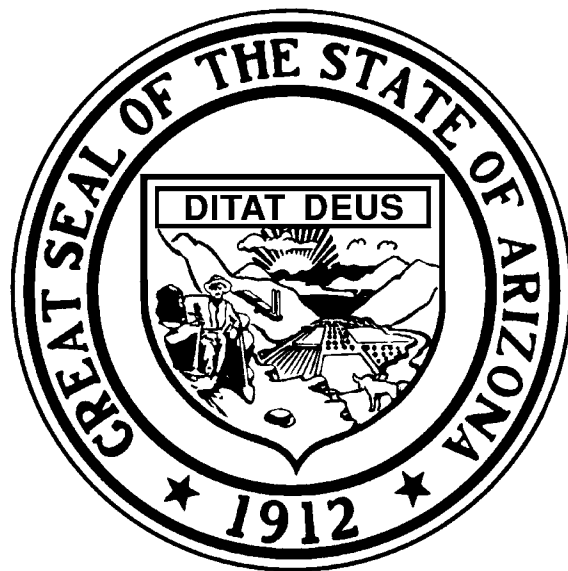


SCHOOL SAFETY PROGRAM GUIDANCE MANUAL



**Arizona Department of Education
Tom Horne
Superintendent of Public Instruction**

TABLE OF CONTENTS

INTRODUCTIONi

SCHOOL SAFETY PROGRAM GOALS AND OBJECTIVES ii

ROLE OF STAKEHOLDERSSECTION 1

- School Administration
- School Resource Officer (SRO)
- Juvenile Probation Officer (PO)
- SRO/PO Supervisor
- Oversight Committee Member
- Department of Education
- Foundation for Legal Services and Education

RECOMMENDED QUALIFICATIONS/JOB DESCRIPTIONS SECTION 2

- School Resource Officer
- Juvenile Probation Officer

IMPLEMENTING THE PROGRAM SECTION 3

- Service Agreement
- The Hiring Process
- Officer Training
- When School is not in Session: Summer Break/Intersession
- The Performance Evaluation
- The Appeal Procedure

LAW-RELATED EDUCATION (LRE).....SECTION 4

- LRE Academy
- Definition of LRE
- Why LRE?
- Does LRE Reduce Delinquency?
- What is LRE?
- LRE Connections to Violence Prevention

FREQUENTLY ASKED QUESTIONS SECTION 5

- Budget
- Training
- Application Process
- Collaboration

RESOURCES SECTION 6

- LRE Academy Expanded Services
- Websites
- Safe School Resources

INTRODUCTION

The School Safety Program was established by ARS 15-154 in 1994 for the purpose of placing School Resource Officers (SRO) and Probation Officers (PO) on school grounds. The officers' primary function is to deliver Law Related Education (LRE) in the classroom as well as develop positive interactions and relationships with the students, the staff, and the community that they serve. This proactive, prevention-based program fosters a safe school environment through a comprehensive and collaborative approach between officers, site administrators, teachers, and police and probation departments.

The Arizona Department of Education is pleased to provide the *Guidance Manual for the School Safety Program*. 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, probation officers, law-enforcement agencies, probation departments, the School Safety Oversight Committee, the Arizona Department of Education, and the Arizona Foundation for Legal Services and Education.

The *Guidance Manual for the School Safety Program* 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 specialist at (602) 542-8728. 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 GRANT 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/PO.

Goal 2 To teach Law-Related Education that promotes a safe, orderly environment, and good citizenship.

Objective 1 The School Safety Oversight Committee will ensure the continuous review and provision of instructional materials that promote a safe, orderly environment, and good citizenship.

Objective 2 SRO/PO conduct classroom instruction in Law-Related Education for a minimum of 90 hours a semester. The Law-Related Education instruction promotes a safe, orderly environment, and good citizenship.

Objective 3 SRO/PO annually attends an Oversight Committee approved Law-Related Education academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.

SCHOOL ADMINISTRATION ROLE IN THE SCHOOL SAFETY GRANT

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

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.
- Provides for an annual evaluation of the School Safety Program by staff, students, and parents.
- Develops and keeps open communication with local law enforcement.

