INTERGOVERNMENTAL AGREEMENT

Tempe Elementary School District No. 3
and
City of Tempe

This Agreement is made on the date written below by and between the Tempe Elementary School District No. 3 of Maricopa County ("District"), Arizona, and the City of Tempe, an Arizona municipal corporation, acting through its Police Department ("Department").

RECITALS

A. The District enrolls students in and adjacent to the city of Tempe and is committed by law and policy to offering a safe environment for these students, the employees of the District and its guests.

B. The Department is the local law enforcement agency with jurisdiction within the city limits of the City of Tempe, which offers public safety services to the citizens of the City of Tempe and is the District's designated law enforcement unit at various campuses, pursuant to the Family Educational Rights and Privacy Act.

C. The District and the Department want to be able to share information promptly between designated representatives of each agency for public safety purposes, to reduce crime in the City of Tempe and at the schools of the District, and to provide a safe working and learning environment for the students and employees of the District.

D. The District is a recipient of a School Safety Grant Award ("Grant") for the fiscal year 2016 - 2017 to fund School Resource Officers to work in the District. The District and the Department want to work together to provide School Resource Officers (SRO) in compliance with the Grant.

E. The District is authorized to enter into this Intergovernmental Agreement pursuant to A.R.S. §§ 15-141, 15-341 and 15-342. The Department is authorized to enter into this Agreement pursuant to A.R.S. § 9-240(B)12. Both parties are authorized to enter into Intergovernmental Agreements pursuant to A.R.S. § 11-952.

NOW, THEREFORE, in consideration of the promises and mutual covenants contained in this Agreement, the parties agree as follows:

1. The Purpose.

The purpose of this Agreement is to be able to share information promptly between designated representatives of each agency for public safety purposes, to reduce

crime in the City of Tempe and at the schools of the District, and to provide a safe working and learning environment for the students and employees of the District.

2. Duties of Law Enforcement Unit.

As sworn law enforcement officers for the State of Arizona, the Department agrees to enforce any local, state or federal law, or refer to appropriate authorities a matter for enforcement of any local, state or federal law against any individual or organization other than the District itself. In carrying out these responsibilities, the Department, through its SROs, agrees to:

2.1 Employ full time, temporary police officers to function as SROs in the Juvenile Unit of the Criminal Investigations Bureau.

2.2 To require that each SRO fulfill all of the job responsibilities and duties as set forth in the **Memorandum** which each SRO signs with the Department that is consistent with the roles and responsibilities established by the School Safety Program Guidance Manual. **See Exhibits A and B, Form of Memorandum and Guidance Manual.**

3. Duties of the District

The District agrees to:

3.1 Not interfere with the duties of the SRO as a sworn law enforcement officer.

3.2 Provide buildings, facilities and related equipment, i.e. telephone, desk, chair, filing cabinet, up-to-date computer, and printer necessary for program implementation and to maintain privacy. Equipment provided to the SROs by the District shall remain the property of the District.

3.3 Send SROs annually to law-related education training and provide for all related travel expenses as provided in the Grant.

3.4 Unless this Agreement is terminated pursuant section 5.2, pay the Department from Grant funds received for the SROs within thirty (30) days of receipt of the invoice from the Department and the existence of this Agreement, fully executed, that authorizes such payment. For the 2016 - 2017 and each subsequent Grant year, the Grant funds for payment will be consistent with the Grant award as set forth in the School Safety Budget Site Breakout for each site, attached hereto as Exhibit C, and incorporated herein by reference. Late fees shall not be paid from School Safety Grant funds.

3.5 Provide a complete copy of the Grant application and award to each SRO by July 31st or as soon as the officer begins service at each site.

4. Agency Cooperation and Shared Information

4.1 The District and the Department agree to follow and implement the School Safety Program as set forth in the Guidance Manual which is incorporated into this Agreement by this reference in its entirety. (Exhibit "B").

4.2 SROs and District administrators shall have a mutually prepared written document describing the general chain of command and channels of communication. The parties will develop procedures for ongoing meetings and will, at least semi-annually, review the working relationship and recommend changes if warranted.

