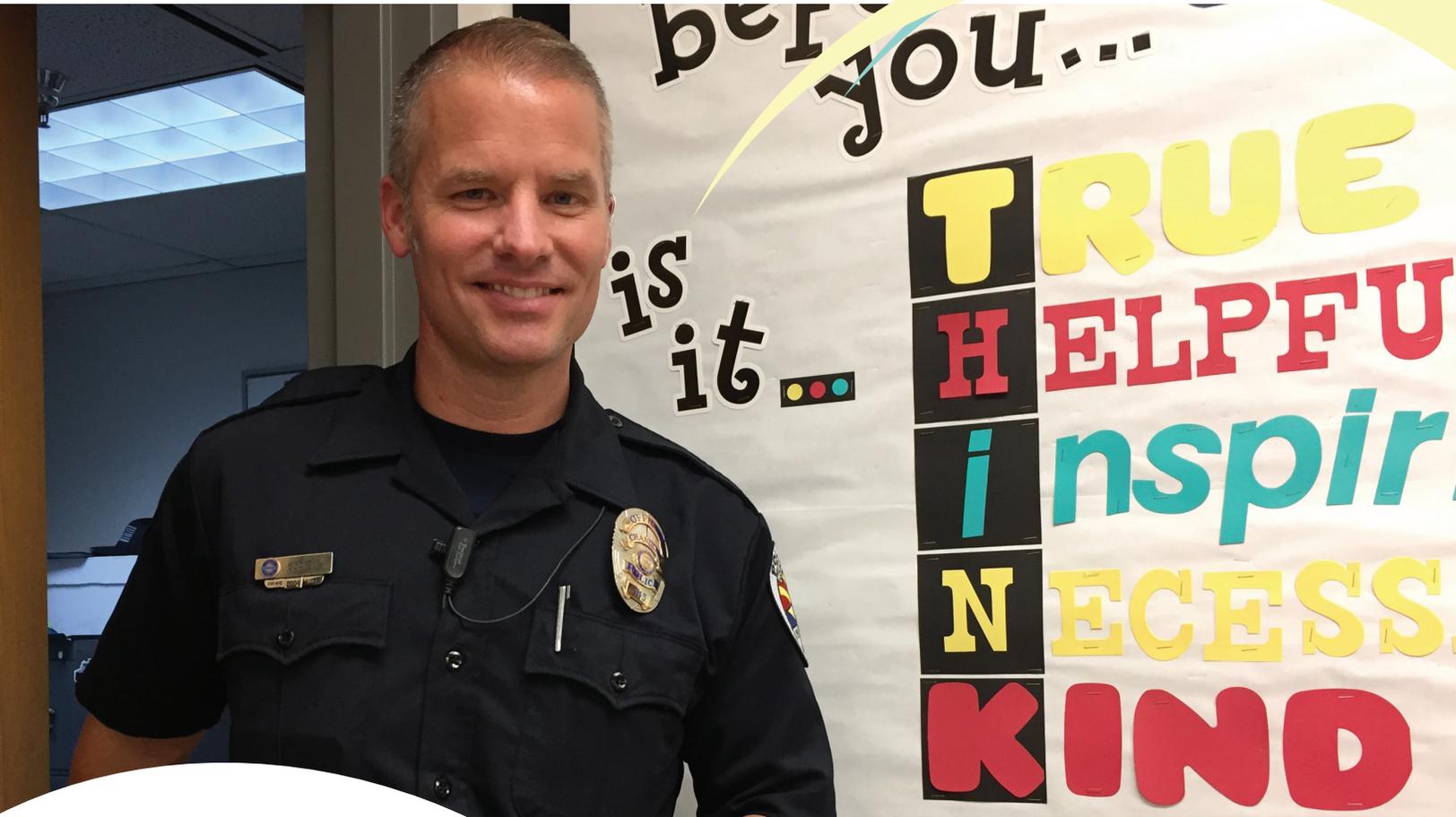


Arizona Department of Education

SCHOOL SAFETY PROGRAM GUIDANCE MANUAL



Updated July 31, 2017

The Arizona Department of Education (ADE) is pleased to provide the *School Safety Program Guidance Manual*. The manual is intended for use by all those involved in the program. The *School Safety Program Guidance 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 Lead at (602) 542-7112. The guidance manual is a living document that will go through change 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.

The presence of our School Resource Officer has increased our students' feeling of safety. Many students indicate on our school safety survey that they feel safe due to the School Resource Officer (SRO) being on campus. Our SRO provides meaningful instruction to students on focus topics such as bullying, healthy choices, and internet safety.

*Arizona Desert Elementary School
Tolleson Elementary School District*

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SECTION 1: INTRODUCTION TO THE SCHOOL SAFETY PROGRAM

Overview

The School Safety Program (SSP) was established by ARS 15-154 in 1994 for the purpose of placing School Resource Officers (SRO) 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.

Goals and Objectives

- **Goal 1: The School Safety Program contributes to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning.**
 - Objective 1: Staff feels that the school is safe, and administration supports and monitors the consistency of actions/strategies/policies that will improve or maintain that feeling of safety.
 - Objective 2: Students feel that the school is safe. They feel free from the threat of physical harm and verbal abuse. They feel they have an adult to go to with their safety concerns, and they feel their concerns are taken seriously and addressed.
 - Objective 3: Staff and students have a positive view of the SRO/JPO.
- **Goal 2: To teach Law-Related Education that promotes a safe, orderly environment, and good citizenship.**
 - Objective 1: The Arizona State Board of Education oversees the process to ensure the continuous review and provision of instructional materials that promote a safe, orderly environment, and good citizenship.
 - Objective 2: Officers conduct 180 hours of Law-Related Education instruction per year.
 - Objective 3: Officers annually attend a Law-Related Education academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.



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: Melissa Conner, Associate Superintendent
Health and Nutrition Services Division
1535 W. Jefferson Street, Bin #7
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 requestor shall be notified at least 10 business days prior to hearing date and location. The requestor may submit written materials no later than five business days prior to the scheduled hearing date.
- **Hearing Process:** At the hearing the requestor may present the submitted written documentation. The panel may request additional supporting evidence and/or supportive documentation. If the requestor 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 requestor shall be notified of the final decision determined by the hearing panel via certified mail post marked within 5 business days of hearing date.

Students at Atkinson have exposure to Law Related Education that is specifically developed based on the needs of our community. This allows students to gain skills to handle the most recent challenges in their lives from a seasoned officer, and in turn they feel comfortable with the officer enough to go to her with any concern that they may have in their lives.

*Marc T. Atkinson Middle School
Cartwright Elementary School District*



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.

Service Agreement

For each site receiving funding under the School Safety Program, a Service 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.

REMEMBER: ARS 15-154 requires that the Service Agreement include a dispute resolution process between the district/charter and the law enforcement agency.

TIP: A Service Agreement Template with all required elements is provided in Section 6.

School Safety Assessment and Prevention Team

The formation and implementation of a School Safety Assessment and Prevention Team (SSAPT) is a requirement of the School Safety Program. The purpose of this team is to conduct a safety needs assessment, use the needs assessment data on an on-going basis to determine the use of the 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 Safety Program officer
- School prevention coordinator or school mental/behavioral health expert, or similar role
- Other members as needed

Other members recommended for inclusion on the team are:

- District prevention coordinator
- District transportation representative
- Teacher representative
- Parent representative

The team is required to meet at a minimum on a quarterly basis. For the purpose of the School Safety Program, quarterly is defined 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.

TIP: An SSAPT Agenda Template is provided in Section 6.

Operational 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. Specific activities and milestones, responsible personnel, and projected timelines should be delineated. The plan is a fluid document that should be used by the school administrator, officer, and SSAPT to monitor program implementation and provide continuous improvement throughout the school year.

TIP: An Operational Plan Template is provided in Section 6.

Law Related Education Instruction

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.*)

Each officer is required to complete at least 180 hours of LRE instruction per year. The development and implementation of LRE must be **based on a needs assessment** (see Glossary of Terms). The 180 hour LRE instruction requirement must include:

- At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - Three to five classrooms, six sessions per classroom within one quarter to the same group of students
- At least 100 hours of universal LRE instruction
 - 60 hours or more of universal LRE classroom instruction
 - Up to 20 hours for LRE planning and preparation
 - Up to 20 hours for LRE instruction to school staff and school community

TIPS: LRE does NOT include one-on-one or group counseling.
An LRE Best Practices Tool Template is provided in Section 6.

