

Site Program Narrative Questions

Gadsden Elementary District (140432000) Public District - FY 2020 - **Medium Risk** - School Safety Program - Expansion - Rev 0 - School Safety Program - Expansion - San Luis Middle School (140432103) - Public School - New - Application Number (886)

Site Level Information

The purpose of this section is to provide site level information. The Site Administration contact person must be the school principal or a designee (assistant principal, dean of students, etc.)

WHOEVER WORKS MOST DIRECTLY WITH THE OFFICER, SCHOOL COUNSELOR, AND/OR SCHOOL SOCIAL WORKER AND IS PRIMARILY RESPONSIBLE FOR PROGRAM IMPLEMENTATION.

Information will also be used for correspondence. It is imperative that this contact information is kept current.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

Site Information

| | |
|---|---|
| 1. Site Name | * San Luis Middle School |
| 2. Site Level (Select all that apply) | <input type="checkbox"/> High School |
| | <input checked="" type="checkbox"/> Middle School |
| | <input type="checkbox"/> Elementary School |
| | <input type="text"/> Other (Please specify) |
| 3. What is this site's Average Daily Membership (ADM)? | * 655.71 |
| 4. Is there a Joint Applicant/Partnering Site? | No |

5. Site Administrator Contact Information

| | | | | | |
|--|---------------------------------------|------------------------------------|---|--|--|
| * Site Administrator First Name | * Site Administrator Last Name | * Title | | | |
| Norma | Sanchez | <input type="checkbox"/> Principal | <input type="checkbox"/> Designee - Assistant Principal | <input type="checkbox"/> Designee - Dean of Students | <input type="checkbox"/> Designee - Other (Please specify below) |
| * Mailing Address | * City | * State | * Zip | | |
| PO BOX 6870 | San Luis | AZ | 85349 | | |
| * Phone Number | * Email Address | | | | |
| (928) 627-6926 | nsanchez@gesd32.org | | | | |
| Principal Name (if different than School Administrator above) | | | | | |
| <input type="text"/> | | | | | |

6. Change in Site Administrator Contact Information during the 2019-2020 school year

| |
|----------------------|
| <input type="text"/> |
|----------------------|

Contact information revised as of:

| | | | | | |
|---|--|---------------------------------------|--|--|--|
| <input type="text"/> | | <input type="text"/> | | Title <input type="radio"/> Principal <input type="radio"/> Designee - Assistant Principal <input type="radio"/> Designee - Dean of Students <input type="radio"/> Designee - Other (Specify below) | |
| <input type="text"/> | | <input type="text"/> | | <input type="text"/> | |
| Mailing Address <input type="text"/> | | City <input type="text"/> | | State <input type="text"/> | |
| Phone Number <input type="text"/> | | Email Address <input type="text"/> | | | |
| Principal Name (if different than School Administrator above) <input type="text"/> | | | | | |

Officer Information

The purpose of this section is to provide Officer contact information. It is imperative that this contact information is kept current.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

Officer Contact Information

1. Officer Contact Information

| | | | | | |
|--|--|---|--|---|--|
| Officer First Name <input type="text"/> Adrian | | Officer Last Name <input type="text"/> Hemmer | | Type of Officer <input checked="" type="radio"/> SRO <input type="radio"/> JPO | |
| Officer's School Phone Number <input type="text"/> (928) 627-6580 | | Officer's School Email Address <input type="text"/> ahemmer@gesd32.org | | | |

2. Change in Officer Contact Information during the 2019-2020 school year

| | | | | | |
|--|--|--|--|--|--|
| Contact information revised as of: <input type="text"/> | | | | | |
| Officer First Name <input type="text"/> | | Officer Last Name <input type="text"/> | | Type of Officer <input type="radio"/> SRO <input type="radio"/> JRO | |
| Officer's School Phone Number <input type="text"/> | | Officer's School Email Address <input type="text"/> | | Reason for change in Officer <input type="text"/> | |

3. List each officer (first and last name) that served during the 2019-2020 school year, the dates served and the reason for leaving. For the current officer, list the name, date started and check "Current".

| Officer Name (Example: "John Doe") | Dates Served: (Example "July 2019 - Sept 2019) | Reason for Leaving: (Example "Promotion") | Current |
|------------------------------------|--|---|---------|
| | | | |

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Agency Supervisor Information

The purpose of this section is to provide Agency Supervisor contact information. It is imperative that this contact information is kept current.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

