



Resolution

NO. 1044

OFFICE OF THE
MAYOR
CITY OF SAN LUIS

A RESOLUTION OF THE MAYOR AND CITY COUNCIL OF SAN LUIS, ARIZONA AUTHORIZING THE SAN LUIS POLICE DEPARTMENT TO SUPPORT THE APPLICATION PROCESS FOR TWO SCHOOL RESOURCE OFFICERS BETWEEN THE CITY OF SAN LUIS POLICE DEPARTMENT AND THE GADSDEN ELEMENTARY SCHOOL DISTRICT #32.

WHEREAS, the City of San Luis through its police department wishes to assist in the application process to obtain funding to defray the cost of employing such officers; and

WHEREAS, the City of San Luis Police Department wishes to support the School Safety Program to fund two School Resource Officers to pay full time attention to the law enforcement needs of school campuses;

NOW, THEREFORE, BE IT RESOLVED by the Major and Council of the City of San Luis, Arizona, as follows;

1. THAT the 2015 School Safety Program Competitive Application, as attached here to as Exhibit "A", is hereby approved;
2. THAT Chief of Police or designee is hereby authorized and directed to support the application on behalf of the City of San Luis and take any and all actions as may be necessary to effectuate said application;.

PASSED AND ADOPTED by the San Luis City Council, this 26th day of March, 2014.

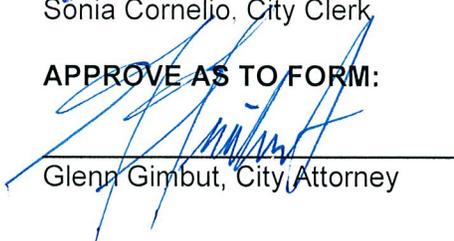

Gerardo Sanchez, Mayor

ATTEST:



Sonia Cornelio, City Clerk

APPROVE AS TO FORM:



Glenn Gimbut, City Attorney

Officer: TBD 10 month 11/12 month

District: Gadsden Elem School Dist #32

Site(s): 2 San Luis Middle School Site 2



**School Safety Program
FY 2015 Cooperative Agreement**

April 15, 2014

We, the undersigned, acknowledge we will coordinate and cooperate in the School Safety Program if funds are awarded. By signing this agreement we also give our assurance of the following items:

- We are in agreement with the budget submitted
- We will uphold the intent of the grant, which includes but not limited to:
 - Provide for 180 hours of law-related education
 - Ensure full-time officer presence on campus during school hours consistent with grant requirements
 - Maintain weekly activity logs completed by the officer and submitted and monitored by the school administrator and agency supervisor
 - Facilitate access to appropriate educational records and data to officers in accordance with FERPA
 - Utilize a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly for safety needs assessment, program planning, and continuous improvement
- We understand that, to the best of our ability, we are committed to ensuring officer continuity over the duration of the three-year grant cycle
- We understand that schools are prohibited from having more than three officers within a three-year cycle
- We will share the program design and operational plan with the assigned officer
- We will enter into a Service Agreement (or IGA)
- We understand each party's responsibility under the program

Print Name: Rafael Sanchez
School Principal(s)

Signature: [Handwritten Signature]

Print Name: Dr. Raymond V. Aguilera
District Superintendent

Signature: [Handwritten Signature]

Print Name: JAVIER ARELLANO Title: Chief of Police
Authorized Local Law Enforcement Agent/ Authorized County Juvenile Probation Agent

Signature: [Handwritten Signature]

Agency: SAN LUIS POLICE DEPARTMENT

Officer: Paulino Sanchez 10 month 11/12 month

District: Gadsden Elem. School Dist #32
Site(s): 1 Southwest Jr. High School
Site 1



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Print Name: Richard West
School Principal(s)

Signature: [Handwritten Signature]

Print Name: Dr. Raymond V. Aguilera
District Superintendent

Signature: [Handwritten Signature]

Print Name: JAVIER ARELLANO Title: Chief of Police
Authorized Local Law Enforcement Agent/ Authorized County Juvenile Probation Agent

Signature: [Handwritten Signature]

Agency: SAN LUIS POLICE DEPARTMENT

Officer: _____ 10 month 11/12 month

District: Gadsden Elem. School Dist. #32

Site(s): San Luis Middle School

**School Safety Program
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School Principal(s)

Signature: [Handwritten Signature]

Print Name: Dr. Raymond V. Aguilera
District Superintendent

Signature: [Handwritten Signature]

Print Name: JAVIER ARELLANO Title: Chief of Police
Authorized Local Law Enforcement Agent/ Authorized County Juvenile Probation Agent

Signature: [Handwritten Signature]

Agency: SAN LUIS POLICE DEPARTMENT

Officer: Pauline Sanchez 10 month 11/12 month

District: Gadsden Elem. School Dist
Site(s): Southwest Jr. High #32 School

**School Safety Program
FY 2015 Cooperative Agreement**

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School Principal(s)

Signature: [Handwritten Signature]

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District Superintendent

Signature: [Handwritten Signature]

Print Name: JAVIER ARELLANO Title: Chief of Police
Authorized Local Law Enforcement Agent/ Authorized County Juvenile Probation Agent

Signature: [Handwritten Signature]

Agency: SAN LUIS POLICE DEPARTMENT

Officer: _____ 10 month 11/12 month District: _____

Site(s): _____



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Print Name: _____
School Principal(s)

Signature: _____

Print Name: _____
District Superintendent

Signature: _____

Print Name: _____ Title: _____
Authorized Local Law Enforcement Agent/ Authorized County Juvenile Probation Agent

Signature: _____

Agency: _____

District:

Site(s):

2015 School Safety Program Competitive Application

Required Documents Checklist

The following documents are required for all grantees and must be either mailed to the Arizona Department of Education, Attn: School Safety Program, 1535 W. Jefferson, Bin #29, Phoenix, Arizona 85007 **postmarked April 15, 2014** or emailed to SSPApplication@azed.gov by 5:00 PM on **April 15, 2014**. All documents listed below are required to be submitted by this deadline. Please include this completed checklist with submission of application packet (follow labeling guidance in application instructions).

All grantees must submit the following documents:

- Cooperative Agreement Signature Page (one per site)
- Statement of Officer Salary and Benefits (one per agency/per district)
- Az SAFE Violation Report #1 Number and Percent of Violations by Violation Category for **2012-2013 school year** (one per site)
- Az SAFE Violation Report #1 Number and Percent of Violations by Violation Category (or comparable report from Student Management System) **for 2013-2014 school year** (one per site)
- School Safety Program Operational Plan (one per site)

Three-Year Cycle Grantees are required to also submit the following documents:

- Activity Log Summary Form for 2013-2014 school year (one per officer)
- Training Attendance Records for each year/position within the FY 2012-2014 cycle
- SSAPT Meeting Documentation from quarterly meetings for each year of the FY 2012-2014 cycle

Round Two Grantees are required to also submit the following documents:

- Activity Log Summary Form for 2013-2014 school year (one per officer)
- Training Attendance Records for the Principal, Agency Supervisor and Officer

Please list any missing documents:

Data Needed

- 1. Juvenile Court Statistics.**
- 2. San Luis, AZ crime/arrest statistics (including by juveniles)**
- 3. Statistics regarding the border (e.g., CPB, Border Patrol), including seizures, human smuggling, arrests, etc. (Need a contact to interview).**
- 4. Survey Data:**
 - Survey of Students**
 - Survey of Parents**
 - Survey of Teachers/staff**
 - Survey of Officers.**



State of Arizona
Department of Education

**School Safety Program
FY 2015 Competitive Grant Announcement**

Application Instructions

Eligibility

Arizona public schools through their district or charter holder*

Release Date

March 4, 2014

Due Date

April 15, 2014
5:00 PM

Note: programmatic assistance and technical assistance for the on-line grants system is available from 8:00 AM to 5:00 PM. There will be no support available from the program office or GME after 5:00 PM.

How to Apply

An on-line application must be submitted through the Arizona Department of Education's (ADE) Grants Management Enterprise (GME) at www.ade.az.gov/gme. After entering the Common Logon the application will be visible as a FY 14 grant but titled **2015 School Safety Program Competitive Application**.

Additional mandatory documents must be submitted via postal services or email.

Contact Information

For programmatic questions and assistance, contact the School Safety and Prevention Unit, 602-542-8730. For technical assistance with the online system, contact GME, 602-542-3901 or email grants@ade.az.gov.