Officer Weekly Activity Log

Officers are required to complete a weekly activity log that tracks LRE instruction hours, teacher and subject, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

The following information is required for grant compliance:

- Total hours of Universal LRE classroom instruction
- Total hours of Cohort LRE classroom instruction
- Teacher /subject or staff/community group
- Time spent per LRE lesson
- Total hours for planning and preparation
- LRE topic taught for each class
- Total time spent off campus

- Total hours for staff and school community training

Officers may develop their own log that tracks required items or may use ADE's recommended activity log. The activity log must 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.

TIP: A Weekly Activity Log Template is provided in Section 6.

Officer Time on Campus

When school is in session, an SRO is required to be on campus 80% of the time, and a JPO is required to be on campus 90% of the time.

Officer Continuity

Under no situation can a site have more than three officers in a three-year grant cycle.

Officer Performance Assessment

The site administrator is required to complete an officer performance assessment twice 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.

TIP: An Officer Performance Assessment Template is provided in Section 6.

Training

Specific training requirements are provided by ADE to the district administrator at the start of each grant year. It is the responsibility of the district administrator to share that information with all pertinent individuals in a timely manner so that all can register for appropriate training. The training requirements are as follows:

- The district administrator is required to attend training provided by the ADE. *
- The agency supervisor is required to attend training provided by the ADE. *
- The school principal and/or principal's designee (assistant principal, dean of students, or similar) is required to attend annual training provided by the ADE. *
- The officer is required to attend annual training provided by the ADE. *
 - New Officer Training: All officers new to the School Safety Program are required to attend an in-depth training which covers community oriented policing, the role of school based officers, and an introduction to LRE. This training, sponsored by ADE, meets the School Safety Program LRE training requirement.
 - School Safety Program LRE Training: Officers are required to attend an LRE Academy training provided by the AZFLSE, annually. LRE Academy courses address grade level specific topics and programs identified by officers as critical to meeting the learning needs of diverse student populations. Courses are relevant to the needs of schools with topics updated on an annual basis. The School Safety Program provides each officer with travel funds to cover travel expenses for one training per year. Officers receive a curriculum and resource package at each training. The AZFLSE is the contracted training agency for LRE. Training in LRE is essential to successfully achieve the LRE teaching requirement. Academies are approved for credit by the Arizona Peace Officers Standards and Training Board (AZPOST) and the Arizona Judicial Council (COJET).

* Specific training requirements are provided by ADE to the District Administrator at the start of each school year.

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.

*Our JPO teaches LRE classes that are in alignment with the needs of the school
and address current behavior issues.*

Creighton Elementary School - Creighton Elementary School District



SECTION 4: LAW RELATED EDUCATION

Why Law-Related Education?

Law-related education is the teaching of rules, laws, and the legal system that actively involves students to prepare them for responsible citizenship. LRE is required as a component of the School Safety Program because it

- promotes problem-solving skills,
- actively involves students, teachers and the community,
- increases students' knowledge of the law, making them better informed citizens and consumers,
- discourages delinquent behavior,
- promotes positive self-image in students, and
- encourages students to respect rules, laws, and persons in authority when exposed to a "balanced" view of "democratic" society.

Since LRE is being recommended as a violence prevention strategy, then it is important to have some common notion of what law-related education is and what it encompasses. LRE is instruction about rules, laws, and the legal system that actively involves students in the instruction in order to prepare them for responsible citizenship. (Definition developed by the Virginia Institute for Law and Citizenship Studies) It is instruction that teaches the legal rights, responsibilities, and role of the citizen. Students practice application of that teaching to potential real-life situations.

The approach consists of high-interest content and interactive instructional strategies. This type of instruction provides students at all levels the following opportunities:

- to explore and reflect on theirs and others' perspectives,
- to express and defend their views, to listen to the views of others,
- to develop arguments for both sides of an issue, to mediate, and
- to formulate decisions and resolutions based on multiple and often conflicting concerns.

In primary grades, students might consider a rule they don't like, explore why it was made, examine, the consequence for breaking it, and discover who acts as judge when the rule is broken. They might evaluate existing or hypothetical rules to determine whether or not they are clear, consistent, fair, and enforceable. They could listen to and analyze rules in stories, and they could create and enforce their own set of classroom rules.

Intermediate students might role play a law officer encountering a criminal dilemma. They might work in cooperative groups to offer solutions to problems that arise when a law is too general or vague. Older students might use the case study method of analysis to examine legal conflicts throughout history. Information from this exercise could then apply this information to current dilemmas. Simulations of trials, known as mock trials or moot court, legislative hearings, constitutional conventions, police procedures, role playing, conflict resolution, mediation, formal and informal debate, cooperative group problem-solving, outside speakers, from the legal community typify LRE classes at all levels.

Since rules and laws affect all aspects of life, all subject areas, and all ages, the content of LRE can be as varied as the students and teacher need it to be. The methods, however, are characteristically open-ended and participatory in nature. Although some LRE instructional materials have been written for specific topics or age groups, there is no one way to teach LRE and no set LRE curriculum.

LRE offers application possibilities at all grade levels as well as in many subject areas. It is most commonly used in social studies to promote civic understanding. However, it regularly incorporates the use of reading, writing, and speaking skills. It has the potential for application in literature, math, science, technology, foreign language, physical education, sports, and other subject areas. It need not be limited to a particular grade, subject, or time frame. The LRE approach to instruction is flexible enough to be applied as a system-wide, on-going prevention strategy, and an added benefit of such a strategy is the increased likelihood that students will better understand the rules, laws, and legal processes that govern their lives.

One of the cornerstones of LRE is the use of an outside resource such as school safety officers, attorneys, and other legal professionals. These resource people visit classrooms regularly, provide insight into how and why the system operates the way it does, and develops on-going positive, non-adversarial relationships with students in the class. Though typically not individualized as in mentoring, these relationships often hold meaning for the students and provide an opportunity for them to develop bonds or attachment with representatives of "the system".

LRE deals with issues that are meaningful to students and their views are valued. LRE provides students the opportunity to get involve and participate. The crux of LRE is problem solving, both as a part of a group process and on an individual basis. Social conflict lies at the heart of legal issues. Therefore, all LRE is some form of conflict resolution or problem solving. The regular inclusion of LRE- in the course of instruction will provide steady opportunities to develop and practice the information processing steps that must be developed in aggressive students if they are to acquire non-aggressive social problem solving skills. Further, the conflicts that characteristically surround rules and laws offer good practice in content which is hypothetical in nature yet directly related to students' lives. (See figure 1)

While not a panacea for violence prevention, LRE offers a promising strategy for schools to implement as part of their overall prevention plan. If that plan includes closer work with parents and the community, LRE might also be incorporated into after-school programs, community center programs for children and adolescents, and parent programs. In this way, the approach lends itself to a close interface with home and community.

Modified from "*Law-Related Education and Violence Prevention: Making the Connection*" By: Robin Haskell McBee

Cohort LRE and Universal LRE

Each officer must complete 180 hours of LRE instruction per year. The development and implementation of LRE must be based on a needs assessment. The 180 hours must include **80 hours of cohort LRE** and **100 hours of universal LRE** as follows:

Cohort LRE: Minimum of 80 hours each year

- Cohort LRE is the delivery of LRE classroom instruction on a pre-identified 'target problem' to a pre-identified 'target population' over a period of time.
- Cohort LRE must be comprised of six hours of instruction (6 lessons) to the same group (cohort) of students within one quarter. Delivery of comprehensive LRE classroom instruction to an

ongoing cohort group of students can increase students' negative perception of delinquent behavior and improve their problem solving, decision making, and communication skills.

Universal LRE: Minimum of 100 hours each year

- Universal LRE is the delivery of LRE instruction to the general school community to build awareness and knowledge of a particular subject.
- Officers may utilize up to 20 hours of the 100-hour requirement for planning and preparing LRE lesson plans for either group.
- In addition, up to 20 hours of the 100-hour requirement may be used to deliver LRE instruction to school staff and the school community (e.g. parents, PTA/PTO) on a particular subject that is relevant to the school's violence and delinquency prevention needs.

Classroom instruction:

A teacher must be present in the classroom, at all times, while the officer implements LRE classroom instruction. LRE best practices suggest that the teacher and the officer co-present.

The LRE classroom instruction component should be completed during the school day's regular scheduled instruction periods. However, the building administrator has the discretion to approve the use of time spent before or after school on structured law-related instructional activities.