Building Level Administration

- Supports and communicates the School Safety program philosophy to all staff, students and parents on their campus.
- Promotes the integration of law-related education into the classrooms.
- Understands and agrees to the program guidelines.
- Provides for the annual evaluation of the School Safety Program by staff, students and parents.
- Attends the School Safety Program orientation for administrators.
- Introduces the officer to staff and students.
- Develops a collaborative relationship with the SRO/PO while allowing the officer to function independently. The officer serves as a resource to the students and staff.
- Is involved in the selection process of the SRO/PO
- Meets with the SRO/PO before the first day of duty to review the Memorandum of Understanding, Operational Procedures and specifics of the program on campus.

- Monitors the program's implementation process and meets with the SRO/PO on a regular schedule.
- Directs staff development of teachers and SRO/PO involved in the delivery of LRE.

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 SRO/PO in planning and delivery of law-related education units in their classroom.
- Cooperates in the annual evaluation of the School Safety Program by students and parents.

SCHOOL RESOURCE OFFICER ROLE IN THE SCHOOL SAFETY GRANT

The school resource officer's support of the School Safety Program is vital to the success of the program.

The School Resource Officer 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, SRO and administrators shall work together to develop procedures for ongoing communication to ensure timely and uniform reporting of criminal activities.
- An SRO assigned to a school with a juvenile probation officer (PO) is expected to work as a team. The SRO should know the role of the PO.
- Serve on the Safe School Committee and collaborate on the development of the safe school plan.
- Build a relationship with students, parents and staff that promote a positive image of law enforcement.

2. LAW-RELATED EDUCATOR*

- The SRO is expected to provide a minimum of 90 hours of classroom instruction in LRE per semester.
- The SRO should collaborate with classroom teachers to engage teachers to integrate law-related education into their curriculum.
- All new officers are required to attend the basic law-related academy.
- All officers are expected to attend a basic or advanced law-related academy annually.

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

3. POSITIVE ROLE MODEL

- The SRO should set limits being clear about what is acceptable and what is not; letting students know the consequences of unacceptable behavior and the rewards of acceptable behavior.
- The SRO should set an example by modeling how to handle stress, resolve conflicts, celebrate successes, and how to be a friend.
- The SRO should be honest by providing accurate information.
- The SRO should be consistent with students, staff, and parents; in applying rules and regulations.
- The SRO should encourage responsibility by helping students think through options and consequences of decisions, set personal goals, and develop plans to make desired changes.
- The SRO should show respect by treating students with respect and expressing high expectations for them.
- The SRO should always strive 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 GRANT

The juvenile probation officer's support of the School Safety Program is vital to the program's success.

The Probation Officer (PO) has three basic roles:

1. COURT OFFICER

- The PO is, first of all, a sworn court appointed officer and when necessary must act in that function.
- The PO 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.
- Serve on the Safe School Committee and collaborate on the development of the safe school plan.
- The PO will network with other agencies that may or do serve the school community in an effort to meet the needs of the students and school.
- The PO will have a working knowledge of services available within the court system and community to meet the needs of the students and school.
- The PO will support and contribute to the Juvenile Probation Department, school, and community.
- The PO 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.
- A PO assigned to a school with a school resource officer (SRO) is expected to work as a team. The PO should know the role of the SRO.
- Build a relationship with students, parents and staff that promote a positive image of the juvenile court system.

2. LAW-RELATED EDUCATOR

- The PO is expected to provide a minimum of 90 hours of classroom instruction in LRE per semester.
- The PO should collaborate with classroom teachers to engage teachers to integrate law-related education into their curriculum.
- All new POs are required to attend the basic law-related academy.

- All POs are expected to attend a basic or advanced law-related academy annually.

3. POSITIVE ROLE MODEL

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

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.