*Funding to charter holders is contingent upon the Legislature enacting House Bill 2637 making charter schools eligible to apply for the School Safety Program.

School Safety Program 2015 Competitive Application

Program Overview

The intent of the School Safety Program is to place 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. The grant provides seed money for the salary and benefits of these officers as established in ARS §15-155 for the purpose of violence and juvenile delinquency prevention. School Safety Program 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 are required to teach a minimum of 180 hours of LRE instruction per year. The officer is expected to intervene as a law enforcement officer or juvenile probation officer when necessary.

School Safety Program Guidance Manual

Requirements for the program are contained in the School Safety Program Guidance Manual, developed by the School Safety Program Legislative Oversight Committee. Please read the Guidance Manual in its entirety as it has been modified. An updated Guidance Manual has been provided in the Application Download section of GME.

Pre-application Trainings

Pre-application trainings will be offered **March 20, 2014 in Phoenix, March 21, 2014 in Tucson, and March 25, 2014 in Flagstaff**. Registration can be accessed at: www.ade.az.gov/onlineregistration. Click on "Standards & Assessment: School Safety and Prevention" link. Register as soon as possible because seating is limited.

Application Selection and Award

Applications will be reviewed and scored in accordance with the Arizona Department of Education's (ADE) Guidelines and Procedures for Competitive Discretionary Grants. Each site application will be scored independently. Awards will be made to the highest scoring applications up to the dollar amount available for funding. The ADE will process scores and provide funding recommendations to the School Safety Program Legislative Oversight Committee for final approval. Awards are expected to be made by early July.

Project Period

Grants awarded under this program will be funded for three years. Salary requests are guaranteed for the length of the grant and no upward adjustments will be accepted through the three-year grant cycle. If the actual salary of an officer is reduced during the year, an amendment is required to reflect the reduction in salary.

Program Assistance

For questions concerning the application or further information about the School Safety Program, contact Dave Riggs, (602) 542-8730 or davidson.riggs@azed.gov.

Note: programmatic assistance and technical assistance for the on-line grants system is available from 8:00 AM to 5:00 PM. There will be no support available from the program office or GME after 5:00 PM.

Application Overview

The 2015 School Safety Program competitive application is available to new and current grantees. Current grantees are required to complete additional application questions and submit supplementary documentation. For the purposes of this application, a current grantee is a site that received School Safety Program funding from the 2011/2012 school year to the 2013/2014 school year (Three- Year Cycle Grantee) or during the 2013-2014 school year only (Round Two Grantee).

Schools may apply for an officer individually or may propose to share an officer with a partnering school through a joint application with a maximum of two schools. If a current grantee and new grantee apply jointly, the application will be reviewed and scored as a current grantee. Submit all required documents accordingly and complete the compliance portion of the online application. See complete guidance on pages 4 to 5 of this document.

A complete application consists of the following mandatory parts:

	New Grantees	Three-Year Cycle Grantees	Round Two Grantees
1. <u>Online Application submitted via the Grants Management Enterprise (GME)</u>			
– Budget Forms	X	X	X
– District Administrator Information	X	X	X
– Site Level Information	X	X	X
– Officer Information	X	X	X
2. <u>Application Downloads submitted via postal services or email</u>			
– Required Documents Checklist (RDC)	X	X	X
– School Safety Program Operational Plan (OP)	X	X	X
– Cooperative Agreement Signature Page (CASP)	X	X	X
– Activity Log Summary (ALS)		X	X
3. <u>Additional Documents submitted via postal service or email</u>			
– Statement of Officer Salary and Benefits (SOSB)	X	X	X
– Az Safe Violation Report #1 for the 2012-2013 school (Report 2013)	X	X	X
– Az Safe Violation Report #1 or comparable for the 2013-2014 school year (Report 2014)	X	X	X
– Training Attendance Records (TA)		X	X
– School Safety Assessment and Prevention Team meeting documentation (SSAPT)		X	

Additional supportive documentation (limited to an additional three documents, no more than 15 pages in total) may be submitted.

Timeline and Submission

The online portion of the application must be submitted by **5:00 PM on April 15, 2014**. Application documents must be emailed by **5:00 PM** or postmarked via postal mail by **April 15, 2014**. Incomplete or late submissions will not be accepted. Applications missing any of the required documents will be automatically disqualified.

Application packets sent via postal service must include four copies of each document and a completed "Required Documents Checklist" indicating which documents are included for each site. Each document must be clearly identifiable and contain the district/charter holder name and site name in the top right corner. Email submissions must follow the same process (excluding multiple copies) and electronic documents need to be in Word or Adobe format and saved as district name/site name/document name (e.g. RUSD/SmithHS/CASP). All documents should be submitted together in either one email or one postal service submission.

Mail documents to:

Arizona Department of Education, School Safety and Prevention, 1535 W. Jefferson Bin #29, Phoenix, AZ 85007, ATTN: Dave Riggs.

Email documents to:

SSPApplication@azed.gov

Cooperative Agreement Signature Page

All grantees must obtain the appropriate signatures from each entity involved in the School Safety Program for each site. The signature form acknowledges cooperation among the responsible parties, including the county juvenile probation department or local police department, school principal and district superintendent. Specifically, this form indicates that a law enforcement or juvenile probation department has agreed to provide an officer and follow grant requirements, if a grant is awarded. Do not submit an application without having the assurance that an officer will be available to fill the position. Each site must have its own *Cooperative Agreement Signature Page* (joint applicants submit one). The *Cooperative Agreement Signature Page* has been provided in the Application Download section of GME.

After award of the grant, the district/charter holder must develop a Service Agreement with their law enforcement or juvenile probation agency for the purpose of outlining all agreed upon terms, such as hours the officer will work, expenses covered by each entity, and services the officer will provide when school is not in session. Minimum requirements of the Service Agreement can be found on page 22 of the School Safety Program Guidance Manual.

School Safety Program Operational Plan

All grantees are required to develop a School Safety Program Operational Plan that incorporates program requirements and illustrates their site specific program design in a succinct and logical manner for each site (joint applicants can submit one operational plan if appropriate). The plan is a fluid document that should be used by the school administrator, officer, and School Safety Assessment and Prevention Team to monitor program implementation and provide continuous improvement throughout the school year. A template of the School Safety Program Operational Plan has been provided in the Application Download section of GME.

Required Documents Checklist

All grantees should include the Required Documents Checklist with each application packet. The checklist has been provided in the Application Download section of GME.

Activity Log Summary Form

Current grantees are required to submit an Activity Log Summary Form that reflects the number of Law-Related Education hours completed and the number of hours the officer was off-campus in the 2013-2014 school year (one per officer). The form has been provided in the Application Download section of GME.

Statement of Officer Salary and Benefits

All grantees must submit a statement of officer salary and benefits obtained from the partnering agency providing the officer(s) (one per agency per district/charter). The statement must include the **actual** salary and benefits for each officer. Allowable benefits include **customary benefits** of medical, dental, retirement and social security and do not include additional benefits such as uniform allowance, additional stipends, and overtime. If the officer will serve the school for less than 12 months, the itemized salary and benefits statement from the agency must show a prorated figure.

Az SAFE Violation Report #1

All grantees are required to submit school level safety incident/violation data that includes, at a minimum, mandatory reporting to ADE and law enforcement that is consistent with information reported in the needs assessment section of the online application. Submit for each school: 1) the *Number and Percentage of Violations by Violation Category Report* (AZSAFE Violation Report #1) for **school year 2012-2013** and 2) either the same AZSAFE report or a comparable report from the school's Student Management System for **school year 2013-2014**. A sample report and list of violations has been provided in the Application Download section of GME.

Training Attendance Records

Current grantees are required to provide documentation of training attendance by submitting copies of *Certificates of Attendance* or a copy of each individual's *Event Participation* from their individual account at the Arizona Foundation for Legal Services and Education's (AZFLSE) online system <https://www.azflse.org/myazflse/>.

Three-Year Cycle Grantees must provide training documentation for officers, agency supervisors, and principals or principals' designees for each year or the 2012-2014 grant cycle and training documentation for the current district administrator during the grant cycle. Round Two grantees must submit training documentation of the principal and the agency supervisor having attended the Leadership Training. Round Two grantees must also submit documentation that the officer attended the Round Two New Officer Training or an LRE Academy provided by the AZFLSE in the 2013-2014 school year. Documentation submitted must correspond with information provided in the online application.