4.3 Neither party may release any information from the other, without permission of the other, except to parents, juvenile court officials, other juvenile enforcement officials, or others to the extent permitted or required by law. Such releases must be in compliance with State laws, Arizona Criminal Justice Information System rules, and both the District's and the Department's internal policies and procedures.

4.4 Each party agrees that it shall be liable for the acts, errors or omissions of its employees in discharging its obligations under this Agreement.

5. Miscellaneous.

5.1 The term of this Agreement is for a five (5) year period commencing on July 1, 2016 and terminating on June 30, 2021. (Thereafter, the Agreement may be extended upon terms and conditions mutually agreed upon between the parties.) Either party may terminate this Agreement during its term upon ninety (90) days written notice to the other party of its intention to terminate.

5.2 This Agreement may be terminated by either party in the event funding is no longer available from Grant funds for the program described in the Agreement; in the alternative, the City may continue to provide SRO staffing upon the terms and conditions mutually agreed upon between the parties.

5.3 This Agreement contains the entire understanding between the parties with respect to the subjects hereof and supersedes all prior negotiations and agreements. This Agreement may be amended only by an instrument in writing signed by the parties. The waiver of any breach of this Agreement shall not be deemed to amend this Agreement and shall not constitute waiver of any other subsequent breach. Headings are for convenience and

shall not affect interpretation. This Agreement may be executed in counterparts, and which together constitute a single instrument.

5.4 The parties agree that this Agreement may be cancelled for conflict of interest in accordance with A.R.S. § 38-511.

5.5 Unless otherwise specified herein, any notice or other communication required or permitted to be given under this Agreement shall be in writing and sent to the address given below for the party to be notified, or to such other address, notice of which is given in compliance with this section:

If to the Department:	*If to the District:*
City Manager	Superintendent
City of Tempe	Tempe Elementary School District No. 3
31 E. 5th Street	3205 S. Rural Road
Tempe, AZ 85281	Tempe, AZ 85282

5.6 The parties to this Agreement shall comply with all applicable provisions of state and federal non-discrimination laws and regulations including, but not limited to, State Executive Order No. 2009-09, which mandates that all persons, regardless of race, religion, sex, age, national origin or political affiliation shall have equal access to employment opportunities and all other federal and state employment and educational opportunity laws, rules and regulations, including the Americans with Disabilities Act. Neither party shall engage in any form of illegal discrimination with respect to applications for employment or student status or employees or students.

5.7 Each party represents and warrants that it has full power and authority to enter into this Agreement and perform its obligations hereunder and has taken all required acts or actions necessary to authorize the same.

5.8 In the event that a court of competent jurisdiction shall hold any part or provision of the Agreement void or of no effect, the remaining provisions of this Agreement shall remain in full force and effect, to the extent that the continued enforcement of such remaining terms shall continue to reflect substantially the intent of the parties hereto.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the day and year written.

City of Tempe

Mark Mitchell, Mayor Date

Tempe Elementary School District No. 3

Rochelle Wells 6-8-16

Rochelle Wells, Date
Governing Board President

Approved as to form, and determination that the Agreement is in proper form and is within the powers and authorities granted under the laws of the State of their respective public agencies.

Judith R. Baumann, Date
Attorney for the City

6-1-16

Jessica S. Sanchez, Date
Attorney for the District

Exhibit A

Memorandum
Criminal Investigations Bureau

To:

From: Lieutenant Kerby Rapp

Date: July 25, 2016

Effective Dates: July 25, 2016 – May 26, 2016

Subject: Memorandum of Understanding - Temporary School Resource Officer

The Tempe Police Department has elected to employ a **Temporary Police Officer** to function as a **School Resource Officer** in the **Juvenile Unit** of the Criminal Investigations Bureau during the 2016-17 school year. You have been selected to fill this position. This memorandum outlines the terms and responsibilities of your assignment.