SUPERVISOR OF SCHOOL RESOURCE OFFICER OR PROBATION OFFICER ROLE IN THE SCHOOL SAFETY GRANT

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

It is essential for supervisors to:

- Communicate to staff, and carry out the philosophy and goal of the School Safety Program.
- Attend the law-related education orientation for administrators.
- Provide written information on the philosophy and operation of the School Safety Program to appropriate supervisory/management personnel.
- Conduct on-going visits to sites under their supervision.
- Attempt to observe established, successful School Safety Programs outside their supervision.
- Play a key role in the development, reviewing, and revision of the Memorandum of Understanding.
- Amend or supplement reporting forms to fill the needs of the School Safety Program.
- Amend or supplement evaluation forms to include performance criteria specific to the school officer's role.
- Motivate officers and provide positive reinforcement.
- Recognize the importance and value of the School Safety Program position.
- Meet with the school administrator every semester at a minimum.

SCHOOL SAFETY PROGRAM OVERSIGHT COMMITTEE ROLE IN THE SCHOOL SAFETY GRANT

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

- Reviews the 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.
- May modify the number of sites a school resource officer or probation officer may serve based on the size and needs of the school.
- May withdraw 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 the 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 GRANT

The Arizona Department of Education's (ADE) support of the School Safety Program is vital to the program's success.

ARS 15-154 directs 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 GRANT

The Arizona Foundation for Legal Services and Education, under contract with the Arizona Department of Education, supports the goal of the School Safety Program by developing, administering and managing a statewide Law-Related Education (LRE) Academy. The Academy offers school safety officers quality LRE training and teaching materials.

To accomplish these objectives, the Foundation will:

- Utilize nationally recognized law-related education experts as faculty for the Academy.
- Develop a tracking system to track Academy hours of each school safety officer.
- Integrate the use of technology into training classes.
- Create a School Safety Listserv to disseminate information and encourage networking opportunities.
- Enhance its lending library by adding additional teaching resources, and improve the lending system to make it more user friendly and accessible to officers.
- Secure education credits for officers who attend and complete the Academy.
- Provide Certificates of Completion for Basic and Advance Academies.
- Provide ongoing consultation and technical assistance with regard to implementing and teaching law-related education, within budget limitations.
- Visit schools to observe law-related education teaching and provide feedback, within budget limitations.
- Provide quantitative and qualitative data to Arizona Department of Education.
- Provide financial mid-year and year-end reporting to Arizona Department of Education.
- Conduct periodic surveys of school safety officers to determine changing LRE needs and level of customer satisfaction.
- Serve as a participating and contributing member of the School Safety Working Group to improve the School Safety Program.

SCHOOL RESOURCE OFFICER

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 attend law-related education basic and advance 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 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant application
- Minimum 2 year assignment at the same school. Exceptions may be considered, but not recommended.
- Maintain tracking system of statistical information required by supervisor and school administration

JUVENILE PROBATION OFFICER

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 work 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 attend law-related education basic and advance 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
- Ability to work with victims of crime associated with the students and school
- Employee of a probation department

Recommended Job Description

- Serve as a liaison between the school and supervising probation officer (PO), providing information to the PO as requested
- Keeps a record of student contacts for personal and supervising PO 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, parents, staff, and outside agencies 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
- Assist parents in learning skills necessary to effectively deal with their students
- Participate in the Parent-Teacher Association/Organization as requested
- Participate in campus activities, student organizations, and athletic events when feasible and appropriate
- 10 or 12 month, full-time, 40 hour a week job assignment as specified by school's grant
- Minimum 2 year assignment at the same school. Exceptions may be considered, but not recommended.

PO Recommended Job Description

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. Officers are expected to spend a predominate amount of their time on campus, approximately 90% 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.

SERVICE AGREEMENT

Developing the Partnership

The development of a Service Agreement is mandatory. This essential document is an important preliminary 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/PO 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/PO as a sworn law enforcement officer.
- 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
 - PO 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/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/PO 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 law-related education training and provide for all related travel expenses as provided in the grant.
- Officers, administrators, law enforcement and 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/PO
- Conditions of employment
- Duty hours
- Duties of SRO/PO
- 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 an 15-341
- Arrest procedures for school-related crimes and crimes committed off campus
- Procedure for handling critical incidents
- Access to education records
- Specific items to the district and law enforcement/probation department

THE HIRING PROCESS

Selecting the right officer is one of the most important aspects of making the School Safety Program successful. A minimum of a two-year assignment at the same school(s) is recommended. The effectiveness 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.