School Safety Assessment and Prevention Team Documentation

Three-Year Cycle Grantees are required to provide documentation from the four required quarterly meetings held at each site for the 2011/12 – 2012/13 school years and three required quarterly meetings for the 2013-

2014 school year that demonstrates the number of meetings held, member attendance at each meeting, and meeting’s content relevant to the purpose and function of the SSAPT. Documentation includes meeting invitations, agendas, notes, or minutes.

Officer Sharing Between Two Schools – Joint Applicants

Schools requesting to share an officer are required to develop and submit a joint application which will be considered in cases where the district, school, and partnering agency feel that it is feasible and in the community’s best interest to share an officer. A maximum of two schools may apply as a joint applicant. Joint applicants will receive one score. Therefore, partnering schools must demonstrate a cohesive program design by jointly and thoroughly addressing all sections of the application. The application, including the operational plan, should describe how partnering schools will collaborate to effectively use the officer at each site in accordance with grant requirements. Officers of shared sites are required to complete the 180 Law-Related Education (LRE) hours between the sites, not at each site. All other program requirements remain intact.

Because of the limited staffing capacity of partnering agencies and the challenge of implementing 180 hours of LRE with a finite number of potential classrooms, a school with an Average Daily Membership (ADM) ranging from 200 to 300 is more likely to successfully implement the program by partnering with another school with a similar ADM. These schools are strongly encouraged to submit a joint application. Schools with fewer than 300 students that apply by themselves should clearly articulate within the program design of their online application how they will successfully meet LRE instruction requirements within constraints of limited number of potential classrooms to teach LRE.

Partnering schools requesting to share an officer must ensure that the officer has at least one year experience as a School Safety Program Officer or demonstrate in the application the extent to which partnering schools have a cohesive program and supports in place to support an inexperienced officer.

Joint applicants must provide a program proposal that demonstrates effective use of the officer and how the officer will meet program goals and requirements through collaboration between both schools’ administrations. This would include but is not limited to developing a realistic schedule for the officer, an LRE plan based on each site’s needs assessment, a shared or individualized operational plan(s), and considerations for school enrollment and distance between schools.

Note that if a current grantee and new school apply jointly, the application will be treated as a current grantee. Submit all required documents accordingly and complete the compliance portion of the online application.

Application Scoring

The application is worth a total of 100 points. The online application sections and the operational plan total point values are as follows:

<u>Application Section</u>	<u>New Grantees</u>	<u>Three-Year Cycle Grantees</u>	<u>Round Two Grantees</u>
Determining the Need for the School Safety Program	25 points	25 points	25 points
Addressing the Need through Program Design	40 points	30 points	35 points
School-Agency Collaboration and Commitment for Program Implementation	20 points	20 points	20 points

Assessing Compliance	N/A	15 points	5 points
Operational Plan	15 points	10 points	15 points
Total:	100 points	100 points	100 points

Grants Management Enterprise (GME)

The FY 15 School Safety Program Competitive Application is the last new grant application that will appear on the current SME system. Because of this, there will be some discrepancies or fields that may look incorrect, but will not impact the submittal and review of this application. Please note the following two items:

- 1) Under the “Application Contact” page, the begin/end dates in the application read 7/1/2013 – 6/30/14. This cannot be changed. DO NOT alter these dates. ADE will change the project period to 7/1/2014 - 6/30/15 for successful applicants.
- 2) The “Payment Schedule” page is unable to reflect a true schedule of July – June payments. As a remedy, place entire project amount into the month of June. This will be modified for successful applicants.

Online Tips

- Before utilizing the online system, review all documents in the Application Downloads section of GME, www.ade.az.gov/gme .
- To begin the GME online application process, go to www.ade.az.gov/gme . After entering the Common Logon the application will be visible as a FY 14 grant but titled **2015 School Safety Program Competitive Application**.
- When entering data online, it is recommended that you save frequently as a precaution. Each page will time out after one hour.
- If you need assistance utilizing the online system, contact the Grants Management office at (602) 542-3901 or email grants@ade.az.gov between the hours of 8:00 to 5:00 PM.
- If you need programmatic assistance, contact Dave Riggs at Davidson.riggs@azed.gov or (602) 542-8730.

General Statement of Assurances (GSA)

The GME requires acceptance of the GSA, which includes the following statement: *Misrepresentation of information on grant applications can result in termination of program participation.* To review the General Statement of Assurances link on the Grants home page, please visit <http://www.ade.az.gov/gme>.

Online Application Forms and Pages

Budget Forms and Allowable Expenditures

The *Budget Line Item* form must indicate the **total** amount the district is requesting for all sites.

The *Budget Description* form must contain a detailed description of each line item amount requested and must include a breakdown of salary and benefits for each officer. The description must also specify a 10-, 11-, or 12-month position for each officer.

The *Payment Schedule* must be completed indicating one full payment scheduled in June.

Items Approved for Inclusion in Budget:

- Officer salary and benefits- indicate a 10-, 11-, or 12-month position, consistent with page 18 of the guidance manual, and provide the **actual** salary and benefits for each officer. The district administrator is responsible for ensuring that the items included in the benefits description are allowable expenses under this grant.
- Materials (office supplies/classroom instruction materials)
 - \$100 per officer

Travel allocations will be provided at the time of award. No other budget items will be considered.

Section 1: District Administrator Contact Information Form

This form is for district/charter holder level information. Information will be used for correspondence.

District Administrator Contact Information	
1. District Administrator Name	
2. Title	
3. Mailing Address	
4. City	
5. State	
6. Zip Code	
7. Phone Number-Enter as (xxx) xxx-xxxx + extension	
8. Fax Number Enter as: (xxx) xxx-xxxx	
9. Email Address	

Site Level Information Page (one page per school)

A separate page is required for each school site for which funding is requested (unless applying jointly with a partnering school). Once a page has been completed, an additional page can be added for each school requesting funds.

Each school must be designated a site number – starting with number one and going up sequentially by the number of schools applying within the district/charter. Schools applying jointly will share the designated site number of the primary school. Site detail information for the partnering school must be entered in the Joint Applicant – Partnering School section of this page.

After saving a page, a blank template will appear on the left side of the frame should you need to continue with another site selection. Your saved page will appear in the left blue frame with the Site Number as the page title.

Section 2: Site Details

Site Details. The purpose of this section is to designate a school number, provide school level information such as Average Daily Membership (ADM), and to designate who is responsible for program implementation and correspondence. The program contact must be the school principal or assistant principal who will work most directly with the officer.

1	<p>Site Number</p> <p>Indicate the number this site corresponds to in your application.</p>	<input type="text"/>
2	<p>Enter your site's 9 digit CTDS number without hyphens.</p> <p>Example: 012345678</p>	<input type="text"/>
3	<p>Site Name (Joint applicants - list the primary site first, then the additional partnering site)</p> <p>Example Helix Middle School (primary); La Mesa Elementary School (partner)</p>	<input type="text"/>
4	<p>What is the Average Daily Membership (ADM) of this site?</p>	<input type="text"/>
5	<p>School Level</p> <p>Select all that apply</p>	<p><input type="checkbox"/> High School</p> <p><input type="checkbox"/> Middle School</p> <p><input type="checkbox"/> Elementary School</p> <p><input type="checkbox"/> Other</p>
6	<p>Site Administrator Name</p> <p>This person cannot be the officer.</p>	<input type="text"/>
7	<p>Site Administrator Title</p>	<input type="text"/>
8	<p>Site Mailing Address</p>	<input type="text"/>
9	<p>City</p>	<input type="text"/>
10	<p>State (AZ)</p>	<input type="text"/>
11	<p>Zip Code</p>	<input type="text"/>
12	<p>Telephone Number</p> <p>Enter as: (XXX) XXX-XXXX+ extension</p>	<input type="text"/>
13	<p>Fax Number</p> <p>Enter as: (XXX) XXX-XXXX</p>	<input type="text"/>
14	<p>Email Address</p>	<input type="text"/>
15	<p>List the name of the officer serving this site.</p>	<input type="text"/>

	Enter as John Doe - PO Jane Doe - SRO	
16	Provide the name of the school principal if the person identified as the site administrator in question 6 is not the principal	

Section 3: Determining the Need for the School Safety Program

Determining the Need for the School Safety Program. The purpose of this section is to demonstrate a compelling need for the program based on needs assessment data. A needs assessment is the collection and analysis of objective data regarding the conditions, consequences, and incidence of violent and criminal behavior, illegal substance use, and other high risk behaviors in the school and school community; prevalence and perception of high risk behavior and feelings of safety; and/or risk and protective factors. The analysis should include delinquency and serious discipline problems among the student population as well as gaps and weaknesses in prevention and intervention resources available to the school.