Agency Supervisor Contact Information

1. Agency Supervisor Contact Information

| | | | |
|--|---|---------------------------------|---|
| Supervisor First Name Richard | Supervisor Last Name Jessup | Title Chief of Police | Agency San Luis Police Department |
| Agency Mailing Address PO BOX 3720 | City San Luis | State AZ | Zip Code 85349 |
| Phone Number (928) 341-2420 | Email Address rjessup@sanluisaz.gov | | |

2. Change in Agency Supervisor Contact Information during the 2019-2020 school year

Contact information revised as of:

| | | | |
|------------------------------|-----------------------------|----------------------|----------------------|
| <input type="text"/> | | | |
| Supervisor First Name | Supervisor Last Name | Title | Agency |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Phone Number | Email Address | | |
| <input type="text"/> | <input type="text"/> | | |

School Counselor Information

The purpose of this section is to provide School Counselor contact information. It is imperative that this contact information is kept current.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

School Counselor Contact Information

1. School Counselor Contact Information

| | | | |
|--|---|--------------------|--------------------------|
| School Counselor First Name Homero | School Counselor Last Name Chavez | | |
| Mailing Address PO BOX 6870 | City San Luis | State AZ | Zip Code 85349 |

Phone Number

(928) 627-6576

Email Address

hchavez@gesd32.org

2. Change in School Counselor Information during the 2019-2020 School Year

Contact Information revised as of:

School Counselor First Name

School Counselor Last Name

Phone Number

Email Address

School Social Worker Information

The purpose of this section is to provide School Social Worker contact information. It is imperative that this contact information is kept current.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

School Social Worker Contact Information

1. School Social Worker Contact Information

School Social Worker First Name

School Social Worker Last Name

Mailing Address

City

State

Zip Code

Phone Number

Email Address

2. Change in School Social Worker Information during the 2019-2020 school year

Contact information revised as of:

School Social Worker First Name

School Social Worker Last Name

Phone Number

Email Address

Joint Applicant/Partnering Site

Select this box if there is not a Joint Application/Partnering Site.

The purpose of this section is to provide site level information for the partnering site. Complete this section ONLY if there is a Joint Application/Partnering Site; otherwise skip this section.

IMPORTANT: Change(s) in any contact info below must be updated by initiating a Revision, editing existing contact info and providing date of change.

Joint Site Information

1. Joint Site Name

2. Joint Site Level (Select all that apply)

- High School
- Middle School
- Elementary School
- _____ Other (Please specify)

3. What is this site's Average Daily Membership (ADM)?

4. List the name of the Officer, School Counselor, or Social Worker serving this site

Example: "Jane Doe - School Counselor"

5. Joint Site Administrator Contact Information

Joint Site Administrator First Name

Joint Site Administrator Last Name

Title

Principal
 Designee - Assistant Principal
 Designee - Dean of Students
 Designee - Other (Please specify to the right)

Phone Number

Email Address

Joint Site Principal Name (if different than School Administrator above)

6. Change in Joint Site Administrator Contact Information during the 2019-2020 School Year

Contact Information revised as of:

Joint Site Administrator First Name:

Joint Site Administrator Last Name:

Title:

Principal
 Designee - Assistant Principal
 Designee - Dean of Students
 Designee - Other (Please Specify to the Right)

Phone Number

Email Address

Joint Site Principal Name (if different than School Administrator above):

Summer/Intersession - Officers only

The purpose of this section is to provide a summary of the plan developed by the site, officer, and agency for the use of the officer during the Summer/Intersession months.

Complete this section ONLY if this position is an 11- or 12- month position. If this position will serve the site for only 10 months, select 'No' and proceed to next section.

1. Will the officer be serving this site for more than 10 months? If yes, then you must complete the rest of this section. If no, proceed to the next section

No ▼

2. How many months of service will be provided?

Please select... ▼

3. Will teachers and students be present during summer break or intersession?

Please select... ▼

4. What duties will the officer perform? (Check all that apply)

- Implement LRE
- Conduct school safety assessments
- Review and update school safety plan
- Provide or attend school in-service training(s)
- Attend professional development training
- Analyze and develop strategies to address campus related criminal incidents
- collaborate with other law enforcement agencies
- Other (Please specify)

5. Provide a detailed description, around each item indicated above, of the summer/intersession plan that has been developed between the site administrator, officer, and agency supervisor.