OFFICER TRAINING

Law-Related Education

The Arizona Foundation for Legal Services and Education is the contracted training agency for law-related education (LRE). They offer basic to advanced courses to meet the needs of all officers. Training in LRE is essential to successfully implement the LRE requirement of the grant in the classroom. Basic and advance academies are approved for credit by the Peace Officers Standards and Training Board (POST) and the Arizona Judicial Council (COJET).

New officers are required to attend the basic academy. All other officers are required to continue the development of their skills by annually attending advanced academies. The grant provides each officer with travel funds to cover expenses to attend at least one LRE academy per annum. There is no registration fee. At the completion of the training, officers are provided a curriculum resource allowance for the purchase of LRE materials.

For more information on the LRE academies, contact the Arizona Foundation for Legal Services and Education at (602) 340-7279.

**WHEN SCHOOL IS NOT IN SESSION:
SUMMER BREAK
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 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 a 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/presentations
- 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

THE PERFORMANCE EVALUATION

An annual 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 that 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?
- How does the officer perform his/her duties?
- How effective is the officer with classroom presentations?

It is recommended that informal evaluations, that provide the officer and supervisor with feedback regarding the officer's performance, occur at least twice during the school year.

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 APPEAL PROCEDURE

Who May File an Appeal: A school/district or charter who has been denied a 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 request for the hearing must set forth the nature of complaint and the facts on which the complaint 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 Grant Manager.

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.

LAW - RELATED EDUCATION (LRE) ACADEMY

The Arizona Foundation for Legal Services and Education is contracted to administer the LRE Academy to meet the training needs of Arizona's school safety officers. The following services will be available:

Basic Academy

The Basic LRE Academy will help to prepare new school safety officers for teaching law-related education in the classroom. The Basic LRE Academy will assist officers in the effective use of classroom teaching methods and the selection of relevant law-related subject matter. Each two-day academy will provide 12 hours of professional instruction.

Advanced Academy

The Advanced LRE Academy Courses address grade level specific topics and/or programs identified by officers as critical to meeting the learning needs of diverse student populations. Each two-day course will provide 12 hours of professional instruction.

The LRE Academy offers courses such as:

Elementary Level – Grades K-6

- **Taking Action to Stop Bullying:** this one-day course is designed to address bullying at the elementary level. Through interactive lessons and activities we will begin to develop an awareness of the problem while providing prevention strategies for reducing incidences of bullying within Arizona schools.
- **Foundations of Democracy:** Center for Civic Education curriculum that focuses on teaching about ideals and constitutional principles of justice, equality, responsibility and authority.
*Provides 18 hours of professional instruction.

Middle School Grade Level 6-9

- **Taking Action to Stop Bullying:** this one-day course is designed to address bullying at the middle school grade level. Utilizing interactive lessons, activities, simulations, and video media will give participants the opportunity to explore and learn prevention strategies for reducing incidences of bullying within Arizona schools.
- **Community Works: Smart Teens Make Safer Communities:** This Street Law, Inc. curriculum combines education and action to reduce teen victimization and involve young people in service to their communities. The lessons and activities develop self-esteem, leadership, and citizenship skills by engaging young people in action to positively affect the circumstances of their lives.

High School Grade Level 9-12

- **Taking Action to Stop Bullying:** During this one-day course, officers will explore the serious problem of high school bullying. This course provides activities and lessons for building awareness and reducing bullying incidences within Arizona schools.
- **LRE Across the High School Curriculum:** This course will demonstrate instructional strategies for effective use of mock trials, video media, technology and LRE lessons and activities utilized by Arizona School Safety Officers. This course provides active instruction on how officers can use mock trial scripts and case studies in the classroom, create and implement LRE lessons surrounding video media and how to appropriately integrate the Internet within the LRE curriculum.

Applications:

To obtain an LRE Academy application packet please contact the Arizona Foundation for Legal Services and Education at 602-340-7279 or register online at www.azflse.org/Academy. Participant openings are limited for Basic and Advanced Academy courses. Applications will be processed in the order they are received.