Duration of Employment: In accordance with the provision of the City of Tempe Personnel Rules Rule 1.104, the duration of this position will be ten (10) months beginning on July 25, 2016 and ending May 26, 2017, contingent upon satisfactory performance and continued grant funding. You may be eligible for rehire at the conclusion of the term of this Memorandum of Understanding, but you may be required to re-apply for this position at that time. Should it be required, the application and rehire process will be in accordance with the City of Tempe Personnel Rules and Procedures in place at that time. If you are rehired, a new Memorandum of Understanding must be executed.

Assignment: You will be assigned to the Juvenile Unit within the Criminal Investigations Bureau of the Tempe Police Department.

Job Responsibilities: You will function as a **temporary** Tempe Police employee and will be subject to all of the policies, procedures, rules and regulations applicable to employees in the Police Officer job classification. In the event of a conflict between the rules and regulations applicable to employees in the police officer classification, this Memorandum of Understanding shall supersede. Additionally, you must remain current in required/applicable police training and maintain an acceptable level of job performance.

_____

Initials

Scope of duties: You will serve as a School Resource Officer. Examples of your work duties are listed below. All duties will be performed with the degree of care and professionalism that is expected of a Tempe Police Officer under similar circumstances. This list is not all inclusive:

- Serve in the capacity of an AZPOST Certified Peace Officer with the duties and responsibilities commensurate with the position.
- Provide a law enforcement presence and response on campus
- Take enforcement action as needed and/or required
- Provide required hours of Law Related Education as required by The School Safety Program
- Conduct investigations involving juvenile offenders
- Conduct investigations as assigned
- Assist field officers in juvenile cases and maintaining liaison with other agencies and organizations involved in juvenile matters
- Provide a visible deterrence to crime while presenting a positive impression of a law enforcement officer
- Act as a resource with respect to delinquency prevention
- Provide guidance on ethical issues in one on one and in classroom settings
- Establish liaison with school administrators, staff, students and parents
- In a law enforcement capacity participate in campus activities, student organizations, and athletic events when feasible and/or as directed by your immediate supervisor or designee
- Maintain tracking and/or logging system of statistical information as required by your supervisor
- Attend and provide testimony in court and related proceedings
- Successfully complete training to maintain Arizona POST certification and other departmental mandated training
- Successfully complete training to maintain compliance with Arizona School Safety Grant requirements

_____

Initials

- Other law enforcement related duties as assigned by immediate supervisor or designee

Supervisor: Unless otherwise assigned, your supervisor will be the assigned Police Sergeant that is responsible for the Juvenile Unit. For the 2016-17 school year, you will report to Sergeant Joey Brudnock.

Attendance: It is critical that officers assigned to specific schools be available for events that may occur on their campuses. This is especially important for those schools that have obtained grant funding for the positions. With that in mind, it is expected that when school is in session, you will be at work. As you become aware of events where this is not possible, your immediate supervisor or designee must be notified. Generally speaking on days when school is not in session, you will not be working. Exceptions to this may be made by your supervisor.

Compensation: During the duration of this Memorandum of Understanding your pay will be $39.49 per hour. **Your salary is dependent upon grant funding and is subject to reduction at any time**.

Your contract will run for 10 months, from July 25, 2016 until May 26, 2017.

You will be compensated for time worked. Your normal regular hours will be five (5) consecutive shifts of eight (8) hours in a seven (7) calendar day workweek. These five (5) consecutive shifts will be preceded and followed by two (2) non-work days. The eight (8) duty hours per shift shall be consecutive. Any additional time worked beyond the eight (8) hour shift will be compensated with compensatory time. Those who perform work in excess of their regular work schedules within their work period shall be compensated in time at the rate of one and one-half (1.5) times the amount of actual excess time worked. Any time worked over your (8) hour shift must receive prior approval from a Criminal Investigations Supervisor. Any deviation from this must be approved by your immediate supervisor. No overtime or additional salary, will be paid unless approved by a Criminal Investigations Supervisor, and coordinated through the Tempe Police Off-Duty Work Coordinator.