- The SRO will work with specific teachers that have been identified to team-teach and integrate LRE into the classroom curriculum - Implement LRE: The officer will be teaching during the intersession an LRE topic to student's attending summer school - Conduct School Safety Assessments: The SRO, Principal, and Assistant Principal will conduct school safety assessments by reviewing the needs assessment of the school along with conducting interior and exterior assessments. This will be reviewed by the SSAPT Team - Review and update the School Safety Plan: The SRO, Assistant Principal, and security personnel will assess and make modifications to the "School Emergency Manual". This will include updating procedures and collaborating with district administrators in order to provide a safe school environment - Provide or attend in-service training: The SRO will be providing in-service training to the summer school staff which includes administrators. The topic of the in-service training will be internet Safety/Crime - Attend professional development trainings: The SRO will attend LRE professional development dependent upon the summer schedule of topics - Analyze and develop strategies to address campus related criminal incidents: The SRO will meet with SSAPT to analyze the needs assessment and current trends in criminal incidents on the campus to determine the strategies that will used to address the incidents. - Collaborate with outside agencies: The SRO will meet with outside partnering agencies such as U.S. Customs, Border Patrol, U.S. Marines to discuss strategies for the 19-20 SY.

Determining the Need for the School Safety Program - Expansion Grant

1. Is your school applying for more than one position - a school safety officer (school resource officer or juvenile probation officer), school counselor, or school social worker?

- No - If no, your school is not applying for more than one position.
- Yes - If yes, please rank/order your choice of positions based on the needs you identify in questions 5-19 below, with 1 being the highest.

1. _____
School Counselor

2. _____
SRO Officer

3. _____

2. Is your school applying for an officer (school resource officer or juvenile probation officer)?

Yes - If yes, please complete questions 5-7 ▼

3. Is your school applying for a school counselor?

Yes - If yes, please complete questions 5-7 ▼

4: Is your school applying for a school social worker?

No - If no, please go to next section. ▼

*** 5. Describe the gaps and weaknesses in prevention and intervention resources available in your school community.**

The American School Counselor Association (ASCA) recommend a ratio of one Counselor: 250 students; however, due to the availability of funds our district has one Counselor: 1,600 students. We are currently very far behind the recommended ratio of 1:250 recommended by 'ASCA'; however, we are hopeful that with the help of this new funding opportunity, we will be able to hire some additional Counselors that will get us closer to the ratio recommended by this pertinent association. Currently, the staff at the school are more focused on the "reactive" aspect of counseling services, so we have found that there is a gap between the prevention and intervention services provided. Our goal is to hire a 'School Counselor' that will be focused on the preventative side of counseling. Parents are not aware of the resources available in the community for support and guidance with the specific needs of their children. The main reason that parents are not aware of these resources is because in some to most case they simply do not exist. Currently hardly any agencies offer preventative services for students, staff and the community in and out of school. The new Counselor position will be focused on providing preventative support to students through classroom instruction related to behavior and how it related to their academic success.

*** 6. Identify the priority focus areas and target population(s) to be served at your school.**

The goal and primary focus of having a 'Counselor' is to provide more education to students on topics relating to 'Academic' and 'Social/Emotional' well-being through classroom lessons. Comprehensive school counseling programs promote and enhance student academic and social/emotional outcomes. The main target populations that will be served at the school constantly evolves due to the changing family dynamics in students' homes. Heads of household vary drastically from single parent families (due to divorces); grandparents raising grandchildren; children in foster homes to 'Group Homes' (group setting by gender for foster children who cannot find a 'foster home'). These variables in family dynamics have an effect on the emotional state of a student. Through the proper channels of referrals, these students are able to receive counseling services at the school that will help them with the purpose of enhancing their success in school. Some of the target populations to be served are our Special Ed., Migrant, and English Language Learners (ELL's) sub groups; however, services are obviously open to the entire student population who through referrals are able to receive adequate counseling services.

7. Identify the following ratio for the applicant school.

The ratio is determined by calculating the number of students to full time equivalent (FTE) of the officer (school resource officer or juvenile probation officer), school counselor, or school social worker.

For example: Current student to officer ratio is 833:1.

Current student to officer ratio: _____

661:1

Current student to school counselor ratio: _____

661:1

Current student to school social worker ratio: _____

Addressing the Need Through Program Design

8. Is your school applying for an officer?

Yes - If Yes, please complete questions 11-15. ▼

9. Is your school applying for a school counselor?

Yes - If Yes, please complete questions 16-17. ▼

10. Is your school applying for a school social worker?

No - If no, please go to the next section. ▼

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

11. To be completed for officers only: Describe how the officer's experience, expertise, and resources as a law-enforcement or juvenile probation officer will be utilized to address your identified priority focus areas. Do not include Law-Related Education (LRE) or School Safety Assessment and Prevention Team activities as this will be asked in a later question.