LAW - RELATED EDUCATION (LRE)

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 critical, analytical and problem-solving skills,
- actively involves students, teachers and the community,
- increases students' knowledge base of the law, making them better informed citizens and consumers,
- demonstrates constructive ways to resolve conflict and can reduce discipline problems in schools,
- 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.

Does Law-Related Education Reduce Delinquency?

Yes, if implemented correctly, LRE can:

- increase knowledge of the law,
- encourage positive behavior,
- reduce use of violence to solve problems,
- improve school attitude,
- improve the likelihood of law-abiding behavior, and
- improve self-image.

WHAT IS LAW-RELATED EDUCATION?

Modified from "Law-Related Education and Violence Prevention: Making the Connection"

By: Robin Haskell McBee

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 issues in stories and they could create and enforce their own set of classroom rules.

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

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

As previously described, LRE offers application possibilities at all grade levels, as well as in many subject areas. It is most commonly used in social studies to promote civic understanding; however, it regularly incorporates the use of reading, writing, and speaking skills. It has the potential for application in literature, math, science, technology,

foreign language, physical education, sports, and other subject areas. It need not be limited to a particular grade, subject, or time frame. The LRE approach to instruction is flexible enough to be applied as a system-wide, on-going prevention strategy, and an added benefit of such a strategy is the increased likelihood that students will better understand the rules, laws, and legal processes that govern their lives.

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

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

FREQUENTLY ASKED QUESTIONS

Budget Related

1. I have money left over at the end of the program year. Can I carry it over?

No. All monies from the School Safety Grant that are not spent by the end of the program year, June 30th, must be returned to the Arizona Department of Education (ADE).

2. Can I keep \$100 of interest earned on the grant money like some other grants allow?

No. All unused funds and all interest earned must be returned.

3. When do I have to send back the unused funds?

A completion report must be filed by September 30th. The report will indicate remaining funds and interest. The completion report is filed on-line. When the completion report is approved by ADE, you will receive an email. The approval is also posted with the grant information. At that time any funds due should be sent into ADE, Accounting Unit. Indicate on the warrant the year and program the funds are from.

Funds not returned will generate a hold on the current grant year and remaining funds will not be released until the past due funds are received. Schools that owe money and submit a renewal grant will be considered out-of-compliance and may not be funded.

4. I'd like to transfer money from one line item to another. Is that allowed?

Yes, as long as an amendment is filed on-line before March 30th and the intended use meets the intent of the grant.

5. I have several thousands of dollars left in the salary/benefits line item that must be returned. How can I prevent that situation from occurring in the next program year?

It is important that the law-enforcement agency and/or probation department provide you with an accurate amount for the services of the officer(s). When the salary/benefits line is overestimated there is less money to provide to other schools. A high salary/benefits also can mean that the agency/department plans on providing the school with an officer that has several years of experience. Be sure and ask to be involved in the final selection process to ensure the best candidate is selected for your school's environment.

The amount quoted should cover only for the number of months you wish to use the officer. Normally that would be full time for 10 to 12 months.

6. Because of a shortage of officers in our area, the school resource officer is often called off campus to handle a traffic accident or other community problem. How does that affect what the officer is paid through the grant?

It may be necessary in some communities to request the assistance of the school resource officer at a community situation. 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.

7. When are the funds disbursed?

The grant is divided into equal quarterly payments. After the first quarter payment is made, remaining payments are held by ADE if the grantee has not submitted the completion report for the previous year and/or funds are owed to ADE.

Training

1. There are several excellent trainings available I would like to send my officer. Are there restrictions on what I can send him/her to?

Yes. The grant already pays for law-related education training through a separate contract with the Foundation for Legal Services and Education. It is expected that every officer attend a law-related education academy annually. Money is provided for travel expenses to attend the training. When this requirement is met and there are funds left in the travel line, the officer may use the funds to other trainings that are related to his/her duties at the school. The grant will not pay for some D.A.R.E. or G.R.E.A.T. training as the officer may not teach these programs under the School Safety Grant. Schools also have the option of sending the officer to trainings paid through another funding source.