LRE Best Practices

The following are 8 guidelines for effective LRE:

1. Sessions should utilize law-related content
 - Civil, criminal, and constitutional themes
 - Practical information about the law and public policy
 - Concepts underlying a constitutional democracy
 - Student rights and responsibilities
 - Choices and legal consequences (not moral consequences)
 - Citizenship
 - Use of Power and authority
 - Justice
 - Liberty
 - Civil Rights
 - Equality
 - Illegal Drug Use
 - Drinking and Driving
2. Law-related education provides practice for skill development
 - Critical Thinking
 - Decision-Making
 - Problem Solving
 - Communication

- Cooperation & Participation
 - Managing conflict
 - Reasoning
3. Instructors present multiple points of view or perspective
 - Balanced view of the judicial system & other aspects of the political system
 - Controversial issues should be discussed often to motivate student interest and broaden understanding and tolerance
 - Allow for a safe voicing of viewpoints
 - Debate and free flow of ideas are crucial elements of effective civic participation
 - Many times there is no one correct answer
 4. A sufficient quantity of instruction is provided
 - Students should have ample opportunities to practice skills and gain confidence in defending their points of view, making presentations, etc.
 - Look for opportunities for classroom teachers to continue teaching LRE
 - Connect your involvement in the classroom to larger learning goals
 - Try to avoid making officer's involvement in isolated subjects (ex: LRE can be taught not only in Social Studies or Government, but in Health, English, Math, etc...)
 - Seek opportunities to teach many sessions with one class (minimally, a semester long)
 5. Interactive teaching strategies
 - Strategies that foster true student-to-student interaction (are the heart of the session)
 - Role Plays
 - Simulations (Mock Trials, Moot Courts, model legislatures)
 - Group Work Activities
 - Group Research Projects
 - Community-based learning (including service learning, lobbying, mentoring)
 - Sharing outcomes with students
 - Drawing on their existing knowledge
 - Giving them appropriate time to answer questions
 - Involving as many students as possible in all aspects of the class
 6. Opportunities for students to interact with Community Resource People (CRP)
 - CRPs offer expertise in areas that you are less familiar with, connects you to new community resources and ensure that your learning time is dynamic and continually fresh
 - The community resource person is well prepared and integrated into the interactive session
 - Content presented by the CRP is part of the course content
 - Allow students sufficient contact with community resource people in order to bond
 - Bonding takes place when students develop positive relationships with an adult
 - Research in LRE indicates that this adult-student bonding is a key to overcoming risk factors
 - SROs and JPOs are a built in CRP
 7. Administrators are actively involved in providing needed support
 - Officers should feel that the principal and education officials support their endeavors

- The administrators must be able to address questions raised by family members, other teachers or the community about Law-Related Education
- Involvement of the administrators also can serve to reduce the gap between school policies, rules and ideas about justice that may be generated by a class
- Remember that your role is to link to standards and topics covered in a given discipline, not to create a whole new topic
- Draw support from administrators and department heads
- Inform the school community about the valuable resources you can provide
- Solicit feedback on how you can be an asset in the classroom

8. Networks to support teacher/officer innovation are available through joint planning sessions, training sessions and social events

- Strengthens teacher/officer commitments to use interactive methods and practical legal information
- The involvement of more than one teacher from a site in trainings, helps enhance law-related education
- Invite teachers to LRE trainings
- Keep them abreast of law-related materials you receive
- Alert them to special security concerns at school

Sources:

- ❖ Caliber Associates (2002). “The Promise of Law-Related Education and Delinquency Prevention”.
- ❖ McKinney-Browning, Mabel, Ellis, Al, Kaplan, Howard & Johnson, Seva (1995). “Essentials of Law Related Education”.
- ❖ Street Law, Inc. & National Crime Prevention Council (1999). “Community Works: Smart Teens Making Safer Communities”.
- ❖ Street Law, Inc. & Office of Juvenile Justice & Delinquency Prevention (2003) “Street Law for School Resource Officers”.

TIP: An LRE Best Practices Checklist is provided in Section 6.

Our students have learned about making positive choices in their lives. The SRO has taught this by working on drug, alcohol, and gang prevention with the older students and bike safety, home safety, and anti-bullying strategies with the younger students.

*Campo Bello Elementary School
Paradise Valley School District*



SECTION 5: KEY PARTNERS AND THEIR ROLES

Below are the key partners in the School Safety Program and their respective 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 applications for review by the State Board of Education to determine awards.
- Announces awards to districts and charters.
- Distributes the grant payments to the awardees.
- Conducts site visits.
- 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.
- Accepts complaints and acts as a liaison with the grantees and law enforcement/probation department to resolve problems.

Law Related Education Provider

The AZFLSE, under contract with the ADE, conducts the statewide LRE Academy. The Academy offers School Safety Officers quality LRE training and teaching materials. To accomplish these objectives, the Foundation:

- Utilizes nationally recognized law-related education experts 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.
- Creates a School Safety Listserv to disseminate information and encourage networking opportunities.
- Secures education credits for officers who attend and complete the Academy.
- Provides Certificates of Completion for Academies.
- 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 the ADE.
- Provides financial mid-year and year-end reporting to the 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: Maintains a web page on the AZFLSE website at www.azflse.org/Academy dedicated to serving School Safety Officers. The site will provide up-to-date information about LRE research, links to other LRE related sites, professional development opportunities, publications and articles.
- Free Materials: School Safety Program Officers can access free publications and materials for their LRE classroom instruction. Materials include: Pocket Constitutions, Constitution Posters, Law for Kids Cards and Posters, Gavel Pencils, Teen Court Starter Kits and When You Turn 18 Brochures.
- LRE Technical Online Resources: The AZFLSE tracks School Safety Program Officers' professional development credit hours on an online database.

District Administrator

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

- Supports and communicates the School Safety Program philosophy to all site staff.
- Identifies those sites that would benefit and support the School Safety Program.
- Understands the School Safety Program requirements.
- Develops a Service Agreement between the school(s) and the police or juvenile probation department.
- Attends required training provided by the ADE.
- Provides for 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

TIP: Are all participants aware of their training requirement and are scheduled to attend training?

Site Administrator

The 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 agrees with 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 Assessment and Prevention Team:
 - Establishes a multidisciplinary SSAPT that meets quarterly to conduct school needs assessment, use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, coordinate prevention programming, and make 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 officer, for intervention and prevention of potential crime.
 - Use of LRE instruction to students, staff, and the school community.

TIP: Is the officer teaching LRE that ties back to the needs assessment identified by the SSAPT?

- Operational Plan
 - Leads the development and utilization of an operational plan that incorporates program requirements and illustrates their site-specific program design in a succinct and logical manner.

TIP: Is the SSAPT reviewing the Operational Plan at each of its quarterly meetings?

- Works 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. If possible the SRO should be back up to an arrest rather than the principal officer.
 - Meets with the officer before the first day of duty to review the Service Agreement, school operational procedures and specifics of the program on campus.
 - Introduces the officer to staff and students and integrates 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 semester and shares the information with the officer's supervisor including discussion of successes and concerns.
 - Facilitates collaboration between officer and other school personnel on school-wide safety strategies such as staff trainings, 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.

TIP: Are the administrator and SSO clear on who takes the lead on school policy violations?

- Law-Related Education
 - Promotes the integration of LRE into the classrooms and directs staff development of teachers and officer involved in the delivery of LRE.

- Ensures a teacher is present in the classroom at all times during LRE instruction.
- Provides time at regular staff meetings and trainings for the officer to deliver LRE instruction relevant to school-wide prevention safety related updates.
- 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.

Agency Supervisor

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

- General:
 - Communicates to staff, and carries out the philosophy and goal of the School Safety Program.
 - 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 under his/her supervision.
 - Attempts to observe established, successful School Safety Programs outside his/her supervision.
- Works Closely with the Officer:
 - Ensures officer continuity over the three year grant cycle, to the best of their ability.
 - Ensures the SRO/JPO officer is able to meet all grant requirements.
 - Motivates officer and provides positive reinforcement.
- Assists with Documentation:
 - Plays a key role in the development, review, and revision of the Service Agreement.
 - Ensures the officer keeps an activity log that tracks LRE instruction hours, teacher and subject, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason. Refer to instructions on page 19.
 - Amends or supplements evaluation forms to include performance criteria specific to the school officer’s role.
- 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.

School Safety Officers (SRO and JPO)

Officers may only serve the site(s) specified on the award letter. The officer should only assist at a school that is not on the program if a crisis occurs. Spreading the officer among schools weakens

the program, as the officer does not have the time to build the relationship with the students needed for an effective program. An officer providing services at a school not authorized by the State Board of Education may result in a loss of the grant.