The use of multiple data sources is required. The submission of safety/discipline incident data is required.

17	Utilize the check boxes to indicate the safety and climate needs identified at your school.	<input type="checkbox"/> Alcohol <input type="checkbox"/> Tobacco <input type="checkbox"/> Drugs <input type="checkbox"/> Bullying and harassment <input type="checkbox"/> Threat or intimidation <input type="checkbox"/> Truancy <input type="checkbox"/> Fights <input type="checkbox"/> Assault <input type="checkbox"/> Sexual harassment <input type="checkbox"/> Sexual abuse/conduct <input type="checkbox"/> Sexual assault <input type="checkbox"/> Weapons <input type="checkbox"/> School threat <input type="checkbox"/> Arson <input type="checkbox"/> Burglary <input type="checkbox"/> Vandalism <input type="checkbox"/> Feeling unsafe to/from school <input type="checkbox"/> School climate <input type="checkbox"/> Risk factors <input type="checkbox"/> Other _____
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18	<p>Demonstrate your school's need for the program by providing results from your safety/discipline incident data.</p> <p>Submit AZSAFE Violation Report #1: <i>Number and Percentage of Violations by Violation Category</i> for the 2012-2013 school year.</p> <p>Submit either AZSAFE Violation Report #1: <i>Number and Percentage of Violations by Violation Category</i>, or comparable Student Management System/Student Information System/SIS/SMS report, for the 2013-2014 school year.</p>	
19	<p>Demonstrate your school's need for the program by providing student survey data (e.g. prevalence of risk behaviors and perceptions of safety), as applicable. Cite your source(s).</p>	
20	<p>Demonstrate your school's need for the program by providing staff survey data, as applicable. Cite your source(s).</p>	
21	<p>Demonstrate your school's need for the program by providing parent survey data, as applicable. Cite your source(s).</p>	
22	<p>Demonstrate your school's need for the program by providing community crime statistics, as applicable. Cite your source(s).</p>	
23	<p>Demonstrate your school's need for the program by providing other social and school community indicators (e.g. Free and Reduced lunch percentage, law enforcement response time, etc.), as applicable. Cite your source(s).</p> <p>If providing Free and Reduced lunch percentages, high school applicants may provide projected percentages based on feeder school actual percentages.</p>	

24	Describe the gaps and weaknesses in prevention and intervention resources available in your school community to address the need(s) identified above.	
25	Identify the priority focus areas and target population(s) to be served and explain how they were determined by the results and analysis of these data sources.	

Section 4: Addressing the Problem through Program Design

Addressing the Need through Program Design. The purpose of this section is to demonstrate, based on a needs assessment, 1) a sound program design with clear and appropriate School Safety Program strategies and activities and 2) programs and supports in place to ensure the success of the program.

26	Describe how the officer's experience, expertise, and resources as a law enforcement or juvenile probation officer will be utilized to address your identified priority focus areas. Do not include Law-Related Education (LRE) or School Safety-Related Education (SRE) or School Safety Assessment and Prevention Team activities as this will be asked in a later question.	
27	Describe how the officer will be introduced and integrated into the school environment so that the officer will meet the LRE requirements, be a resource for the school community and be a positive role model to the students. This should also include facilitating the officer's collaboration and communication with school personnel on school-wide safety, climate and prevention strategies.	
28	Provide a detailed proposal for implementing LRE in the 2015 fiscal year, consistent with program requirements and needs assessment. The design should clearly describe, at a minimum, the LRE topics to be taught, teachers who will participate and team teach with the officer, how cohort groups of students will be served, and how access to classrooms will be ensured. Include design for staff and community LRE training if applicable.	

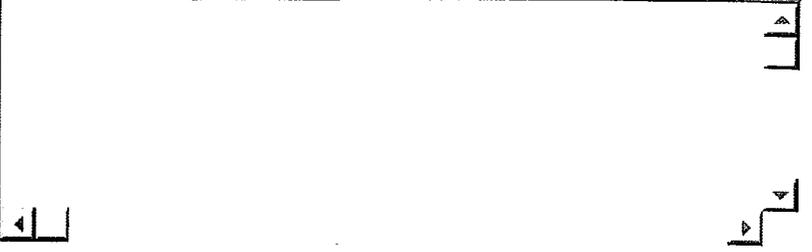
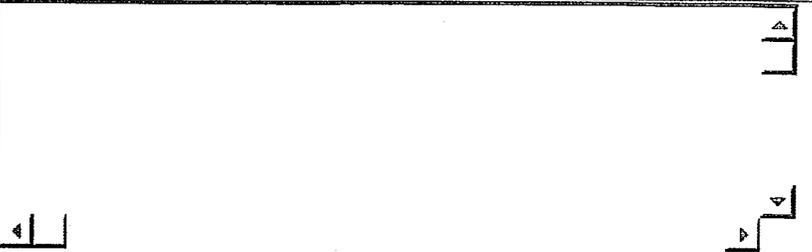
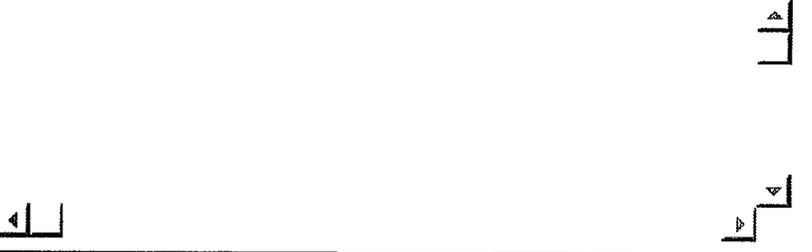
<p>The grant requires the formation of a site level multidisciplinary School Safety Assessment and Prevention Team (SSAPT). In working toward the program requirements, describe the titles or positions of member roles of the existing or newly formed team and how the team will</p> <p>29. Use ongoing needs assessment results in determining the use of the officer consistent with program requirements.</p> <p>Coordinate efforts of the School Safety Program with other safety and drug/violence prevention programs at the school, and</p> <p>Provide for continuous improvement of the program.</p>	
<p>Describe the systems and programs in place for prevention and safety at your school and how the officer will be utilized within the current framework. Include existing drug, violence, and delinquency prevention and intervention activities, community partnerships, school goals and objectives related to school safety and climate, and relevant school discipline policies and procedures.</p> <p>30.</p>	

Section 5: School – Agency Collaboration and Commitment for Program Implementation

School – Agency Collaboration and Commitment for Program Implementation. The purpose of this section is to demonstrate an existing collaborative relationship with law enforcement or juvenile probation (whichever is supplying the officer), commitment to the goals of the program, and effective program management.

Submit a Cooperative Agreement Signatures Page and Statement of Officer Salary and Benefits. An MOU will be a required.

<p>Describe how your school and collaborating agency will select the most appropriate officer for your school and ensure the continuity of that officer over a three year period. If the school and agency intend to maintain the current School Safety Program Officer, include an explanation of why this officer is appropriate for the position.</p> <p>31.</p>	
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32	The officer cannot be used to fill positions in areas such as school discipline, in-school suspension, security, parking lot detail, truancy personnel, and lunchtime monitoring but should collaborate with individuals in these positions. Describe how your school currently staffs these positions and will ensure that the officer is not misused.	
33	Describe specific collaborative activities your school has engaged in with law enforcement or juvenile probation agencies.	
34	Officers are expected to be on campus 80% (SROs) / 90% (IPOs) of the time and cannot be utilized for special assignments such as SWAT and case loads. Describe how your school and agency will collaboratively ensure the officer is present and available on campus during their duty hours and according to the program requirements.	
35	Describe how your school, the agency, and the district will collaboratively monitor program implementation and supervise the officer.	
36	Itemize in-kind contributions your school and collaborating agency will provide to this program. Include items such as office furniture, office space, computers, two-way radios, supplies, and salary supplements.	

Section 6: Assessing Compliance – Three-Year Grantees only

Assessing Compliance – Three-Year Cycle Grantees. The purpose of this section is to demonstrate compliance with program requirements over the course of the ending three-year (FY 12-14) grant cycle. Round Two Grantees, skip this section.

Submit SSAPT documentation (e.g. meeting invitations, agendas, notes, or minutes) from the four required quarterly meetings for the 2011/12 – 2012/13 school years and three required quarterly meetings for the 2013-2014 school year to substantiate Questions 48-50.