2. Does the grant pay for out-of-state conferences?

No, the grant does not provide the funds to send officers to out-of-state conferences. However, the school may always send the officer to trainings paid through funding sources other than the School Safety Grant. Title IV, Safe and Drug Free School funds maybe used to pay for trainings, conferences, and workshops that are in-state or out-of-state.

Application Process

1. How is a school notified when an application for the grant may be submitted?

Superintendents, charter holders, principals, School Safety Grant contacts and Title IV contacts are sent an announcement when the application is available. This usually occurs around the first week of March. Applications are submitted on-line, under the grant management section on the ADE web site. Normally six weeks are given to complete the application. The due date, established in A.R.S. 15-154, is April 15th. Late applications are not accepted.

2. May an application be submitted by a school rather than a district?

No, the application is designed for district submission.

3. How are new grants selected?

Awards are based on the following criteria:

- documentation of the need for an officer,
- the plan to integrate the officer into the school community,
- the duties and responsibilities expected of the officer,
- the plan to provide opportunities for the officer to teach a minimum of 90 hours of LRE classroom instruction per semester, and
- the site administrators plan to promote and support the philosophy of the grant with staff, students and parents

4. When are grant awards announced?

The award letters are normally sent out late June.

5. Can I assign my officer to a site that was not submitted with the grant application due to need?

No, the award letter will specify the site(s) the officer may serve. 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.

Collaboration Between the School Administration, Officer, and Law Enforcement/Probation Department.

1. The principal at the site I serve at does not understand the intent of the grant. I am unable to get into classrooms to teach LRE. What should I do?

When any difficulties are experienced that can not be suitably worked out between the school administration and officer and his/her supervisor, call the grant manager at ADE who will facilitate an acceptable resolution.

2. I am displeased with the officer assigned to my school. I have tried to resolve the problems with the officer and have also taken the problem to his/her supervisor. The officer just does not work well in our environment. What can I do?

A school is never required to keep an officer that does not function well at the site. If a resolution can not be found, the school may terminate the officer. If the law enforcement/probation agency can not replace the officer, the school may request through the grant administrator a change in the type of officer that was originally awarded to them, i.e. from an SRO to a PO or vice versa.

LRE ACADEMY EXPANDED SERVICES

The Arizona Foundation for Legal Services and Education will offer new services while expanding upon existing services to support the School Safety Program. These services include:

- **LRE Book Store:**
The Foundation will create an LRE Book Store featuring the latest LRE curricula, videos, lessons that support teaching standards and school-related LRE issues. Officers will be able to preview materials prior to purchasing. Officers will also be able to purchase "on-the-spot" during scheduled academy classes and order online.
- **LRE Web page:**
The Foundation will design, develop and maintain a web page on the Foundation for Legal Services and Education website, 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.

The web page will also include the creation of distribution lists, and bulletin board opportunities to encourage officers to post and share LRE ideas and suggestions with colleagues. Future calendar of events will also be posted on the site.

- **LRE Technical Online Resources:**
The Foundation will improve the operations of its existing online database to support LRE library lending inquiries and to track curricula purchases and credit hours. The online services will also allow officers to place orders for curricula.

WEBSITES

Arizona Department of Education

www.ade.az.gov

Provides links to prevention sites, updates on funding opportunities and a calendar of conferences, trainings, and workshops.

Arizona Foundation for Legal Services and Education

<http://azbf.org/AZFLSE/lre/lre.cfm>

The site will provides up-to-date information about LRE research, links to other LRE related sites, professional development opportunities, publications, and articles.

Law For Kids

www.lawforkids.org

Posts youth laws and information in a manner that kids can read quickly and understand easily. Also kids can get homework answers, access other links, listen to other kids' stories, and play computer games.

Arizona Prevention Resource Center (APRC)

<http://www.azprevention.org/>

APRC is Arizona's central source for prevention information and materials. It has an expanded section of school safety materials. Materials may be checked out at no cost.

Join Together ONLINE

<http://jointogether.org>

National resource center to reduce substance abuse and gun violence. Offers up-to-date information on legislation, funding opportunities, Action Kits, and resources guides.

Keep Schools Safe

www.keepschoolssafe.org

A collection of resources to help make schools safer.