The officer must be present and accessible on the school campus that they are assigned to by the grant. The grant pays the salary of a 10, 11, or 12 month, full-time position, at 40 hours per week. Absent an emergency, the SRO/JPO shall not be called away from their designated school. If the officer is called away for police or juvenile probation business (not including mandatory training, meetings, or crisis), the district shall not be invoiced for that time.

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)

The School Resource Officer

The SRO's support of the School Safety Program is vital to the success of the program. SROs are expected to spend most of their time on campus; at least 80 percent of time should be on site. The SRO has three basic roles:

1. Law Enforcement Officer/Public Safety Specialist

The SRO is, first of all, a sworn law-enforcement officer. When necessary the SRO has the authority to intervene as a law-enforcement officer. Once order is restored, however, the SRO's other roles as law-related educator and role model are the more typical day to day roles.

- Utilizes expertise and agency resources for intervention and prevention of potential crime.
- Collaborates with school personnel on school-wide safety strategies (e.g. staff trainings, emergency response planning, needs assessment, and prevention programming).
- Builds relationships with students, parents and staff that promote a positive image of law enforcement.
- Serves as a member of the SSAPT.

REMINDERS:

- Administrators should take the lead on school policy violations. The SRO should be involved when a student's conduct violates a law. If possible the SRO should be back up to an arrest rather than the principal officer.
- As partners in school safety, SROs and administrators shall work together to develop procedures for ongoing communication to ensure timely and uniform reporting of criminal activities.

2. Law-Related Educator*

- The officer is required to provide a minimum of 180 hours of LRE per year that must include:
 - At least 80 hours of LRE classroom instruction to ongoing cohort groups of students

- Three to five classrooms, six sessions per classroom within one quarter to the same group of students
- At least 100 hours of universal LRE instruction
 - 60 hours or more of universal LRE classroom instruction
 - Up to 20 hours for LRE planning and preparation
 - Up to 20 hours for LRE instruction to school staff and school community
- Collaborates with classroom teachers to integrate law-related education into their curriculum. The teacher must be present in the classroom during LRE classroom instruction.
- Attends a new officer training sponsored by the ADE.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE.
- Keeps a weekly activity log that tracks LRE instruction hours, teacher and subject or staff/community group, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

* Exceptions may occur on the Native American reservations. “Positive Role Model” adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, PhD.

3. Positive Role Model

As a positive role model for students and the school community, the SRO should:

- Set limits by being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards for acceptable behavior.
- Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and be a friend.
- Be honest by providing accurate information.
- Be consistent with students, staff, and parents in applying rules and regulations.
- Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop a plan to make the desired changes.
- Show respect by treating students with respect and expressing high expectations for them.
- Always strive to be a positive role model because students learn from every observation of or interaction with the SRO.

The 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:

1. Court Officer

The JPO is, first of all, a sworn court appointed officer and when necessary must act in that function.

- 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.
- Maintains a working knowledge of services available within the court system and community to meet the needs of the students and school.
- Supports and contributes to the Juvenile Probation Department, school, and community.
- Serves as a member of the SSAPT.
- Utilizes expertise and agency resources for intervention and prevention of potential crime.
- Collaborates with school personnel on school-wide safety strategies (e.g. staff trainings, emergency response planning, needs assessment, and prevention programming).
- Builds a relationship with students, parents and staff that promote a positive image of the juvenile court system. The JPO should not carry a caseload. If it becomes necessary to take on a caseload, it is recommended that the least number of cases be assigned as possible. Only cases at the officer's site(s) can be assigned. A full caseload should never be carried.

2. Law-Related Educator*

- The officer is required to provide a minimum of 180 hours of LRE per year that must include:
 - At least 80 hours of LRE classroom instruction to ongoing cohort groups of students
 - Three to five classrooms, six sessions per classroom within one quarter to the same group of students
 - At least 100 hours of universal LRE instruction
 - 60 hours or more of universal LRE classroom instruction
 - Up to 20 hours for LRE planning and preparation
 - Up to 20 hours for LRE instruction to school staff and school community
- Collaborates with classroom teachers to integrate law-related education into their curriculum. The teacher must be present in the classroom during LRE classroom instruction.
- Attends a new officer training sponsored by the ADE.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE.
- Keeps a weekly activity log that tracks LRE instruction hours, teacher and subject or staff/community group, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason.

* Exceptions may occur on the Native American reservations. "Positive Role Model" adapted from The Successful School Resource Officer Program by Anne J. Atkinson, PhD.

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As a positive role model for students and the school community, the SRO should:

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- Be honest by providing accurate information.
- Be consistent with students, staff, and parents in applying rules and regulations.
- Encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop a plan to make the desired changes.
- Show respect by treating students with respect and expressing high expectations for them.
- Always strive to be a positive role model because students learn from every observation of or interaction with the SRO.

Teacher

- Supports and communicates information about the School Safety Program in their classrooms to students and parents.
- Understands and agrees to the program guidelines.
- Teams with the officer in planning and delivery of law-related education units in their classroom. A teacher must be present in the classroom at all times during LRE instruction.
- Cooperates in the annual evaluation of the School Safety Program.

TIP: Did you know that teachers can attend an LRE Academy with their SRO?

The relationship of trust that exists between the SRO and students is profound. The senior class has asked the SRO to be the keynote speaker at graduation. The culture of the school is safe and calm and the SRO has a great deal to do with this outcome.

*Mayer High School/Mayer Junior High School
Mayer Unified School District*



SECTION 6: FREQUENTLY ASKED QUESTIONS (FAQs) AND TOOLS & RESOURCES

FAQs

GENERAL

1. **How long has the School Safety Program (SSP) been in existence?**
 - The SSP was established in 1994 by ARS 15-154 for the purpose of placing School Resource Officers (SROs) and Juvenile Probation Officers (JPOs) on school grounds to contribute to safe school environments that are conducive to teaching and learning.
2. **What laws govern the School Safety Program?**
 - Arizona Revised Statutes (ARS) 15-154 and 15-155.
3. **What agency administers the School Safety Program?**
 - Per ARS 15-154, the Department of Education administers the School Safety Program in cooperation with the courts, law enforcement agencies, and Law-Related Education (LRE) provider (the Arizona Foundation for Legal Services & Education). The Department of Education (ADE), subject to the review and approval of the State Board of Education, distributes monies to the school districts and charter schools that are in compliance with program requirements and whose plans have been approved by the State Board of Education.
4. **Who can apply for the School Safety Program?**
 - The SSP is a state-funded, competitive grant that runs in three year cycles. A school district or charter school may apply to participate in the SSP for up to three fiscal years by submitting a program proposal on April 15 of the first year of the grant cycle via the Department of Education's grants management system. Late applications are not accepted. Awarded districts or charter schools submit a renewal application on April 15 of the second and third year of the three-year cycle.
5. **What does the School Safety Program grant pay for?**
 - The grant pays for the salary and benefits of a 10, 11, or 12-month, full-time (at 40 hours per week) SRO or a JPO. The grant also provides \$100 each year for classroom supplies for each officer.
6. **Where can I find out about the requirements of the School Safety Program?**
 - The requirements of the SSP are explained in the SSP Guidance Manual, which you can download on the SSP website (see Tools & Resources tab): <http://www.azed.gov/shs/ssp/>
7. **Where can I find the tools and resources we need for the School Safety Program?**
 - Tools and resources can be downloaded from the School Safety Program website (see Tools & Resources tab): <http://www.azed.gov/shs/ssp/>
8. **Who can I contact if I have other questions about the School Safety Program?**
 - Please contact the School Safety Program Lead, Dr. Jenny Walker, at 602-542-7112, or email her at jenny.walker@azed.gov

USE OF A SCHOOL SAFETY PROGRAM OFFICER

1. **Is the officer responsible for school discipline?**
 - No. The school administrator, not the officer is responsible for school discipline.
2. **Can an officer be used as a school crossing guard?**
 - No. The officer may assist a school crossing guard with traffic control issues, but the officer cannot be used to replace school personnel, such as a crossing guard.
3. **Can an officer be used as a lunch time monitor?**
 - The officer cannot be used to replace school personnel, such as a lunch time monitor. However, through collaboration with school personnel, an officer may utilize strategic visibility and be present at a location at a specific time on campus (such as the cafeteria at lunch time) to build relationships and improve school safety.
4. **Can an officer be used as a substitute teacher?**
 - No. The officer is not a certified teacher and cannot be used as a substitute teacher.
5. **Is there a way to interact with other officers who are part of the School Safety grant program?**
 - Yes! Please visit the Online Communication Forum by logging on at: <http://lawforkids.org/lre-academy> click on the Online Forum button on the left side.
6. **How does the officer find out how to spend the \$100 yearly grant fund for classroom resources?**
 - See your purchasing department or front office staff for the correct forms to purchase from an approved school vendor. Inform the purchaser to utilize the School Safety Program grant funds.