Submit training records to substantiate Questions 38-47.

Submit an Activity Log Summary Form for the 2013-2014 school year to substantiate Questions 53-54.

37	<p>List each officer (first name, last name) that served at this site during the 2011-2014 grant cycle, the dates each officer served and the reason for leaving. For the current officer, list the name, date and current.</p> <p>Example: John Doe, July 2011 – September 2012, promotion Jane Doe, September 2012 – current</p>	
38	<p>Provide the date and title of the required training, provided by the Arizona Department of Education or Arizona Foundation for Legal Services and Education, your <i>officer</i>, attended in the 2011-2012 school year.</p>	
39	<p>Provide the date and title of the required training, provided by the Arizona Department of Education or Arizona Foundation for Legal Services and Education, your <i>officer</i>, attended in the 2012-2013 school year.</p>	
40	<p>Provide the date and title of the required training, provided by the Arizona Department of Education or Arizona Foundation for Legal Services and Education, your <i>current officer</i> attended in the 2013-2014 school year.</p>	
41	<p>Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>school administrator</i> attended in the 2011-2012 school year.</p>	

42	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>school administrator</i> , attended in the 2012-2013 school year.	
43	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>current school administrator</i> , attended in the 2013-2014 school year.	
44	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>current district administrator</i> , attended between the 2012-2014 school years.	
45	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>agency supervisor</i> attended in the 2011-2012 school year.	
46	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>agency supervisor</i> attended in the 2012-2013 school year.	
47	Provide the date and title of the required training, provided by the Arizona Department of Education, your <i>current agency supervisor</i> attended in the 2013-2014 school year.	
48	Indicate the number of times your SSAPT met each year within the 2012-2014 grant cycle. Example: 2011-2012 # times 2012-2013 # times 2013-2014 # times	
49	Describe how each meeting's content was relevant to the purpose and function of the SSAPT for each year of the 2012-2014 grant cycle.	
50	Provide SSAPT member attendance information for each meeting within the 2012-2014 grant cycle.	

51	Indicate the number of Cohort, Universal and total LRE hours your officer taught in the 2011-2012 school year.	<input type="text"/>
52	Indicate the number of Cohort, Universal and total LRE hours your officer taught in the 2012-2013 school year.	<input type="text"/>
53	Indicate the number of Cohort, Universal and total LRE hours your officer taught in the 2013-2014 school year.	<input type="text"/>
54	Provide the total number of hours your officer was off-campus per school year. Example: 2011-2012 # hours 2012-2013 # hours 2013-2014 # hours	<input type="text"/>

Section 7: Assessing Compliance – Round Two Grantees only

Assessing Compliance – Round Two Grantees. The purpose of this section is to demonstrate level of compliance with program requirements during the 2013-2014 school year.

Submit training records to substantiate Questions 55-57.

Submit an Activity Log Summary Form for the 2013-2014 school year to substantiate Questions 58-59.

55	Provide the date and title of the required training, provided by the Arizona Department of Education or Arizona Foundation for Legal Services and Education, your <i>current officer</i> attended in the 2013-2014 school year.	<input type="text"/>
56	Select the school year your <i>current principal</i> attended the School Safety Program Leadership Training.	<input type="text"/>
57	Select the school year your <i>current agency supervisor</i> attended the School Safety Program Leadership Training.	<input type="text"/>
58	Indicate the total number of LRE hours your officer taught in the 2013-2014 school year.	<input type="text"/>
59	Provide the total number of hours your officer was off-campus during the 2013-2014 school year.	<input type="text"/>

Section 8: Joint Applicant – Partnering School(s)

Joint Applicant – Partnering School. The purpose of this section is to provide school level information for the partnering school applying jointly. The primary site's information should have been provided in the Site Details section.

60	Site name of partnering school	
61	Enter your site's 9 digit CTDS number without hyphens Example: 012345678	
62	What is the Average Daily Membership (ADM) of this site?	
63	School Level Select all that apply	<input type="checkbox"/> High School <input type="checkbox"/> Middle School <input type="checkbox"/> Elementary School <input type="checkbox"/> Other <input type="text"/>
64	Site Administrator Name This person cannot be the officer.	
65	Site Administrator Title	
66	Site Mailing Address	
67	City	
68	State (AZ)	
69	Zip Code	
70	Telephone Number Enter as: (XXX) XXX-XXXX + extension	
71	Fax Number Enter as: (XXX) XXX-XXXX	
72	Email Address	
73	Enter the distance between this school and the primary school.	
74	List the name of the officer serving this site Enter as: John Doe - PO Jane Doe - SRO	
75	Provide the name of the school principal if the person identified as the 'site administrator' in question 64 is not the principal.	

Officer Information Page (one page per officer)

When completing the Officer Information Page, be certain to select the appropriate site number the officer will serve (previously designated on Site Detail Page). If the officer is being shared between two schools (joint applicant) list both site names in Q4 (list the primary site first then the additional partnering site). Please do not submit multiple pages for one officer.

The following Officer Information Sections must be completed:

Officer Contact Information. One officer per page.	
1	Provide the last name of the officer
2	Provide the first name of the officer
3	Enter the site number(s) that the officer serves
4	List by name, the site(s) the officer serves Example: Anytown Middle School; Anytown High School
5	Select type of officer <input type="checkbox"/> SRO <input type="checkbox"/> PO
6	Officer's School Phone Number Enter as: (XXX) XXX-XXXX; Extension
7	Officer's School Fax Number Enter as: (XXX) XXX-XXXX
8	Officer's School Email Address

Section 2: Summer/Intersession

Applications must reflect a 10-month salary unless an 11- or 12-month salary is specifically referenced in the Budget Description, supported in Summer/Intersession section of the Officer Information page, and indicated on the *Cooperative Agreement Signature Pages* and Statement of Officer Salary and Benefits. Terms of an 11- or 12-month position must also be established in a Service Agreement. Please note: funding for an 11- or 12-month position is dependent upon availability of funds; approval is not guaranteed. More information on Summer/Intersession can be found on page 18 of the *School Safety Program Guidance Manual*.

Summer/Intersession Request. The Summer/Intersession section of this page must be completed if the site and the officer are requesting funds for a position that extends beyond 10-months. To be considered for an 11- or 12-month position, teachers and students must be present on campus for a period of time during intersession or

summer break and the administrator and officer must select described planned activities in Question 12 and 13. If the officer will serve no more than a 10-month position, select 'No' on Question #9 and skip to Questions #14-23.

9	<p>Do the site and officer request funding for a position that serves the school for more than 10-months?</p> <p>If yes, you must complete the rest of this section. If no, proceed to the next section.</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
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10	<p>How many months of service are being proposed?</p>	<p><input type="radio"/> 11 Months</p> <p><input type="radio"/> 12 Months</p>
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11	<p>Will teachers and students be present during inter-session or summer break?</p>	<p><input type="radio"/> Yes</p> <p><input type="radio"/> No</p>
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12	<p>What duties will the officer perform?</p>	<p><input type="checkbox"/> LRE lesson plan development</p> <p><input type="checkbox"/> Work with specific teachers to integrate LRE into classroom curriculum</p> <p><input type="checkbox"/> Implement LRE</p> <p><input type="checkbox"/> Conduct school safety assessments</p> <p><input type="checkbox"/> Review and update school safety plan</p> <p><input type="checkbox"/> Provide or attend school in-service training</p> <p><input type="checkbox"/> Attend professional development trainings</p> <p><input type="checkbox"/> Analyze and develop strategies to address campus related criminal incident</p> <p><input type="checkbox"/> Other _____</p>
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13	<p>Provide a detailed description, supporting each item indicated above of the summer/inter-session plan that has been developed between the site administrator, officer, and supervisor.</p> <p>For example, if LRE lesson plan development is selected, then you might write: The officer will develop LRE lesson plans that address sexual harassment which will be implemented during the 2014-2015 school year.</p>	<div style="border: 1px solid black; height: 150px; width: 100%;"></div>
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Section 3: Law Enforcement or Juvenile Probation Supervisor Contact Information

Law Enforcement or Juvenile Probation Supervisor Contact Information. It is important this section be kept current as it will be used for grant correspondence.

14	Supervisor's Full Name	
15	Title	
16	Agency	
17	Agency Mailing Address	
18	City	
19	State (AZ)	
20	Zip Code	
21	Supervisor's Phone Number Enter as: (XXX) XXX-XXXX + Extension	
22	Supervisor's Fax Number Enter as: (XXX) XXX-XXXX	
23	Supervisor's Email	

Section 4: Change in Officer

Change in Officer. Complete this section ONLY when a new officer is assigned after this application has been submitted and approved. The Officer Supervisor section must also be amended if the new officer has a supervisor other than the one already entered.