National Association of School Resource Officers (NASRO)

www.nasro.org

Nonprofit training organization for district personnel and school resource officers. Sponsors an annual training conference as well as regional trainings. Lesson plans are available to download at no charge.

Arizona School Resource Officers Association (ASROA)

www.asroa.org

Nonprofit organization formed to promote law-related education. Sponsors an annual conference and various training opportunities.

National Clearinghouse for Alcohol and Drug Information

www.health.org

A comprehensive federal clearinghouse on alcohol and drug information.

National Dropout Prevention Center

www.dropoutprevention.org

Provides information on dropout prevention programs, educational strategies, technical assistance, training, and resources.

National Resource Center for Safe Schools

www.nwrel.org

Center works with schools and communities to create safe learning environments and prevent school violence.

National School Safety Center

www.nsscl.org

Clearinghouse for school safety information.

National Youth Gang Center

www.iir.com/nygc

Provides information about gangs and effective responses to them.

Partners Against Violence – PAVNET Online

www.pavent.org

Clearinghouse of information about violence and youth-at-risk.

Office of Juvenile Justice and Delinquency Prevention

www.ncjrs.org

Provides numerous links to juvenile justice-related resources, model programs and funding opportunities.

Constitutional Rights Foundation (CRF)

www.crf-usa.org

Offers programs and develops materials on law-related education. Web site contains ready-to-use lessons.

National Law-Related Education Resource Center (NLRC)

www.abanet.org

Facts on current model programs, curricula, print, and multimedia materials for all groups and age levels about the law.

Street Law, Inc

www.streetlaw.org

Offers program training and program development in law-related education.

641 E. Van Buren St, B-2
Phoenix, AZ 85004
(800) 432-2772
(480) 727-2772
<http://www.asu.edu/aprc/>

Arizona Prevention Resource Center

School Safety Resources

Book	An Educator's Legal Guide to Stress
Book	Anger Management
Book	Anger Management and Violence Prevention
Book	Anger Management for Youth: Stemming Aggression and Violence
Book	Bullying
Book	Containing Crisis: A Guide to Managing School Emergencies
Book	Creative Conflict Resolution: More than 200 Activities, K-6
Book	Crime in the Schools
Book	Crisis Response Team Training Manual
Book	Dealing With Youth Violence: What Schools and Communities Need to know
Book	Dealing with Youth Violence; What Schools and Communities Should Know
Book	Feeling Violent
Book	Hate Crime: Sourcebook for Schools
Book	Nonviolent Crisis Intervention
Book	Picking Up the Pieces: Responding to School Crisis
Book	Practical School Security
Book	Rebuilding Schools as Safe Havens
Book	Safe and Effective Secondary Schools
Book	Safe Schools: A Handbook for Violence Prevention
Book	Safety and Security Administration in School Facilities: Forms, Checklists, & Guidelines
Book	Step by Step to Safe Schools
Book	Teaching Young Children in Violent Times
Book	The Bully Free Classroom
Book	The Bully Prevention Handbook
Book	The First 30 Minutes; A Crisis Response Handbook for Administrators
Book	The Successful School Resource Officer Program
Book	Understanding the Human Volcano: What Teens Can Do About Violence
Book	Violence at School
Book	Violence Prevention Skills for Elementary Students
Book	Violence Prevention Skills for Secondary Students
Curriculum	Conflict Resolution in High School
Curriculum	Elementary Perspectives: Teaching Concepts of Peace and Conflict
Curriculum	Making Peace: A Violence Prevention Curriculum for Young People
Curriculum	Safe & Sound
Curriculum	Skills for Managing Anger
Curriculum	Making the Peace