Your compensatory time can be used to cover voids in time worked, created by illness, school breaks, and/or vacations. While acknowledging that illness and unexpected family emergencies may arise during the course of the school year, please keep in mind the parameters of the grant particularly in reference to required time on campus. You are strongly encouraged to plan and take any personal time off in conjunction with the planned breaks of the school to which you are assigned. You are expected to use compensatory time during scheduled school intermission periods including but not limited to Fall Break, Winter Break, and Spring Break. You are expected to work with your school administrators and meet their expectations in reference to coverage at school events and other miscellaneous after school activities. At no time will you accrue and hold more than 120 hours of compensatory time. Compensatory time cannot be used to receive monetary compensation.

_____

Initials

Compensatory time must be approved by the SRO sergeant. **All compensatory time must be used prior to the end of the contract year. No cash payment will be made for any unused compensatory time.**

Overtime Calculations: All overtime will be calculated and compensated in compensatory time, unless pre-approved by a CIB Lieutenant. All calculations will be made to the nearest quarter of an hour, in accordance with federal labor laws. For example, if an employee worked eight (8) minutes overtime, it would be rounded to the nearest quarter of an hour, and the employee would be compensated for fifteen (15) minutes overtime. Time under eight (8) minutes is considered de minimus (minor or trivial) and is not subject to overtime compensation.

You overtime rate of pay will be one and a half (1.5) times your base salary of $39.49.

Work Hours: Your work schedule will be set by your supervisor to meet the needs of the School Resource Officer Program and the Juvenile Unit and may vary. You will be scheduled to work no more than 40 hours each week on a regular basis. Any work beyond 40 hours per week must be approved in advance by your supervisor.

Uniform Requirements: In order to be a more effective visible criminal deterrent on campus to both students, parents and visitors on campus, this position will require you to be in a full uniform every day of work at the school when school is in session. You will be required to wear a Class B or C uniform during this time, and while working at special events. The Tempe Police Department will provide you with the necessary equipment and uniforms for this purpose. Any deviations of this requirement must be approved by your immediate supervisor.

If approved to wear business attire by your immediate supervisor or a CIB Lieutenant, you must wear an authorized duty weapon, your badge, handcuffs, police radio, and a less lethal alternative, such as mace or Taser.

All equipment provided to you remains the property of the Tempe Police Department.

Vehicle usage: You will have a vehicle available for your use while at work. This vehicle will not be a "take home" vehicle. Limited exceptions to this may occur with supervisor approval.

Off Duty Employment: Pursuant to your temporary employment status you are not approved to work off-duty employment.

1. If an unusual circumstance arises or a department need dictates you may sign-up for an off-duty job, however it must be approved by a CIB Lieutenant as an exception to this rule.

2. If your school is having a scheduled event outside of regular school hours that the school requests you work, the time must be flexed for regular work hours, unless specifically approved

_____

Initials

by your supervisor, or is paid for by the school and or district and is coordinated through the off-duty work coordinator.

Outside employment (including coaching) must be approved through the chain of command as established in General Order 11.102.

Temporary Employee Status: This position is a temporary, "employment-at-will" position with the City of Tempe. Temporary positions are unclassified and are exempt from the Merit System. There are no fringe benefits provided, apart from what is described in the compensation portion of this memorandum of understanding. As a temporary employee your employment may be terminated at any time without cause or notice.

As a temporary employee of the City of Tempe you will work for an Arizona State Retirement System (ASRS) employer. If you work for a total of 20 or more hours per week you will be required to contribute a percentage of your pay to the ASRS.

Although your initial position will be as a School Resource Officer within the Juvenile Unit, this may change based upon the needs of the department. This may include, but not limited to, school transfers.

You may resign from this position with written notice given at least 14 days prior to the effective date of your anticipated resignation.

_____

Initials

AGREEMENT OF UNDERSTANDING

I hereby affirm that I am aware that my position as a Temporary School Resource Officer is funded in whole or in part through a grant available to the City of Tempe and/or a contract with a School District. My continued employment is not guaranteed should the grant be eliminated or reduced, or if the contract with a school district is voided, or if the Tempe Police Department determines that this position is no longer needed regardless of my employment status and without regard to seniority. As such, I will not be entitled to the provisions of the City Personnel Rules and Regulations or the Tempe Police Officers Association Memorandum of Understanding.