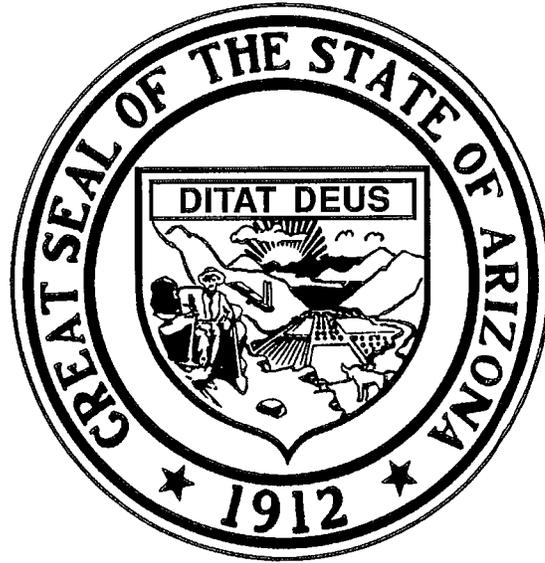
24	New Officer's Last Name	
25	New Officer's First Name	
26	New Officer type	<input type="radio"/> SRO <input type="radio"/> PO
27	New Officer's School Phone Number Enter as: (XXX) XXX-XXXX + Extension	
28	New Officer's School Email Address	
29	Does this new officer have a supervisor other than the one already on file?	<input type="radio"/> Yes <input type="radio"/> No

0 2/2 8

	If yes, please amend the Officer's Supervisor Information section of this page.	
30	New Officer's Start Date MM/DD/YYYY	

**SCHOOL SAFETY PROGRAM
GUIDANCE MANUAL**

Revised February 2014



Arizona Department of Education

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INTRODUCTION

The School Safety Program 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 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.

The Arizona Department of Education is pleased to provide the *School Safety Program Guidance Manual*. The manual is intended for use by all those involved in the program. It was developed through the efforts of the Working Group, a subcommittee of the School Safety Oversight Committee. Members represented rural and urban stakeholders in the program: site administrators, school resource officers, juvenile probation officers, law-enforcement agencies, juvenile probation departments, the School Safety Oversight Committee, the Arizona Department of Education, and the Arizona Foundation for Legal Services and Education. The Working Group mission:

Through applied experience and expertise, the School Safety Program Working Group will identify and recommend policies and procedures to foster positive working relationships and safer school environments.

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 Administrator at (602) 364-2818. The guidance manual is a living document that will go through change as needed to meet the needs of the program. The Working Group will continue to meet to revise the manual as needed; therefore comments from those using the manual are appreciated.

The School Safety Oversight Committee wishes to express its appreciation for the time and effort of those who serve on the Working Group.

SCHOOL SAFETY PROGRAM 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 School Safety Oversight Committee ensures 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 an Oversight Committee approved Law-Related Education academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.

SCHOOL SAFETY PROGRAM OVERVIEW

This page consists of fundamental points and expectations that need to be understood by all parties involved in the School Safety Program. This overview is not all-inclusive; therefore, the entire manual should be reviewed. Disputes between schools and agencies often arise because the intent of the grant is either not understood or not followed. Noncompliance can result in loss of funding.

- Applications are submitted for a three year cycle through the Arizona Department of Education's on-line grants management enterprise. The application due date, established in A.R.S. 15-154, is April 15th each year. Late applications are not accepted.
- A Service Agreement between the school and the police or juvenile probation department must be developed.
- The school administrator must establish a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly to conduct school needs assessment, determine the use of the officer consistent with program requirements, coordinate prevention programming, and make recommendations for continuous improvement of the program. Refer to requirements on page 14.
- The school administrator must lead the development and utilization of the operational plan that incorporates program requirements and illustrates their site specific program design in a succinct and logical manner. Refer to sample operational plan on Page 16.
- 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.
- The officer must be willing to teach, have positive interactions with students, and serve as an active member of the school community.
- 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 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
- 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 officer must keep 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. Refer to requirements on page 19.
- The officer is required to attend **annual** training provided by the Arizona Department of Education. *
- The school principal is required to attend **annual** training provided by the Arizona Department of Education. *
- The agency supervisor is required to attend training provided by the Arizona Department of Education.*
- The district administrator is required to attend training provided by the Arizona Department of Education. *
- The agency supervisor and school administrator must support, oversee, and review the officer activity log to ensure fulfillment of grant requirements.
- The school administrator must complete an officer performance assessment twice a year. The assessment must be shared with the officer's supervisor. Refer to sample form on page 30.
- The agency supervisor and school administrator are responsible for ensuring the officer is able to meet all grant requirements.
- The agency supervisor and school administrator shall meet formally at least once per semester.
- The school administrator, not the officer, is responsible school discipline.
- 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)
- This grant does not provide funding for overtime.
- Under no situation, can a site have more than three officers in a three year grant cycle.

NonCompliance:

Noncompliance with program requirements, as stated in this guidance manual, could result in loss of current and/or future grant funding.

*Specific training requirements will be provided at the start of each grant year.

EDUCATION STAFF ROLE IN THE SCHOOL SAFETY PROGRAM

The district administrator, site principal and teachers' support of the School Safety Program is vital to the program's success.

Education staff performs the following duties:

District Level

- 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.
- Attends required training provided by the Arizona Department of Education.
- Provides for an annual evaluation of the School Safety Program.
- Develops and keeps open communication with local law enforcement.

School Level

- Supports and communicates the School Safety Program philosophy to all staff, students and parents on their campus.
- 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.
- Directs 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.
- The school administrator must establish a multidisciplinary School Safety Assessment and Prevention Team that meets quarterly to conduct school needs assessment, to 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. Refer to requirements on page 14.
- Provides access to appropriate educational records and data to officers in accordance with FERPA.
- 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.

- 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. Refer to page 15.
- Provides time at regular staff meetings and trainings for the officer to deliver LRE instruction relevant to school-wide prevention safety related updates.
- Promotes the integration of law-related education 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.
- Develops and monitors implementation of the School Safety Program Operational Plan and meets with the officer on a regular schedule.
- Completes an officer performance assessment once per semester and shares the information with the officer's supervisor including discussion of successes and concerns.
- Ensures a successful partnership with law enforcement or juvenile probation partners through ongoing proactive and positive communication.
- Meets with the officer's supervisor at least once per semester.
- Monitors the officer's activity logs to ensure progress is made toward achieving program requirements.
- Attends annual training provided by the Arizona Department of Education.
- 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.
- Understands and agrees with all program guidelines.
- Participates in the selection process of their officer.
- Provides for the annual evaluation of the School Safety Program.

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 School Safety Oversight Committee may result in a loss of the grant.

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.

**SUPERVISOR OF SCHOOL RESOURCE OFFICER OR
JUVENILE PROBATION OFFICER
ROLE IN THE SCHOOL SAFETY PROGRAM**

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

The supervisor performs the following duties:

- Communicates to staff, and carries out the philosophy and goal of the School Safety Program.
- Attends required training provided by the Arizona Department of Education.
- Provides written information on the philosophy and operation of the School Safety Program to appropriate supervisory/management personnel.
- Ensures the SRO/JPO officer is able to meet all grant requirements.
- Conducts on-going visits to sites under their supervision.
- Attempts to observe established, successful School Safety Programs outside their supervision.
- 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.
- Accepts officer assessment forms completed by the school administrator and meets to discuss successes and concerns.
- Motivates officer and provides positive reinforcement.
- Ensures officer continuity over the three year grant cycle, to the best of their ability.
- Meets with the school administrator at least once per semester.

It may be necessary to request the assistance of the SRO/JPO e.g. a community situation/problem, traffic accident. When the officer is off campus, on business that does not pertain to the school, those hours should be prorated and not paid for by the school. The invoice from the department should reflect only hours the officer actually was involved in school business.