Curriculum	Be Cool
Curriculum	Reconnecting Youth
Guide	Hurting with Words: Understanding Emotional Violence and Abuse
Guide	Peacemaking Skills for Little Kids
Guide	Peacemaking Skills for Little Kids
Guide	Peacemaking Skills for Little Kids
Guide	Peace Scholars: Learning through Literature
Guide	Peace Scholars: Learning through Literature
Guide	Creative Conflict Solving for Kids
Guide	Creating Peace, Building Community
Guide	Creating Peace, Building Community
Guide	Win Win, Win!
Guide	Early Childhood Adventures in Peacemaking
Guide	Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Programs
Guide	Conflict Resolution in the Middle School
Guide	Conflict Resolution in the Middle School - Student Workbook & Journal
Guide	Teaching Conflict Resolution Through Children's Literature
Guide	School Mediator's Field Guide
Guide	Students Resolving Conflict: Peer Mediation in Schools
Guide	Days of Respect: Organizing a School Wide Violence Prevention Program
Guide	How to Prevent Violence in Your Classroom
Guide	Trevor & Tiffany, the Tyrannosaurus Twins, Learn to Stop Bullying
Guide	Della the Dinosaur Talks about Violence and Anger Management
Guide	Daniel The Dinosaur Learns to Stand Tall Against Bullies
Guide	Days of Respect: Organize a School wide Violence Prevention Program
Guide	Helping Teens Stop the Violence
Guide	Preventing School Violence; A Resource Guide to Safe Schools
Guide	Gender Violence/Gender Justice
Guide	The Crisis Manual for Early Childhood Teachers
Guide	Techniques for Managing a Safe School
Guide	Ready-To-Use Violence Prevention Skills, Lessons & Activities for Secondary Students
Guide	Techniques for Managing a Safe School. Ready-To-Use Violence Prevention Skills Lessons
Guide	School Crisis Survival Guide
Guide & Workbook	The Violence Intervention Program
Manual	Crisis Alert System Implementation
Program	Developing an Effective School Crisis Response Team
Software	Violence Prevention
Software	Relate for Kids

Video	Violent Times
Video	Teasing Is a Real Bummer for Everyone
Video	Teasing Is a Real Bummer for Everyone, High School Version
Video	Bullying Is Uncool
Video	Drugs & Violence are Partners in Crime
Video	Life Inside: Violence Prevention
Video	Enough Is Enough
Video	Bullying Isn't Fair for Hummers, Either
Video	BullySmart
Video	How To Tame a Troublemaker
Video	Bullies
Video	Its Not Okay To Bully
Video	How I Learned Not to Be Bullied
Video	Stop Teasing Me!
Video	No More Teasing
Video	In Us We Trust
Video	Don't Be a Victim
Video	Conflict at School, Dealing with Adults
Video	Building Safe and Caring Schools
Video	Breaking the Silence About Hate & Violence
Video	Warning Signs: A Look at Teenage Violence
Video	Expressing Anger: Healthy vs. Unhealthy
Video	Break the Silence-Stop The Violence
Video	Keeping Schools Safe: How to Stop Violence on Your Campus
Video	School Shootings: America's Tragedy
Video	Teens Confronting Violence
Video & Guide	School Violence: Prevention & Response
Video & Curriculum	Respect & Protect: A Solution to Violence in Schools & Communities
Video & Guide	Wasted! Guns & Teens, Lives & Dreams
Video & Guide	Don't Pick on Me
Video & Guide	Fighting Fair
Video & Guide	Breaking the Cycle of Violence
Video & Guide	Violence Prevention and Conflict Resolution Series
Video & Guide	Planning the Response to Hostage-Taking, Shootings, and Suicides
Video & Guide	Tulip Doesn't Feel safe
Video & Guide	Managing School Violence: Before, During, and After
Video & Workbook	Teen Violence: Where Have All the Children Gone?
Video Set	Anger is O.K., Violence is Not Keeping Cool: Anger Control Tools
Video Set	Straight Talk I
Video Set	Straight Talk II

Video Set	Safe Schools-Safe Students
Video Set	Peace Talks
Video Set	Violence Prevention Library
Video Set	Saving Our Schools from Hate & Violence
Video Set	Teens in Crisis; Violence Prevention
Video Set	School Crime: How to Fight It
Video Set	Prevent Violence with Groark
Video Set & Guide	Building Violence Prevention Skills
Video Set & Guide	Steps to Respect: A Bullying Prevention Program
Video Set & Guide	The Peacemakers Series

Figure 1: LAW-RELATED EDUCATION CONNECTIONS TO VIOLENCE PREVENTION

BELIEF IN
VALIDITY OF
RULES/LAWS