Officer Adrian Hemmer: I have been a police officer for over 10 years. I first began my law enforcement career with the Quechan Tribal Police Department and had the opportunity to assist my agency at the time not just as a patrol officer, but also as a physical fitness instructor and a field training officer. With the San Luis Police Department, which is a bigger agency, I have had the opportunity to work as a School Resource Officer for San Luis High School under our current program. During the times I've participated in the program, I worked on drug related cases, developed leads and provided information to the appropriate investigating units within the Criminal Investigations Section. I served as a liaison between school and the police department and provided information to students and school personnel about law enforcement matters. The opioid crisis in our local community has become a concern, I have assisted school administration in emergency crisis planning and building security matters. I have assisted on providing a course of training for school personnel in handling opioid crisis situations, which have included on dealing with a overdoses that have happened inside the school. The most important thing that I have focused on achieving in the past is on increasing the visibility and accessibility of police in an educational setting. Below is a list of trainings and certifications that I have attend;

- Physical Fitness Instructor,
- Field Training Officer course,
- Arizona School Resource Officers Association,
- Drug Recognition courses,
- Behavioral Health Intervention and Strategies for Law Enforcement,
- Standard Field Sobriety Test/Horizontal Gaze Nystagmus,
- Mental Health First Aid,
- Active Shooter Incident Response,
- Law Enforcement Administration of Naloxone (NARCAN)
- General Instructor School.

I believe the training and experience that I have attained throughout the years, will help better serve and perform the duties as a full time School Resource Officer for the Gadsden Elementary School District. In addition to my professional experience, I also volunteer and assist with the Explorer Program, which is coordinated by members of the San Luis Police Department.

12. To be completed for officers only: Describe how the officer will be introduced and integrated into the school environment so that the officer will meet the LRE requirements, be a resource to the school community, and a positive role model to the students. This should include facilitating the officer's collaboration and communication with school personnel on school-wide safety, climate, and prevention strategies.

Officer Adrian Hemmer will be introduced to the San Luis Middle School (SLMS) staff during the school-wide in-service that takes place in August. Also, he will be introduced to the district administrative staff during the next available administrative meeting for the 19/20 School Year upon approval of the grant. On the next school day, after approval of the grant, he will be introduced by the Principal to the entire student body. After this day, for the next two weeks, the assistant principal will schedule introduction of the SRO to all students in classroom settings. The SRO will be highly visible and actively engaged in informal discussions with students and staff and taking the opportunity to explain his role as SRO. Also, he will introduced to parents during the next available PTO Meeting and partake and be introduced at monthly PTO meetings scheduled throughout the 19/20 School Year.

The SRO will be integrated into the school environment by collaborating with classroom teachers to integrate LRE into their curriculum. The planning will take place with the Department Chairs to ensure that the LRE topics that were identified in the needs assessment will be targeted in the curriculum. A schedule will be developed to ensure that the officer meets the required 180 hours of LRE that is required by the grant. This integration and LRE requirements will be monitored by the Principal, Assistant Principal and Federal Program Director.

Students learn from every interaction that the SRO has with them. The SRO will continue to exhibit the key elements of being a positive role model that include maintaining good moral standards, good judgement and discretion, consistency and fairness, respect for students and peers, and a sincere concern for the school and community. He will set limits by being clear about what is acceptable and what is not; and advising students of the consequences that pertain to unacceptable behavior or the rewards of acceptable behavior. He will model how to handle stress, resolve conflicts, and celebrate success. He will encourage responsibility by helping students develop personal goals and assisting them to make desired changes.

Officer Adrian Hemmer will continue to be a resource for the school community by being knowledgeable in a variety of community, government, and social services at the federal, state, and local levels. The SRO maintains information that is readily available to the school community in the form of articles and pamphlets that pertain to Child Abuse, Drug and Alcohol Awareness, Gangs, and other LRE topics. He is also an active participant and an integral figure in the school's PTO.

The Principal and Assistant Principal will continue to facilitate the SRO's collaboration and communication with school personnel on school-wide safety strategies by meeting with the SSAPT on a weekly basis; along with providing on-going in-service training to the staff that is focused on the targeted areas of the needs assessment. This would be a comprehensive approach to school safety by focusing on emergency response planning, conducting needs assessments, prevention, intervention, and response. An essential ingredient is staff buy-in. Successful programs understand that staff members feel ownership when they are included in the planning and implementation of all plans that affect the school. The School Safety Program (SSP) is no exception to the rule. Teacher training is an integral part of the program that will be provided by the SRO as part of the program requirements.

13. To be completed for officers only: Provide a detailed proposal for implementing LRE in the 2020 school year, consistent with program requirements and needs assessment. The design should describe, at a minimum, the LRE topics to be taught, teachers who will participate and team teach with the officer, how cohort groups of students will be served, and how access to classrooms will be ensured. The design should include staff and community training if applicable.