LEGISLATIVE OVERSIGHT COMMITTEE ROLE IN THE SCHOOL SAFETY PROGRAM

ARS 15-153 establishes the School Safety Program Legislative Oversight Committee. The Committee performs the following duties:

- Reviews applications for participation in the School Safety Program.
- Awards funds based on grant criteria.
- Determines the amount of the grants based on the application and budget restrictions.
- Modifies, if necessary, the number of sites a school resource officer or probation officer may serve based on the size and needs of the school.
- Withdraws a grant from a school if the school is not in compliance with the grant and corrective action is not followed.
- Reviews the program evaluation and implements changes to improve the program.
- Approves the policies and procedures for the implementation of the grant.
- Forms subcommittees as needed.
- Reports annually to the President of the Senate, the Speaker of the House of Representatives, the Governor, and the Joint Legislative Audit Committee.

**DEPARTMENT OF EDUCATION
ROLE IN THE SCHOOL SAFETY PROGRAM**

ARS 15-154 directs the Arizona Department of Education (ADE) to manage 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 Oversight Committee 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 15-153.
- Monitors the training contract.
- Facilitates the working group subcommittee and other subcommittees as assigned by the School Safety Oversight Committee
- Accepts complaints and acts as a liaison with the grantees and law enforcement/probation department to resolve problems.

**ARIZONA FOUNDATION FOR
LEGAL SERVICES AND EDUCATION
ROLE IN THE SCHOOL SAFETY PROGRAM**

The Arizona Foundation for Legal Services and Education (AZFLSE), under contract with the Arizona Department of Education, conducts the statewide Law-Related Education (LRE) Academy. The Academy offers School Safety Officers quality LRE training and teaching materials.

To accomplish these objectives, the 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 Arizona Department of Education.
- Provides financial mid-year and year-end reporting to Arizona Department of Education.
- Conducts periodic surveys of school safety officers to determine changing LRE needs and level of customer satisfaction.
- Serves as a participating and contributing member of the School Safety Working Group to improve the School Safety Program.

SCHOOL RESOURCE OFFICER (SRO) ROLE IN THE SCHOOL SAFETY PROGRAM

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; approximately 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.

- 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 backup 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.
- Serves as a member of the School Safety Assessment and Prevention Team.
- 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.

2. LAW-RELATED EDUCATOR*

- Provides a minimum of 180 hours of Law-Related Education (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

LRE does NOT include one-on-one or group counseling.

- 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 Arizona Department of Education.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE. Refer to pages 27-28.
- 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.

**** SROs funded through this grant are Law - Related Educators, thus may not implement the DARE or GREAT program.***

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 of acceptable behavior.
- Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to 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 plan to make 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.

Exceptions may occur on the Native American reservations.

“Positive Role Model” adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

JUVENILE PROBATION OFFICER ROLE IN THE SCHOOL SAFETY PROGRAM

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 School Safety Assessment and Prevention Team.
- 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

- Provides a minimum of 180 hours of Law-Related Education (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

LRE does NOT include one-on-one or group counseling.

- 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 Arizona Department of Education.
- Upon completion of the new officer training, attends an annual advanced LRE workshop each subsequent grant year.
- Follows the best practices of LRE. Refer to pages 27-28.
- 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.

3. POSITIVE ROLE MODEL

As a positive role model for students and the school community, the JPO 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 of acceptable behavior.
- Set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to 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 plan to make 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 JPO.

Exceptions may occur on the Native American reservations.

“Positive Role Model” adapted from *The Successful School Resource Officer Program* by Anne J. Atkinson, Ph.D.

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 (JPO), 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.

SCHOOL SAFETY ASSESSMENT AND PREVENTION TEAM

The formation and implementation of a School Safety Assessment and Prevention Team is a requirement of the School Safety Program. The purpose of this team is to conduct a safety needs assessment, to use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, to coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, and to 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. A needs assessment is the collection and analysis of relevant and valid data to determine areas of need related to safety. The following data should be considered by the team:

- School safety and disciplinary data, including incidents collected through AZ SAFE. This information is most useful when assessed by location on campus, at off campus school events, or on the way to and from school and by time of day.
- Student data reflecting behavior or perceptions of safety at school, from surveys such as the Arizona Youth Survey or the Youth Risk Behavior Survey, or a sound survey with valid data developed by the school or district
- Staff data reflecting perceptions of school climate
- Crime data for the community

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. 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. An SSAPT sample agenda is included on page 33 as a resource.

LAW - RELATED EDUCATION INSTRUCTION

Each officer must complete at least 180 hours of (LRE) instruction per year. The development and implementation of LRE must be **based on a needs assessment**. 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

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 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: 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 this requirement for planning and preparing LRE lesson plans for either group. In addition, up to 20 hours 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 schools violence and delinquency prevention needs.

Classroom instruction: 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.

**SCHOOL SAFETY PROGRAM OPERATIONAL PLAN
INSTRUCTIONS AND EXAMPLE**

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 School Safety Assessment and Prevention Team to monitor program implementation and provide continuous improvement throughout the school year.

District _____ Arizona School District		School (s) _____ Arizona High School																	
School Administrator Name (s) _____ John Smith		Officer Name _____ Jane Doe																	
Program Activities/Milestones	Responsible personnel	School Year:												Completed					
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Partial/Comments			
Introduction of officer to new school staff	Principal																X		
Incorporate LRE lessons into social studies curriculum during summer planning meetings	Principal Officer SS Teachers																X		
Attend Level II Advanced Leadership Training	Assistant Principal																X		
School Safety Assessment and Prevention Team meetings	Assistant Principal SSAPT members																X		
Drug prevention Cohort LRE in Mrs. Smith's 4 th period class	Officer Mrs. Smith																X		Moved to Oct & Nov - needed more training.
Visit each freshman class for an introductory presentation	Officer																X		
Attend LRE Advanced Academy - Household Hugs: Examining the Misuse of Prescription Medication, Inhalants and Alcohol	Officer Mrs. Smith																X		Added to obtain curriculum and ensure fidelity of implementation. Attended on 9/17.
Provide Universal LRE to parent groups on prescription drugs	Officer																	X	Unable to complete January group due to scheduling conflicts. 1/6

OFFICER TRAINING

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 Law Related Education (LRE). This training, sponsored by the Arizona Department of Education (ADE), meets the School Safety Program LRE training requirement.

School Safety Program Law-Related Education Training

The Arizona Foundation for Legal Services and Education (AZFLSE) is the contracted training agency for law-related education (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).

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.

Additional School Safety Program Training

The ADE provides continuous School Safety related training and professional development opportunities to program participants. Updates will be provided through correspondence from ADE to grant recipients and program partners.

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

WEEKLY ACTIVITY LOG

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.

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, which can be downloaded from <http://www.azed.gov/prevention-programs/school-safety-program/>. The activity log shall be shared with the site administrator and supervisor and must be available upon ADE's request. The data from the logs shall be used for reporting to ADE. For form and instruction page, refer to pages 31-32.

**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 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, e.g., briefings, picking up police car, mandatory trainings, and field trips.

THE PERFORMANCE EVALUATION

A biannual performance evaluation shall be conducted by a school administrator and 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

- 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 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?

Refer to sample SRO/JPO Performance Assessment form on page 30.

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.

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 Arizona Department of Education grant manager's approval, the position may be filled through an alternative option.

SERVICE AGREEMENT

Developing the Partnership

The development of a Service Agreement is mandatory. 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 Arizona Department of Education.

1. Service Agreement (SA)

The 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 APPEAL PROCEDURE

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

Definition of an Appeal: A request for a hearing by the School Safety Oversight Committee must be a written, signed, and dated statement by the site administrator and the superintendent. The appeal must state a valid basis for protest and include a detailed statement of the factual grounds on which it is based.

Request for Hearing: A hearing request must be sent by certified mail to: Arizona Department of Education, Student Services, 1535 W. Jefferson, Phoenix, AZ, Attn; School Safety Program Administrator.

The complainant shall request the hearing within 30 days from date of the grant denial letter. For purposes of this process, the date of the letter is the postmarked date the denial was sent. All renewal denial letters shall be mailed certified mail.

Hearing Panel: When a hearing is requested, the School Safety Oversight Co-chairs will appoint a hearing panel between 3-5 members from the membership of the Oversight Committee who were not part of the application review sub-committee.

Schedule of Hearing: A hearing shall be scheduled before the appeal panel within 30 days of the receipt of the request. The Co-chairs shall give at least 10 days working days notice of the hearing date and location to the complainant. The parties may submit written materials no later than five working days prior to the hearing.

Hearing Process: At the hearing the parties may present written documentation and witnesses. The length and order of the presentation may be determined by the appeals panel chairperson. The chairperson may request additional evidence through testimony of witnesses or written materials. If the complainant or authorized representative fails to appear at the designated time, place, and date of the hearing, the appeal shall be considered closed and the process terminated.