AN OFFICER'S TIME

1. **How much time is an officer required to spend on campus each school year?**
 - A SRO is required to spend at least 80 percent of his/her time on campus each year. Based on a 180-day school year, this equates to 144 days on campus.
 - A JPO is required to spend at least 90 percent of his/her time on campus each year. Based on a 180-day school year, this equates to 162 days on campus.
2. **What counts as time off campus?**
 - Time off campus is any time the officer is on duty but is not on campus during the regularly scheduled school day. Off campus time includes both school and non-school related events. Being off campus is not necessarily considered inappropriate. It is understood that there will be activities that constitute an officer being away from school, such as picking up the police car, attending mandatory trainings, attending briefings, or joining on school field trips.
3. **What does not count as time off campus?**
 - Vacation time, comp time, and sick time are not counted as time off-campus.
 - Officers are encouraged to schedule vacation time when school is not in session.
4. **When might it be appropriate for an officer to flex his/her hours?**
 - If an officer is providing universal LRE instruction to school staff and/or the school community after the regularly scheduled school day, it would be appropriate for the officer

to flex his/her hours to allow for this instruction. The officer can use up to 20 of the required 100 universal LRE hours to provide instruction to school staff and the community. Please note that the grant does not pay for overtime.

5. Can an officer flex school day hours to attend sporting events, school dances, competitions or performances?

- Although attendance by the officer at events outside of the regularly scheduled school day is encouraged as it can help the officer build relationships with students, staff, and the community, these are not grant required activities and flexing hours to attend same would not be considered appropriate use of School Safety Program funds. Please note that the grant does not pay for overtime. If the school asks the officer to participate in events outside of the school day, the school district or the police department will need to pay for the officer's time.

6. Can field trips qualify as an acceptable off campus time activity?

- Yes. However, it does not count as LRE instruction time because the officer is not providing direct instruction.

LAW-RELATED EDUCATION

1. What is Law Related Education?

- LRE is the instruction about rules, laws, and the legal system in a manner that actively involves students. The goal of LRE is to prepare students for responsible citizenship by promoting the development of characteristics (such as critical thinking, decision making, problem solving, and communication skills) that lead to healthy behaviors.
- The development and delivery of LRE must be based on a needs assessment. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidences of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community.

2. What is the difference between cohort LRE and universal LRE?

- Cohort LRE is the delivery of LRE classroom instruction on a pre-identified target problem (e.g. bullying) to a pre-identified target population (e.g. Mrs. Smith's 6th grade class). The instruction is taught over six hours (e.g. 6 lessons) to the same group of students (e.g. Mrs. Smith's 6th grade class) within one quarter. Each of the six lessons builds upon each other to improve students' problem solving, decision making, and communication skills and to increase their negative perception of the delinquent behavior.
- Universal LRE is the delivery of LRE instruction to the general school community (e.g. the entire 7th grade) to build awareness and knowledge of a particular subject (e.g. graffiti). The officer teaches one lesson on the subject to each class of 7th graders.

3. How many hours of LRE is a School Safety Program officer required to teach each year?

- At least 80 hours of cohort LRE (this approximates 4 hours of classroom instruction per week)
- At least 100 hours of universal LRE
 - 60 hours or more of universal classroom instruction
 - Up to 20 hours for LRE planning and preparation
 - Up to 20 hours for LRE instruction to the school staff and school community

4. **Does a teacher need to be present when the officer is teaching LRE?**
 - Yes. A certified teacher (or certified substitute teacher) must be present in the classroom when the officer is teaching.
5. **Are there best practices for teaching LRE?**
 - Yes. You can download the LRE Best Practices Tool from the School Safety Program website (see Tools & Resources tab): <http://www.azed.gov/shs/ssp/>
6. **Where can officers find lessons that address campus issues and meet the Best Practices?**
 - Please visit: <http://lawforkids.org/document-center2> and click on Downloadable Lessons
7. **If an officer needs assistance with LRE curriculum or lesson planning, whom can the officer contact?**
 - The officer can contact Diana Strouth, Instruction Specialist (Arizona Foundation for Legal Services & Education), at 602-773-3431 or by email at Diana.Strouth@azflse.org

SCHOOL SAFETY PROGRAM TRAININGS

1. **How do I register for Leadership, Advanced Leadership, New Officer, and LRE Advanced Academy Trainings?**
 - Please visit <http://lawforkids.org/school-safety-program>
 - On the right side of the page under login, select “create an account”
 - After creating an account, you will receive an email to activate your account
 - Then you will be able to log-in to your account and register for a training
2. **I have previously attended a training, but I can’t remember my username/password to register for an upcoming training.**
 - Please visit <http://lawforkids.org/school-safety-program>
 - Click on the link below “log in” that states “forgot your username” or “forgot your password”
 - Follow the steps to retrieve you username/password
3. **How do I access my training attendance history?**
 - Please visit <http://lawforkids.org/school-safety-program>
 - Log-in to your account
 - Select “view my events” located on the left side of the page
 - View your training attendance history
4. **I have misplaced my training certificate, how do I obtain another copy?**
 - Please visit <http://lawforkids.org/school-safety-program>
 - Log-in to your account
 - Select “view my events” located on the left side of the page
 - Print out a screen shot of your training attendance history
 - The Arizona Department of Education will accept a printed screen shot of your training history in lieu of a certificate

TOOLS AND RESOURCES

The following tools and resources are provided for your information and use. The reference documents, templates, and checklists are available as downloads on the School Safety Program [website](#) under the Tools & Resources tab.

WEBSITES

- [Arizona Department of Education School Safety Program](#)
- [Arizona Foundation for Legal Services & Education](#)
- [Law for Kids](#)

Reference Documents

- The Service Agreement: Developing the Partnership
- The Hiring Process: Selecting the Right Officer
- Recommended Qualifications/Job Description
 - School Resource Officer
 - Juvenile Probation Officer
- When School is Not in Session: Summer Break and Intersession
- Site-Level School Safety Program Expectations and Outcomes

Templates

- School Safety Assessment and Prevention Team Agenda
- Data Story
- Operational Plan
- School Safety Officer Weekly Activity Log and Instructions
- Officer Performance Assessment Tool for Administrators

Checklists

- Operational Plan
- Law-Related Education Best Practices
- District Administrator
- Agency Supervisor
- Site Administrator
- School Safety Officer

REFERENCE DOCUMENTS

The Service Agreement: Developing the Partnership

The Service Agreement (SA) 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 SA shall be in accordance with the established guidelines of the School Safety Program.

The SA shall 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 guidelines.
- The roles and responsibilities of all entities shall be accepted as established by the School Safety Program guidelines.
- The SA shall also reference the following School Safety Program guidelines:
 - SRO Recommended Qualifications and Recommended Job Description
 - JPO Recommended Qualifications and Recommended Job Description
 - The Hiring Process
 - Officer Training
 - 10 or 12 Month Position
 - Summer/Intersession Activities
 - The Appeal Procedure
 - Performance Evaluation
- 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 SA. Late fees shall not be paid from School Safety Grant funds.
- The district, charter, or school shall provide office space that provides privacy for the SRO/JPO to conduct confidential business. The office shall include the necessary equipment for an officer to effectively perform their duties, i.e. telephone, desk, chair, filing cabinet, up-to-date computer and printer as provided in the grant.

- The administration shall provide a complete copy of the grant application and award to each officer by July 31st or as soon as the officer begins service at the site(s).
- Administrators shall send officers annually to School Safety Program required trainings and provide for all related travel expenses as provided in the grant.
- Officers, administrators, law enforcement and juvenile probation departments shall have a written document describing the general chain of command and channels of communication.
- The term of the SA and the schedule for updating and renewing the agreement shall be specified.

The SA shall be signed and dated by the Superintendent, site administrators, and law enforcement agency and/or probation department.

A more comprehensive SA contains the above items in addition to any or all of the following:

- Assignment of SRO/JPO
- Conditions of employment
- Duty hours
- Duties of SRO/JPO
- Training/briefing
- Dress code
- Supplies and equipment
- Policy/procedure for transporting students
- Operating procedures (SOP)
- Requirements for reporting crimes and threats to police as required by A.R.S. 13-2911 and 15-341
- Arrest procedures for school-related crimes and crimes committed off campus
- Procedure for handling critical incidents
- Access to education records
- Specific items to the district and law enforcement/probation department

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. Under no situation, can a site have more than three officers in a three-year grant cycle. 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 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 the needs of the school.
- The school administrator brings to the selection 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.