Upon receiving notice of grant funding. A "Service Agreement" will be developed jointly with the Gadsden Elementary School District and the San Luis Police Department (SLPD). San Luis Middle School will meet with the officer on a regular basis (weekly) to review the activity log. The Principal will conduct the officer's performance assessment and meet with the officer's supervisor at least twice per year (one time per semester). The Principal/Assistant Principal will observe classroom instruction to ensure that a teacher is present in the classroom during LRE instruction and that the officer is teaching the 80 hours of LRE instruction to the targeted cohort groups. Similarly, the Principal/Assistant Principal will also monitor the 100 hours of universal LRE instruction. The Assistant Principal will monitor the daily activities of the officer to ensure grant compliance. The district will provide for the annual evaluation of the SSP by staff, students, and parents to ensure that the implementation is successful. SLPD will oversee the officer's performance by visiting the school and reviewing activity logs. The agency will maintain on-going dialogue with the officer and school administration by meeting with school administration at least twice per year. Officer XYZ will be introduced to the San Luis Middle School staff during the school-wide in-service that takes place in August. Also, he will be introduced to the district administrative staff during the next available administrative meeting for the 19/20 School Year upon approval of the grant. On the next school day, after approval of the grant, he will be introduced by the Principal to the entire student body. After this day, for the next two weeks, the assistant principal will schedule introduction of the SRO to all students in classroom settings. The SRO will be highly visible and actively engaged in informal discussions with students and staff and taking the opportunity to explain his role as SRO. Also, he will be introduced to parents during the next available PTO Meeting and partake and be introduced at monthly PTO meetings scheduled throughout the 19/20 School Year.

The SRO will be integrated into the school environment by collaborating with classroom teachers to integrate LRE into their curriculum. The planning will take place with the Department Chairs to ensure that the LRE topics that were identified in the needs assessment will be targeted in the curriculum and aligned to state standards. Access to classrooms will be ensured by the Principal and monitored for compliance by the Federal Programs Director. A schedule will be developed to ensure that the officer meets the required 180 hours of LRE that is required by the grant. This integration and LRE requirements will be monitored by the Principal, Assistant Principal and Federal Programs Director. After performing a needs assessment that included administrators, teachers, parents, and students the identified targeted issues include the following: Alcohol Use, Assault, Bullying/Intimidation, Child Abuse, Disruptive Classroom Behavior, Drug Use-Marijuana and Methamphetamine, Fights, Gang Activity, Inadequate Feelings of Personal Safety, Internet Safety/Crime, Sexual Harassment, Truancy, vandalism, Weapons-Knives, Affiliations with Mexican Gangs. The main targeted issues that would be addressed for the 19/20 School Year would be the following: Gang Awareness, Drug & Alcohol Awareness (focused on marijuana and methamphetamines-fentanyl/opioids), Law Awareness, Bullying/Intimidation, Weapons, Internet Safety/Crime. The targeted population to be served would be at-risk students that were identified by teacher(s) parent, and counselor recommendations; behavior contracts, probation, and grades. We would also like to target our incoming 7th grade class as a proactive approach to ensure a safe school environment. The following classes will be taught for the 19/20 School Year:

The 80 hours of LRE cohort instruction includes:

- * Alcohol/Tobacco/Drug Awareness - Legal Consequences: (Denise Avila)
- * Gang Awareness/Weapons - Legal Consequences (Pablo Duran)
- * Bullying/Intimidation/Fighting - Students rights and responsibilities (Gloria Aldana)
- * Internet Safety/Crime - (Martha Espinoza)

60 hours of LRE Universal classroom instruction includes:

- * Mock Trial 101: (Ada Juarez)
- * Forensic Evidence: (Cesar Castro)
- * Crime Scene Photography: (Lucia Alvarez)

20 hours of community/staff LRE includes:

- * Internet Safety/Crime: (Martha Espinoza)
- * Gang Awareness - Legal Consequences: (Pablo Duran)
- * Smarter Teens Make Safer Communities: (Noemi Castro)

The Principal and Assistant Principal will continue to facilitate the SRO's collaboration and communication with school personnel on school-wide safety strategies by meeting with the SSAPT team on a weekly basis; along with providing on-going in-service training to the staff that is focused on the targeted areas of the needs assessment.

The officer is schedule to work during the summer intersession and his roles/responsibilities will be outlined in the SA and in the operational plan.