I have read, understand and agree with the provisions of this Memorandum of Understanding

_____ _____

Detective Date

For the Tempe Police Department:

_____ _____

Sergeant Joey Brudnock Date

_____ _____

Lieutenant Kerby Rapp Date

_____ _____

Commander Kim Hale Date

_____ _____

Assistant Chief Angel Carbajal Date

_____ _____

Mr. Bill Amato, Legal Advisor Date

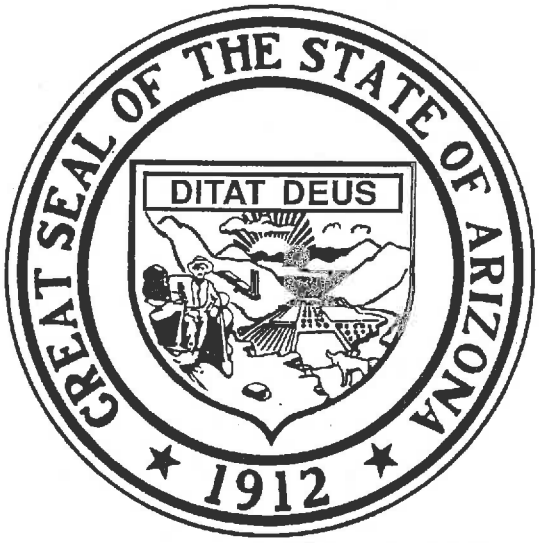
_____

Initials

Exhibit B

SCHOOL SAFETY PROGRAM
GUIDANCE MANUAL

Revised February 2014



Arizona Department of Education

EXHIBIT B

TABLE OF CONTENTS

INTRODUCTION

SCHOOL SAFETY PROGRAM GOALS AND OBJECTIVES

SCHOOL SAFETY PROGRAM OVERVIEW

SECTION 1 ROLE OF AGENCY PARTNERS

Education Staff	1
Agency Supervisor	4
Legislative Oversight Committee	5
Department of Education	6
Arizona Foundation for Legal Services and Education	7

SECTION 2 ROLE OF OFFICER

School Resource Officer	8
Juvenile Probation Officer	10
Recommended Qualifications/Job Description	12

SECTION 3 IMPLEMENTING THE PROGRAM

School Safety Assessment and Prevention Team	14
Law Related Education Instruction	15
School Safety Program Operational Plan Example	16
Officer Training	17
When School is not in Session: Summer Break and Intersession	18
Weekly Activity Log	19
Performance Evaluation	20
Hiring Process	21
Service Agreement	22
Appeal Procedure	24

SECTION 4 RESOURCES AND TOOLS

What is LRE	25
LRE Best Practices: Guidelines for Effective LRE	27
LRE Academy and Expanded Services	29
Officer Performance Assessment Tool for Administrators	30
Activity Log	31
Activity Log Instructions	32
School Safety and Prevention Assessment Team Agenda	33
School Safety Program Operational Plan Template	34
LRE Best Practices Checklist	35
School Safety Program Logic Model	36

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 4th 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 Highs: 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.

EXAMPLE

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 al 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 involve and participate. The crux of LRE is problem solving, both as apart 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 my 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 your 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

OFFICER: SRO JPO **Week Of:**

DISTRICT: **SCHOOL(S):**

Law Related Education Instruction Universal (U)

Planning & Preparation ________

Staff & Sch. Community Training ________

Classroom Instruction ______

Total hours: ______

Law Related Education Cohort Groups (C)

Group 1 ______ Group 3______

Group 2______ Group 4______

Total hours: ______

Time Off Campus: (OC)

Total hours ________

Law Enforcement/ Juvenile Probation Activity (optional)

Total hours: ______

Shaded categories are required

Date	# of Students	Time Spent	Activity (U, C, OC)	Teacher/Subject or Staff/Community Group	LRE Topic	Departmental Recap	Total

School Safety Program Officer Weekly Activity Log Instructions:

Law Related Education-Universal Instruction	List total hours for the week
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
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 or 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

These three boxes must equal the total number of hours listed for time spent

These three boxes must equal the total number of hours listed for universal LRE Instruction

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:	Title/Position:	Members Present:	Title/Position:

Operational Plan/Calendar 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.		