Recommended Qualifications/Job Description - School Resource Officer

SROs are expected to spend most of their time on campus; approximately 80 percent of time should be on site.

Recommended Qualifications

- Desire to work with students, educators, and parents
- Willingness to teach law-related education
- Supportive of prevention strategies
- Satisfactory employment history with supporting documentation
- Demonstrated effectiveness in working with youth
- Oral and written communication skills
- Ability to effectively interact and communicate with diverse sets of individuals
- Supportive of the philosophy of the School Safety Program
- Willingness to serve on the School Safety Assessment and Prevention Team
- Willingness to attend law-related education training to implement and maintain LRE programs to meet the needs of the students
- Member of a law enforcement agency *
- AZPOST certified general instructor*

* May be different on Native American reservations, contact the Arizona Department of Education, School Safety Grant manager for additional information.

Recommended Job Description

- Establish liaison with school administrators, staff, students, and parents
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Network with community agencies that may or do provide services to the school
- Act as a resource in the investigation of school related criminal activities
- Participate in the Parent-Teacher association as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- Provided a visible deterrence to crime while presenting a positive impression of a law enforcement officer
- Provide information when requested to students, parents, and staff in law-related situations
- 10, 11 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant application
- Minimum three year assignment at the same school, in conjunction with the School Safety Program grant cycle.
- Maintain tracking system of statistical information required by supervisor and school administration

Recommended Qualifications/Job Description – Juvenile Probation Officer

Juvenile probation officers assigned to a school on a School Safety Grant shall not carry a full caseload. Officers shall handle only those intake cases that are directly related to the School Safety Program and/or student volunteers. JPO are expected to spend most of their time on campus; approximately 90 percent of time should be on site. If it is necessary to carry cases due to staffing problems, it is strongly recommended that only a minimum number be assigned.

Recommended Qualifications

- Desire to work with students, educators, and parents
- Willingness to teach law-related education
- Satisfactory employment history with supporting documentation
- Demonstrated effectiveness in working with youth
- Ability to act as a liaison with the school in the area of prevention and intervention of juvenile delinquency
- Supportive of the philosophy of the School Safety Program
- Willingness to serve on the School Safety Assessment and Prevention Team
- Willingness to attend law-related education training to implement and maintain LRE programs to meet the needs of the students
- Ability to effectively interact and communicate with diverse sets of individuals
- Possess the knowledge of court process and communicate information to students, parents, and staff as requested
- Employee of a juvenile probation department

Recommended Job Description

- Serve as a liaison between the school and supervising probation officer, providing information to the JPO as requested
- Keeps a record of student contacts for personal and supervising JPO use only
- Inform students of their rights and responsibilities as lawful citizens through presentation of law-related education in the classroom
- Provide assistance to the school administration identifying at-risk students for intervention/prevention services as needed
- Collaborate with school administrators to make decisions and bring about actions that effect the safety of individuals and the school environment
- Network with community agencies that may or do provide services to the school
- Meets with students to resolve conflicts
- Refer students to outside agencies that could provide services as needed
- Implement and maintain tracking system of statistical information required by supervisor and school administration
- Monitor compliance and non-compliance of students involved with the juvenile court system
- Participate in the Parent-Teacher Association or Organization as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- 10, 11 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant

- Minimum three-year assignment at the same school in conjunction with the School Safety Program grant cycle.

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 - 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 Service Agreement.

Possible Activities

- 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 complement and reinforce the School Safety Program
- Attend training opportunities

Our SRO is a positive and productive member of our campus community. Students benefit greatly from his presence on campus. They develop positive relationships with the officer, and they know he can be trusted.

This strengthens their perception with law enforcement in general, as many of our students grow up fearing police officers rather than working with them to make our communities safer. In addition, students learn so much from our officer. Through LRE as well as through informal interactions throughout the day, students learn how their choices have consequences. They learn about law-related career options. They learn how to be responsible citizens. The list could go on and on. Students gain so much from their interactions with our officer, and I know they will be more positive and productive citizens thanks to his presence on our campus.

*Whittier Elementary School
Phoenix Elementary School District*

School Safety Assessment and Prevention Team Agenda

Purpose: Our SSAPT meets *at least quarterly* to review multiple sources of data to identify **(1)** school safety issues, **(2)** our top 3 priority focus areas (PFAs), **(3)** the target populations (cohort and/or universal) for LRE instruction, **(4)** the appropriate LRE to address the PFAs, and **(5)** the strategic visibility of the officer/others to help prevent or intervene with the PFAs. We determine how best to coordinate the efforts of the School Safety Program with other safety and prevention programs, activities, and services to help address the identified PFAs. We regularly update our Operational Plan to reflect the above.

Leader:

Date:

Recorder:

Title/Position (*Required):	Staff Present	Title/Position (*Required):	Member Present:
*Principal (or)		*Mental/Behavioral Health Expert	
*Assistant Principal		Key Staff:	
*School Safety Officer		Key Staff:	

Operational Plan/Calendar Review (note revisions/completed activities/milestones/Impact on School Climate):



What will you Learn? What will you do/change? Why? How will it impact School Climate?



- | |
|---|
| 1. Data Reviewed: |
| 2. Safety Concerns Identified by Data: |
| 3. Top 3 PFAs: |
| 4. Cohort Groups Identified by Data: |
| 5. Appropriate LRE to Address the Identified Safety Concerns (cohort and universal): |
| 6. Coordinate with Campus Programs and Services: |
| 7. Strategic Visibility – Who? Where? |
| 8. How is the officer building positive interactive relationships with students, staff, and community ? |

Review Previous Action Items:

- | |
|----|
| 1. |
| 2. |
| 3. |
| 4. |

Action Items for Next Meeting:	Person Responsible	Expected Completion Date
1.		
2.		

Notes and Reminders:

Data Story

What story does the data tell you about the climate on your campus? Does your campus have an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning? Do staff and students feel safe, welcome, respected and able to teach and learn? Or, are there problems, and issues on the campus that create a climate of concern, frustration and possibly fear that limit the connectedness to the campus and the academic achievement that could be occurring?

As you work through the following questions, consider risk behaviors that the students engage in, youth development concerns, along with perceptions of safety on the campus by staff, students and parents.

1. What do the problems, concerns or issues appear to be on campus?

2. What led you to believe these are problems or issues on campus?

3. Your School Safety and Prevention Team (SSAPT) is expected to review data regularly to determine what the school climate issues are on your campus. What data will your team use to support your hypothesis? For example, will you gather anecdotal information or Office Discipline Referrals (ODRs), incident data from your Student Management System (SMS) or responses from campus climate surveys, etc.? It is recommended to use two or more types of data.

4. After looking at multiple sources of data, what does the data tell you?

5. Does the data support the identified problems, concerns or issues that you identified in #1, above?

If **YES**, skip to #7 below.

6. If **NO**, what is/are the new identified problem(s), concern(s) or issue(s) on campus identified by a review of multiple data sources?

7. Based on the actual, identified problems, how will you best address these issues on campus?

- **Priority Focus Area:** Of the problems identified, what are your top 3 Priority Focus Areas (PFAs)?

1.

2.

3.

- **Coordination:** What other campus or community resources, programs, services, interventions do you have available to address these PFAs? (Tier 2 & Tier 3 interventions such as check-in/check-out, mediation, and prevention/intervention support or education groups such as anger management, grief and loss support groups, wrap-around, etc.)

- **Strategic Visibility:** Describe where and when an officer will be visible to students to prevent or intervene with these PFAs

- **Target Population:** Identify the target population that will receive the LRE

- **LRE:** Identify the type of LRE instruction that will address these PFAs

8. At each SSAPT meeting, include these PFAs on your agenda and review multiple data sources to determine whether or not the problems have been appropriately addressed and what type of impact this has made on the campus.