14. To be completed for officers only: The grant requires the formation of a site level multidisciplinary School Safety Assessment and Prevention Team (SSAPT). If you are applying for an officer, the SSAPT must consist of, at a minimum, a school principal or assistant principal, a School Safety Program officer, a school prevention coordinator or school mental/behavioral health expert, and other members as needed. In working towards the program requirements, describe the titles or positions of member roles of the existing or newly formed team and how the team will accomplish the following:

- Use ongoing needs assessment results in determining the use of the officer consistent with program requirements.
- Coordinate efforts of the School Safety Program with other safety and drug/violence prevention programs at the school; and
- Provide for continuous improvement of the program.

The purpose of the School Safety Assessment and Prevention Team (SSAPT) is to conduct a safety needs assessment and to then utilize the results of the assessment to determine the use of the officer that is consistent with the program requirements. The team also discusses current trends in criminal activities that are occurring in the school/community and strategies to be used in the prevention of crimes including programs and activities at the school.

The team uses the following data sources to be utilized in planning: Discipline data, school referrals, truancy reports, incident collected on the Safe and Drug Free Schools Report, data obtained from Arizona Youth Survey, Staff Surveys, Parent Surveys, Student Surveys, Crime Data for the Community(federal, state, and local reporting).

This team works towards the program requirements by analyzing the needs assessment and implementing prevention programs and activities. The team along with the SRO determines the topics to be included in the LRE dependent upon the trends seen in the assessment.

The outcomes and accomplishments of the team include the following: Staff and students feel safer with an officer on campus; students are becoming comfortable reporting crimes to the officer; there is respect for the officer on campus; a strong collaborative effort has taken place towards achieving a safe school environment.

The team meets once a week due to the needs of the school. The Superintendent has authorized the establishment of this team. The team consists of the following members with their defined roles:

Superintendent: He is one of the team leaders at SLMS and his role is imperative in implementing district-wide policy changes.

Principal: Her primary role is the operation of the school including implementing student conduct policies and procedures.

Assistant Principal: His primary role is assisting the Principal in the operation of the school building and assisting with student discipline.

SRO: He works with the faculty and administrative team to solve problems in the school community. A visible law enforcement officer on campus that deals with law related issues.

Behavior Specialist/Counselor: Focuses on at-risk students. She helps develop intervention strategies for individual students.

Instructional Staff: focuses primarily on teaching and learning. They are knowledgeable about individual students and student groups. Their support for partnership efforts is essential.

15. To be completed for officers only: Describe the systems and programs in place for prevention and safety at your school and how the officer will be utilized within the current framework. Include existing drug, violence, and delinquency prevention and intervention activities, community partnerships, school goals and objectives related to school safety and climate, and relevant school discipline policies and procedures.

Strategies currently in place that will support the implementation of the SSP include the SSAPT that meets weekly in reference to ensuring that the needs assessment targeted areas are being addressed and the SRO is used appropriately at the school. LRE instruction has been on-going throughout the 19/20 School Year which addresses prevention and intervention of drugs, violence, and delinquency. Our counselors also focus on character education that builds character by encouraging ethical thinking, building self-esteem by motivating students to do their personal best, and building community by inspiring students to contribute to work around them while honoring the diversity that surrounds us.

The school goals and objectives related to school safety have been adopted from SSP as follows:

Goal 1: The SSP contributes to an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning.

Objective: The 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: Students feel that the school is safe. They feel free from the threat of physical harm and verbal abuse. They feel that they have an adult to go to with their safety concerns and they are taken seriously and addressed.

Objective: Staff and students have a positive view and respect the SRO.

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

Objective: The SSAPT will ensure the continuous review and provision of instructional materials that promote a safe, orderly, environment, and good citizenship.

Objective: Officers will conduct 180 hours of LRE instruction per year.

Objective: Officer will annually attend an LRE approved academy/class to enhance their classroom skills and knowledge of appropriate LRE lessons.

The school discipline policies and procedures are the adopted district policies as follows:

Penalties for Violating Rules/Regulations:

Violation of Class Rules: A student who violates classroom or school-wide rules may be subject to: verbal warnings, detention, loss of recess, conference with teacher, or conference with Principal. The consequences listed below carry a minimum or maximum penalty. The consequences given to each student will be dependent upon his/her prior behavior and number of behavioral incidents that the student has accumulated during the school year.

Violation of School Rules and Referrals to the Office: Penalties may include verbal warning, written notice to parents, parent-teacher conferences, detention, in-school suspension, short-term suspension, long-term suspension.

Referral to Police: Serious violations will be referred to City or County local legal authority.

School Discipline Procedures:

Class One Violations include: Physical Assault; Arson; Drug Possession; Distribution or use; Possession of a weapon as defined by board policy.