SCHOOL SAFETY PROGRAM
OPERATIONAL PLAN

District _____ **School (s)** _____

School Administrator Name(s) _____ **Officer Name** _____

Program Activities/**Milestones**	**Responsible Personnel**	**School Year:** _____														**Completed**		
		May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Comments

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**	**Evidence / Comments**
▪ Law-Related Education ✓ Content directly related to the law Ex: Miranda Rights ✓ Content in-directly related to the law Ex: Public Policy			
▪ Focus on Real Life Issues & Situations ✓ Relevant to students' everyday life ✓ Topic selection based on demographics			
▪ Student Centered ✓ Student led activities ✓ Encourages student discussion (not Q/A)			
▪ Interactive Teaching Strategies ✓ Non-lecture ✓ Hands on lessons			
▪ Balanced View Point/Multiple Points of View ✓ Presentation of all sides of the issue ✓ Unbiased presentation			
▪ Problem Solving Oriented Approach ✓ Solution reached through student discovery			
▪ Utilization of a CRP ✓ Use of community resource person (e.g. Attorney, Judge, Detective)			

Site-Level School Safety Program Expectation and Outcomes*

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

Resources and Supports

District Administration:
- Administer grant
- Maintain communication and coordinate with partnering agencies

Attend required training

School Administration:
- Facilitate integration of officer into the school and implementation of program activities
- Observe classroom instruction (semester)
- Conduct Officer Performance Assessment (semester)
- Monitor Activity Logs (quarterly)
- Collaborate with partnering agency
- Meet with supervisor (semester)
- Attend required training
- Establish and convene a multidisciplinary School Safety Assessment and Prevention Team that conducts safety needs assessment and provides input on continuous improvement of the program

Law Enforcement and Juvenile Probation Agencies:
- Provide supervision and support to officer on program activities
- Collaborate and coordinate with school administrator
- Attend required training
- Ensure officer continuity over three year cycle

Officers' Major Activities

Programs/Services:
- Collaborate with school personnel on school wide safety strategies (e.g. staff training, emergency response planning, needs assessment) prevention programming
- Implement cohort and universal LRE instruction based on needs of school
- Intervene and prevent potential crime through strategic visibility
- Link students and parents to appropriate social services (e.g. court resources, domestic violence shelters, treatment centers, food banks)
- Provide law enforcement or juvenile probation services
- Facilitate or assist with other youth programs (e.g. peer mediation, anger management training)
- Attend standardized school safety officer training for new officers

Process Outcomes

Outputs:
- SRO is on campus 80% of the time
- JPO is on campus 90% of the time
- School Safety Program Operational Plan used for program planning, implementation, and improvement
- Officer completed 100 hours of universal LRE instruction
  - At least 60 hours 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
- Officer completed 80 hours of LRE classroom instruction for ongoing cohorts (3-4 classes, six sessions per quarter)
- Accurately completed weekly activity log
- Completed Performance Assessment Feedback tool
- School Safety Assessment and Prevention Team met quarterly, conducted needs assessment and provided input for continuous improvement of the program
- Attended required training

One Year Outcomes Universal and Cohort

Attitudes/Beliefs:
Increased:
- Respect for officer on campus
- Students perceive the officer as an adult they can go to with issues of concern
- Students are comfortable going to the officer
- Staff and students feel safer with the officer on campus
- Staff feels the officer is a resource to the school
- Accuracy of crime reporting to law enforcement
- Staff feel comfortable recognizing undesirable student behavior

Knowledge:
Increased:
- Knowledge of the law and legal process
- Increased knowledge of how to be a law abiding citizen
- Staff knowledge of undesirable student behavior

One -Three Year Outcomes Cohorts Only

For LRE cohorts:

Attitudes/Beliefs:
Increased:
- Negative perception of delinquent behavior

Skills:
Improved:
- Problem solving
- Decision making
- Communication

Behaviors:
Decreased:
- Serious and violent incidents and behaviors

Comprehensive approach to a safe school environment

*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.