Decision: No later than five working days after the hearing, the appeals panel shall forward to the superintendent/charter holder its final decision.

WHAT IS LAW-RELATED EDUCATION?

What is the Definition of 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. 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.*)

Why Law-Related Education?

Law-Related Education 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 law-related education (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.

As previously described, 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: 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".

Another feature of LRE is its relevance. It deals with issues that are meaningful to students and their views are valued. LRE provides students the opportunity to get involved 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

**BEST PRACTICES:
GUIDELINES FOR EFFECTIVE
LAW RELATED EDUCATION**

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".

LRE ACADEMY EXPANDED SERVICES

The Arizona Foundation for Legal Services and Education provides the following expanded services to School Safety Officers:

- **LRE Academy Web page:**
The Foundation maintains a web page on the Arizona Foundation for Legal Services and Education 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 Foundation tracks School Safety Program Officers' professional development credit hours on an online database.

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 Officer Weekly Activity Log Instructions:

Law Related Education-Universal Instruction	List total hours for the week	 <div data-bbox="1203 310 1507 485" style="border: 1px solid black; padding: 5px;"> These three boxes must equal the total number of hours listed for time spent </div>
Law Related Education-Cohort Classroom Instruction	List total hours for the week	
Time Off Campus	List total hours for the week	
LRE Universal Classroom Instruction	List total hours for the week	 <div data-bbox="1203 548 1507 722" style="border: 1px solid black; padding: 5px;"> These three boxes must equal the total number of hours listed for universal LRE Instruction </div>
LRE Planning and Preparation	List total hours for the week	
LRE School Staff and Community Training	List total hours for the week	
# of students	Total number of students in the class or involved in the contact	
Time Spent	Total time spent in increments of five minutes; rounding up to the nearest five minute increment. (E.g. 47 minutes of LRE instruction = 50 minutes on the activity log.)	
Activity	List the type of activity or LRE class subject and location if conducted off campus. (These cells will expand to fit as much text as you wish to type)	
Teacher/Subject <u>or</u> Staff/Community Group	List teacher name and the usual subject taught in that class (e.g. science, social studies...) or Staff /Community Group,	
LRE Topic	List the LRE topic taught (e.g. gangs, We the People etc).	
Total	Tally the number of Students/Parents and Time Spent columns along the bottom row of the table	

SCHOOL SAFETY ASSESSMENT AND PREVENTION TEAM AGENDA

Purpose: The purpose of this team is to conduct a safety needs assessment, to use the needs assessment data on an on-going basis to determine the use of the officer consistent with program requirements, to coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, and to make recommendations for continuous improvement of the program.

Leader:

Date:

Recorder:

Members Present:

Operational Plan Review (note revisions/completed activities/milestones):

Review Previous Action Items:

1.	
2.	
3.	
4.	

New Discussion Item Notes and Review of Data:

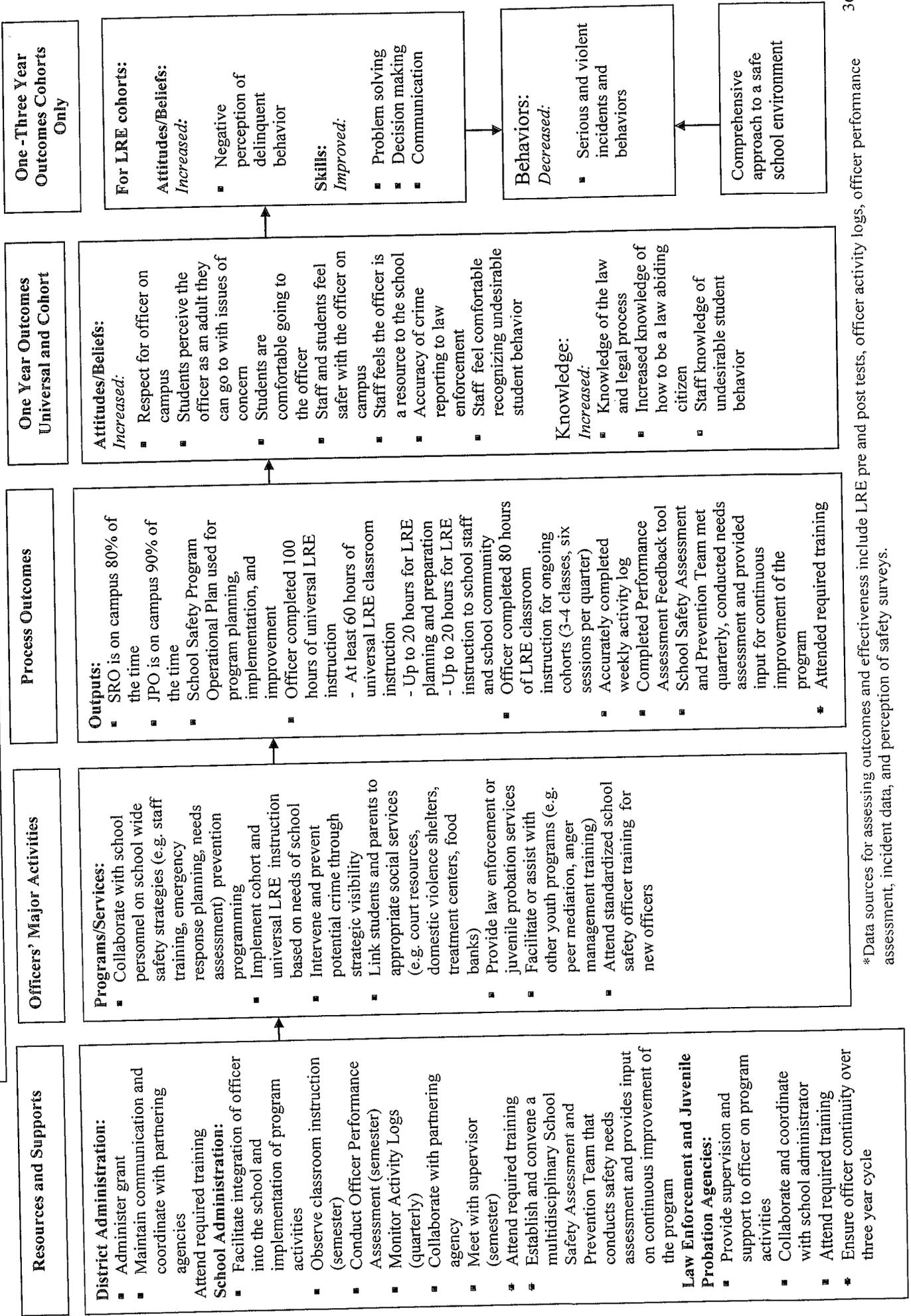
1.	
2.	
3.	
4.	
5.	

Action Items for Next Meeting :	Person Responsible	Expected Completion Date
1.		
2.		
3.		
4.		
5.		

LRE Best Practices Checklist and Observation Form

Officer:	School Name:	District Name:	
Topic:	Class/Subject:	Teacher:	
Approximate # of students:	Grade:		
Effective Implementation of LRE - Use of Best Practices:		Yes	No
<ul style="list-style-type: none"> ▪ <u>Law-Related Education</u> <ul style="list-style-type: none"> ✓ Content directly related to the law Ex: Miranda Rights ✓ Content in-directly related to the law Ex: Public Policy ▪ <u>Focus on Real Life Issues & Situations</u> <ul style="list-style-type: none"> ✓ Relevant to students' everyday life ✓ Topic selection based on demographics ▪ <u>Student Centered</u> <ul style="list-style-type: none"> ✓ Student led activities ✓ Encourages student discussion (not Q/A) ▪ <u>Interactive Teaching Strategies</u> <ul style="list-style-type: none"> ✓ Non-lecture ✓ Hands on lessons ▪ <u>Balanced View Point/Multiple Points of View</u> <ul style="list-style-type: none"> ✓ Presentation of all sides of the issue ✓ Unbiased presentation ▪ <u>Problem Solving Oriented Approach</u> <ul style="list-style-type: none"> ✓ Solution reached through student discovery ▪ <u>Utilization of a CRP</u> <ul style="list-style-type: none"> ✓ Use of community resource person (e.g. Attorney, Judge, Detective) 			
		Evidence / Comments	

The purpose of the School Safety Program is to create and maintain safe schools.



*Data sources for assessing outcomes and effectiveness include LRE pre and post tests, officer activity logs, officer performance assessment, incident data, and perception of safety surveys.