1st Offense - Parent Conference - Minimum 3 days suspension, Maximum - Expulsion

2nd Offense - Minimum Parent Conference/recommendations for long term suspension. Maximum - Expulsion.

Class Two Violations include: Fighting; Possession or use of fireworks; Possession of Pornographic Material; Violations of the Law, Dangerous Objects; Possession of Tobacco; Class Disruption; Insubordination; Throwing Objects; Forgery; Profanity; Inappropriate Touching; Excessive Teacher Referrals; Ditching; Intimidating or Threatening other Students; Hazing; Damaging School Property; Theft; Sexual Harassment; Gang Related Activities.

1st Offense - Minimum Saturday School. Maximum - Expulsion

2nd Offense - Minimum - In-School Suspension. Maximum - Expulsion

3rd Offense - Suspension from school 3-5 days, Maximum - Expulsion

4th Offense - Suspension from school 5 - 10 days, Maximum - Expulsion

Subsequent violations could result in a recommendation for long-term suspension for one semester.

Class Three Violations include: Class Disruptions; Truancy; Rough Play; Tardy from Recess; Cheating/Copying ; Theft (Petty)

1st Offense: Conference with administrator, note sent home and/detention.

2nd Offense: Conference with administrator, parent conference, and assignment to Saturday School.

3rd Offense - Conference with administrator, parent conference, In-School Suspension for 1-3 days (in instances of excessive absences, tardies, or truancy, students will be assigned to In-School Suspension again and a referral will be made to the Attorney General's Office).

4th Offense - Conference with administrator, parent conference, suspension from school 3-5 days. Subsequent violations could result in an additional suspension, short-term or long-term.

16. To be completed for school counselors and school social workers only: Describe your plan for implementing a school guidance and counseling program that includes a detailed description of each of the following:

- The relationship between the school counselor and/or the school social worker and local community resources.
- The plan to use the school counselor and/or school social worker services in the school.
- The methods used for evaluating the effectiveness of the school guidance and counseling plan
- Policies on confidentiality under the school guidance and counseling plan.
- Policies on notifying parents and other family members of issues or concerns as identified in the school guidance and counseling plan.
- A detailed description of the school's, school district's, or charter school's referral procedures to the appropriate community entities and state agencies.

• The relationship between the school counselor and/or the school social worker and local community resources.

The School Counselor will collaborate with administration, teachers, staff and decision makers around school-improvement goals and advocate for equitable school counseling program policies and practice for all students and stakeholders. Similarly, the new Counselor will promote equity and access for all students through the use of community resources.

The School Counselor works with a multitude of community resources to get the best services available for students, staff and parents on the importance of safety and health topics that make up the entire holistic care of a person by healing the mind, body and soul of a person. Some of these entities are listed below followed by the support activities and strategies that they are offering our community within the school and at-large to effectively address academic and social/emotional issues:

Community Partners:

• Arizona's Children's Association: The Arizona's Children's Association is currently working to support foster children with behavioral health, child welfare, and kinship support. ACA also provides trauma education for those families who have experienced separation as well as therapy to support children and their families or caregivers. This will support us in providing additional resources and help for our foster students and making sure that the supports provided are cohesive.

o The Arizona's Children's Association supports our students in foster care across the district.

• Regional Center for Border Health: The Regional Center for Border Health is another entity within the community that provides therapy and substance abuse support for youth. This organization provides risk assessments for adults and youth on a referral basis in order to provide the best supports for these individuals.

o The Regional Center for Border Health provides health services to several families in our district. Additionally, they have supported with health and nutrition presentations within our schools.