COHORT – GROUP 1

Date	# of Students	Time Spent (mins)	Teacher/Subject	LRE Topic

COHORT – GROUP 2

Date	# of Students	Time Spent (mins)	Teacher/Subject	LRE Topic

COHORT – GROUP 3

Date	# of Students	Time Spent (mins)	Teacher/Subject	LRE Topic

COHORT – GROUP 4

Date	# of Students	Time Spent (mins)	Teacher/Subject	LRE Topic

COHORT – GROUP 5

Date	# of Students	Time Spent (mins)	Teacher/Subject	LRE Topic

School Safety Program Officer Weekly Activity Log Instructions

Officers must complete a weekly activity log that tracks LRE instruction hours, teacher and subject, the topic of each LRE lesson, and the time the officer is off their assigned campus during their duty hours, regardless of the reason. Shaded categories on the Activity Log are required. Please enter the information described in each of the following steps:

Step 1: Officer Information

- Name
- SRO or JPO
- Week (beginning and end dates)
- District and School (select from the drop down boxes)

The shaded, double-lined table automatically calculates the totals in hours for each section (LRE Universal Instruction; LRE Cohort Groups; Time Off Campus; Departmental Recap Box) using the minutes you enter in Time Spent in Steps 3-7 described below. No action required.

Step 2: Universal Hours – Classroom Instruction AND Staff and Community Training

- Date
- # of Students (total number of students in the class or involved in the contact) **OR** # of Participants for Staff and Community Trainings
- Time Spent (select minutes 1-75 from the drop down box). Total time spent for the week will automatically total.
- Teacher Subject (list teacher name and the usual subject taught in that class; e.g. Mrs. Smith, Social Studies) **OR** Staff and Community Group addressed
- LRE Topic (list the LRE topic taught; e.g. Gangs, We the People, etc.)

Step 3: Planning and Preparation

- Date
- Time spent (select minutes 1-75 from the drop down box). Total time spent for the week will automatically total.
- Student, Staff, or Community Group
- LRE Topic

Step 4: Cohort – Groups 1 to 6 (complete for Cohort Groups 1-6 as applicable)

- Date
- # of students
- Time Spent (select minutes 1-75 from the drop down box). Total time spent for the week will automatically total.
- Teacher/Subject
- LRE Topic

Step 5: Time Off Campus*

- Date
- Time spent (select minutes 1-75 from the drop down box). Total time spent for the week will automatically total.
- Activity

Step 6: Departmental Recap (optional – complete according to your departmental tracking needs, e.g., departmental reports, gang incidents)

- Date
- Time spent (select minutes 1-75 from the drop down box). Total time spent for the week will automatically total.
- Activity

* *Time off campus* is any time the officer is not on school grounds during their duty hours. Off campus time shall include both school and no-school related events. Being off campus is not necessarily considered inappropriate; it is understood there will be activities that constitute an officer being away from school, e.g., briefings, picking up police car, mandatory trainings, and field trips.

SRO/JPO Performance Assessment

School Administrator - School Safety Program

This assessment 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 review process used by the officer's department or agency. It is at the discretion of the law enforcement agency to include the school's assessment in the officer's official file.

Officer: _____ School: _____ Date: _____

School Administrator: _____ Title: _____

Police/Probation Supervisor: _____ Agency/Department: _____

School Administrator	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. The officer has a clear sense of his/her role as stated in the Guidance Manual.					
2. The officer understands the operational policies and procedures of the school necessary to perform effectively in the position.					
3. The officer attended or is scheduled to take a law-related education class in the current year.					
4. *The officer relates to the staff, students and parents effectively.					
5. The officer works well independently.					
6. The officer attempts to meet the requirements of the grant.					
7. The officer performs his/her duties effectively.					
8. The officer is effective with his/her classroom presentations.					
Please provide explanation to support question #4:					
Additional comments:					

School Safety Program Operational Plan Checklist*

- Required School Safety Program trainings are planned as appropriate:
 - District administrator
 - School principal
 - Agency supervisor
 - Officer
- Introduction of the officer to staff, students, and general school community is scheduled by the school administrator.
- Quarterly School Safety Assessment and Prevention Team (SSAPT) meetings are scheduled by school administrator.
- Officer performance assessments are planned by school administrator twice a year.
- The operational plan is periodically reviewed by the SSAPT.
- Agency supervisor and school administrator are scheduled to meet at least once per semester.
- School administrator is scheduled to review officer's activity logs to determine progress made toward LRE instruction and monitor time off campus.
- Collaboration between the officer and school personnel on school-wide safety and prevention is planned.
- Officer is scheduled to implement Cohort LRE instruction according to requirements and needs identified by SSAPT's review and assessment of data.
- Officer is scheduled to implement Universal LRE instruction according to requirements and needs identified by SSAPT's review and assessment of data.

*Please note this is not an exhaustive list. For all program requirements, please refer to the School Safety Program Guidance Manual.

LRE Best Practices Tool

Officer:	School Name:	District Name:
Topic:	Class/Subject:	Teacher:
Approximate # of students:	Grade:	Priority Focus Area (Issue):

Effective Implementation of LRE - Use of Best Practices:

- Law-Related Education
 - Content directly related to the law (Ex: Illegal use of drugs)
 - Content in-directly related to the law (Ex: Bill of Rights)
- Focus on Real Life Issues & Situations
 - Relevant to students' everyday life
 - Topic selection based on demographics
 - Derived from data (Ex: School climate surveys, discipline and crime reports)
- Student Centered
 - Student led activities, such as debates, role plays and group brainstorming
 - Encourages student discussion (not Q & A), such as small groups and continuums
- Interactive Teaching Strategies
 - Non-lecture (student to student interaction)
 - Hands on lessons, such as role play and small group work activities
- Balanced View Point/Multiple Points of View
 - Presentation of all sides of the issue
 - Unbiased presentation
- Problem Solving Oriented Approach
 - Solution reached through student discovery
 - Facilitator guides discussion to enable students to find answer
- Utilization of a CRP
 - Use of community resource person (e.g. Attorney, Judge, Detective)

Comments:

CHECKLIST

School Safety Program District Administrator

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
<u>General</u>		
1. I have read the School Safety Program (SSP) Guidance Manual (GM) and understand/support the requirements of the SSP.		
2. I have developed the Service Agreement between the school(s) and the police or juvenile probation department (see Section 3 of the GM). Each site has a copy of their Service Agreement.		
3. I understand that mid- and year-end reports, which capture SSP programmatic information, must be completed and submitted to the Arizona Department of Education (ADE) in a timely fashion.		
4. I understand that a completion report, which captures SSP financial information, must be submitted to ADE via the ADE Grants Management System at the end of each fiscal year.		
5. I will provide for an annual evaluation of the SSP, as required by ARS 15-154.		
<u>Trainings</u>		
1. I understand that I have an annual training requirement to meet, and I know that I register for the training at http://lawforkids.org/school-safety-program .		
2. I know what training the school principal (and the designee, if applicable) has to attend and will confirm with him/her that he/she has signed up for the appropriate training.		
3. I know what training the SRO or JPO has to attend and will confirm with him/her that that he/she has signed up for the appropriate training.		
4. I know what training the SRO or JPO supervisor has to attend and will confirm with him/her that that he/she has signed up for the appropriate training.		
5. I understand that if we (the district administrator, the site administrator, officer, and the agency supervisor) do not meet our training requirements each year, funds will be withheld for the entire district at the beginning of the following year until the training requirements have been met.		
<u>Communication</u>		
1. I communicate the SSP philosophy to all site staff.		
2. I understand that it is my responsibility to forward information received from ADE to all SSP participants as appropriate and in a timely fashion.		
3. I will develop and keep open communication with local law enforcement.		
4. I know that if I have any questions about the SSP, I can contact the ADE School Safety Team.		

CHECKLIST

School Safety Program Agency Supervisor

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
<u>General</u>		
1. I have read the School Safety Program (SSP) Guidance Manual (GM) and understand/support the requirements of the SSP.		
2. I have provided written information on the philosophy and operation of the SSP to appropriate supervisory/management personnel.		
3. I know what training I need to attend and that I register for the training at http://lawforkids.org/school-safety-program .		
4. I understand that if we (the agency supervisor, site administrator, officer, and district administrator) do not meet our training requirements each year, funds will be withheld for the entire district at the beginning of the following year until the training requirements have been met.		
<u>Work with the Officer</u>		
1. To the best of my ability, I will ensure officer continuity over the three years of the grant cycle so that students, staff, and the community are given the best opportunity to build relationships with the officer.		
2. I will work with the officer to ensure he/she is able to meet all the grant requirements.		
3. I will motivate the officer and provide positive reinforcement.		
<u>Collaborate with the Site Administrator</u>		
1. I am scheduled to meet with the site administrator at least once per semester.		
2. I will accept the officer assessment forms completed by the site administrator and will meet to discuss successes and concerns. I am aware that the an Officer Performance Assessment Tool is available on the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
3. I am working with the site administrator to ensure the officer is able to meet all grant requirements.		
<u>Documentation</u>		
1. I will help develop, review, and revise the Service Agreement.		
2. I will ensure the officer keeps an activity log that tracks the following: <ol style="list-style-type: none"> a. LRE instruction hours b. The teacher and subject or staff/community group c. The topic of each LRE lesson d. The time the officer is off campus during his/her duty hours, regardless of the reason. 		
3. I will amend or supplement evaluation forms to include performance criteria specific to the school officer's role.		

CHECKLIST

School Safety Program Site Administrator

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
<u>General</u>		
1. I have read the School Safety Program (SSP) Guidance Manual (GM) and understand/support the requirements of the SSP.		
2. I know what training I need to attend and that I register for the training at http://lawforkids.org/school-safety-program .		
3. I understand that if we (site administrator, the officer, district administrator, and agency supervisor) do not meet our training requirements each year, funds will be withheld for the entire district at the beginning of the following year until the training requirements have been met.		
<u>Work with the Officer</u>		
1. I understand that the site administrator, not the officer, is responsible for school discipline.		
2. I have reviewed the Service Agreement and school operational procedures and specifics with our officer.		
3. I have introduced the officer to staff and students and helped integrate the officer into our school community.		
4. I am monitoring the officer's activity logs to ensure progress is made toward program requirements.		
5. I have scheduled an officer performance assessment once each semester and will share that information with the officer's supervisor. I know that I can download an Officer Performance Assessment Tool for Administrators from the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
6. I am facilitating collaboration between the officer and other school personnel on school-wide safety strategies, such as staff trainings, emergency response planning, needs assessment, and prevention programming.		
<u>Collaborate with the Officer's Supervisor</u>		
1. I have established proactive and positive communication with our law enforcement or juvenile probation partners.		
2. I have scheduled to meet with the officer's supervisor at least once per semester.		
3. I am working with the officer's supervisor to ensure the officer is able to meet all the grant requirements.		
<u>Establish a School Safety Assessment & Prevention Team (SSAPT)</u>		
1. I understand that I need to establish a multi-disciplinary SSAPT that meets at least quarterly (monthly is recommended).		
2. I know that the SSAPT must consist of the following: <ul style="list-style-type: none"> a. School principal or assistant principal b. School Safety Program officer c. School prevention coordinator or school mental/behavioral health expert, or similar role d. Other members as needed. 		

CHECKLIST

School Safety Program Site Administrator

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
3. I understand that at each meeting the SSAPT should, at a minimum, accomplish the following: <ol style="list-style-type: none"> a. Review needs assessment data and the operational plan b. Make appropriate revisions to the operational plan based on the needs assessment c. Discuss completed and upcoming activities and milestones d. Identify the person(s) responsible for ensuring the activities are achieved. 		
4. I understand that the SSAPT utilizes needs assessment data to design clear and appropriate strategies and activities to support a successful SSP, to include: <ol style="list-style-type: none"> a. Use of law enforcement or juvenile probation expertise and resources, including strategic placement of the officer, for intervention and prevention of potential crime; b. Use of Law Related Education (LRE) instruction to students, staff, and the school community. 		
5. I understand that our site will be out of compliance if our SSAPT: <ol style="list-style-type: none"> a. Does not meet at least quarterly b. Does not have the required people in attendance at each meeting c. Does not discuss/document SSP-specific items at each meeting. 		
6. I know that our SSAPT can download an SSAPT Agenda Template from the SSP website: (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
7. I know that if our SSAPT needs assistance, the ADE School Safety Team will provide support.		
<u>Develop and Utilize the Operational Plan</u>		
1. I understand that it is my responsibility to lead the development and utilization of an operational plan that incorporates program requirements and illustrates our site-specific program design in a succinct and logical manner.		
2. I understand that our SSAPT should review the Operational Plan at each SSAPT meeting.		
3. I know that we can download an Operational Plan Template and an Operational Plan Checklist from the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
<u>Promote Law-Related Education (LRE)</u>		
1. I understand that I must ensure a teacher is present in the classroom with the officer at all times during the LRE instruction.		
2. I will provide time at regular staff meetings and trainings for the officer to deliver LRE instruction relevant to school-wide prevention safety related updates.		
3. I will promote the integration of LRE into the classrooms and assist the officer with gaining access to classrooms as required.		
4. I know that if the officer needs assistance with curriculum or lesson planning, he/she can contact Diana Strouth, Instruction Specialist, at the Arizona Foundation for Legal Services & Education: Diana.Strouth@azflse.org		

CHECKLIST

School Safety Program Officer (SRO/JPO)

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
<u>General</u>		
1. I have read the School Safety Program (SSP) Guidance Manual (GM) and understanding/support the requirements of the SSP.		
2. I understand that I may only serve the site(s) that was awarded SSP funding, and that I should only assist at a school that is not on the program if a crisis occurs.		
3. I know what training I need to attend and how to register for the training (see Section 3 of the GM).		
4. I understand that if we (the officer, the site administrator, district administrator, and the agency supervisor) do not meet our training requirements each year, funds will be withheld for the entire district at the beginning of the following year until the training requirements have been met.		
5. I understand that I am required to serve as a member of the SSAPT.		
6. I understand that our site will be out of compliance if our SSAPT does not meet the following requirements: <ul style="list-style-type: none"> a. Meets at least quarterly b. Has the required people in attendance at each meeting: <ul style="list-style-type: none"> i. School principal or assistant principal ii. School Safety Program officer iii. School prevention coordinator or school mental/behavioral health expert, or similar role iv. Other members as needed. c. Discusses/documents SSP-specific items at each meeting. 		
7. I know that our SSAPT can download an SSAPT Model Agenda template from the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
<u>Law Enforcement (SRO) or Court Appointed (JPO) Officer: Work with the Site Administrator</u>		
1. The site administrator and I have discussed that it is the site administrator, not the officer, who is responsible for school discipline. As such, the administrator should take the lead on school policy violations, but the administrator should call on me when a student's conduct violates a law.		
2. As a sworn law-enforcement or court-appointed officer, I will utilize my expertise and agency resources for intervention and prevention of potential crime.		
3. The site administrator has reviewed the Service Agreement and school operational procedures and specifics with me.		
4. The site administrator has introduced me to staff and students and helped integrate me into our school community.		
5. I am providing my activity logs to the site administrator on a regular basis.		
6. I understand that the site administrator will schedule an officer performance assessment once each semester and will share that information with my supervisor. I know that an Officer Performance Assessment Tool for Administrators is available on the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		

CHECKLIST
School Safety Program Officer (SRO/JPO)

<u>Responsibilities</u>	<u>Complete</u>	<u>Need to Complete</u>
7. I am collaborating with the site administrator and other school personnel on school-wide safety strategies, such as staff trainings, emergency response planning, needs assessment, and prevention programming.		
<u>Role Model</u>		
1. I set limits by being clear about what is acceptable and what is not, and I let students know the consequences of unacceptable behavior and the rewards for acceptable behavior.		
2. I am setting an example for the students and the school community by modeling how to handle stress, resolve conflicts, celebrate successes, and be a friend.		
3. I am encouraging responsibility by helping students think through options and consequences of decisions, set personal goals, and develop a plan to make the desired changes.		
4. I show respect by treating student with respect and expressing high expectations for them.		
5. I am consistent with students, staff, and parents in applying rules and regulations.		
<u>Law Related Educator</u>		
1. I understand that I am required to provide a minimum of 180 hours of LRE per year and this must include the following: a. At least 80 hours of classroom instruction to ongoing cohorts of students b. AT least 100 hours of universal LRE instruction i. 60 hours or more of universal LRE classroom instruction ii. Up to 20 hours for LRE planning and preparation iii. Up to 20 hours for LRE instruction to school staff and school community		
2. I know that my LRE instruction must follow best practices, and I can download the LRE Best Practices Tool from the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		
3. I know that if I need assistance with curriculum or lesson planning, I can contact Diana Strouth, Instruction Specialist, at the Arizona Foundation for Legal Services & Education: Diana.Strouth@azflse.org		
4. I am keeping a weekly activity log that tracks the following: a. My LRE instruction hours b. The teacher and subject or staff/community group c. The topic of teach LRE lesson d. The time I am off my assigned campus during my duty hours, regardless of the reason		
5. I understand that I can use my agency's activity log as long as it tracks the above information, or I can download the Weekly Activity Log & Instructions template from the SSP website (Tools & Resources tab): http://www.azed.gov/shs/ssp/		

School Health & Safety
Arizona Department of Education
1535 West Jefferson Street, Bin 29
Phoenix, Arizona 85007
Phone: (602) 542-8730
Email: Davidson.Riggs@azed.gov

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