- Community Partners Integrated Healthcare: Another organization that currently services some of our student population is Community Partners Integrated Healthcare. They provide therapy and counseling services in live sessions or through streaming services. Additionally, this organization provides substance abuse services for youth throughout Yuma County.
- Community Healthcare Associates: Another organization that provides support to students and families in our community is Community Health Associates. The supports they currently provide for our students is therapy and counseling services. They also have a strong community outreach program that can be integrated with district efforts to reach the community at large.
- Campesinos Sin Fronteras: The district also has a ongoing partnership with Campesinos Sin Fronteras, which provides prevention programs at schools across the community. They also provide additionally supports for adults in the community, such as anger management classes, substance abuse services, and support for adults suffering from domestic violence.
 - o Campesinos Sin Fronteras provides our students with opportunities to participate in their "Choosing the Best Way" and "Life Skills" programs during the school year.
- Arizona Complete Health: Arizona Complete Health provides a verity of services to the community from behavioral health to crisis support.
 - o Arizona Complete Health currently partners with our district to provide support with crisis intervention and mental health awareness. A crisis team has been developed to support district administrators as the district works on developing clear guidelines and actions steps for crisis situations at schools.
- City of San Luis: The City of San Luis hosts a variety of events and programs for community members to attend. Youth programs are held throughout the year to engage children in athletic programs and in the arts. Event organizers partner with the district when planning events to encourage participation among our students and the community.
- San Luis Police Department: The San Luis Police Department is actively involved in the schools and community. Events are held to raise awareness and police officers are active participants in community events.
 - o The San Luis Police Department visits our schools for walkthroughs throughout the school year. They also provide presentations regarding safety at our schools. The K-9 unit is also present at our junior high campuses when requested by the district superintendent as a preventative measure and will also begin visiting our elementary schools.
- San Luis Fire Department: The San Luis Fire department is also involved in events and programs throughout the community. They are actively involved in school events and functions as well.
 - o The San Luis Fire Department supports schools in the community with safety presentations for students and parents.
- U.S. Border Patrol: Border patrol agents are also involved in community and school events throughout the year.
 - o U.S. Border Patrol also supports our district with their K-9 unit when requested by the district superintendent as a preventative measure.
- Amberly's Place: Amberly's Place provides support for children or families in the community who have been victims of abuse.
 - o Amberly's Place provides training for sites and assemblies for students upon request.
- The plan to use the school counselor and/or school social worker services in the school.

The Counselor will provide Professional Development to the staff at the school on learning strategies about the preventative side of counseling. This PD will help bring awareness to all of the key stakeholders on providing support to students and teaching them the process on how to refer a student for counseling services. One of these will be Positive Behavior Interventions and Support (PBIS). Counselors can provide Social & Emotional Support and Learning. Furthermore, the Counselor can organize workshops on the effects of cyber-bullying, campaigns against drugs, individual and group counseling and help Principals resolve issues about discipline matters involving bullying, teasing, fighting, etc. Similarly, the Counselor can offer workshops to students on conflict resolution and peer-mediation. In addition, the Counselor will work with parents on offering them workshops on "active parenting skills". The goal of the Counselor is to create a safe learning environment in school. The New School Counselor will use various outlets in the school to reach out to Parents and the Community at-large about topics that are important to the academic, emotional and social well-being of their children. The Counselor will use among others: school's Facebook account, monthly newsletter, flyers, brochures, PTO Meeting Announcements.

The Counselor will design and implement instructional lessons aligned to the American School Counselor Association (ASCA) Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings. These standards are a wider scope of topics that describe the knowledge, attitude and skills that counselors need to institutionalize a wide-ranging school counseling program.

- The methods used for evaluating the effectiveness of the school guidance and counseling plan

The district will conduct school counseling program assessments to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps. Student discipline will be tracked through the 'School Information System-Synergy', and the number of incidents that are reported in this system will measure effectiveness of the school counseling plan. Student Academic success is measured by student performance in district and state mandated assessments.

- Policies on confidentiality under the school guidance and counseling plan.

According to Policy JR © at ASBA:

The District will comply with the provisions of the Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA), the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT ACT), and the Every Student Succeeds Act of 2015 (ESSA) in the establishment, maintenance, correction, and disposition of student records.

Psychological reports or case study evaluations are confidential. Such information will be kept locked in the appropriate records location when not in use by authorized personnel. Teachers may review a student's file under the cognizance of an administrator. Counseling reports shall not be taken from the office of the department responsible for the preservation of records. School Counselors have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.

The School Counselor will advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.

- Policies on notifying parents and other family members of issues or concerns as identified in the school guidance and counseling plan.

Counselors have a duty/obligation to contact parents anytime a concern regarding school safety may arise with respect to their children. Once a need is identified with respect to Academics, Social/Emotional well-being, the Counselor will notify parents by letter, phone or home visits depending on the nature of the concern involving the student. In some cases, parents themselves also may reach out to the Counselor and make a referral for counseling services for their son/daughter.

- A detailed description of the school's, school district's, or charter school's referral procedures to the appropriate community entities and state agencies.

Currently, the district's referral procedures entail the identification of a student's social/emotion/physical needs and then parents are contacted and recommendations/referrals are made to outside agencies. Referrals to outside agencies shall be made only with parental or eligible student authorization, except as otherwise provided by law or a court order.

17. To be completed for school counselors and school social workers only: The grant requires the formation of a site level multidisciplinary School Safety Assessment and Prevention Team (SSAPT). If you are applying for a school counselor and/or a school social worker, the SSAPT must consist of, at a minimum, a school principal or assistant principal, a school counselor and/or school social worker, and other members as needed. In working towards the program requirements, describe the titles or positions of member roles of the existing or newly formed team and how the team will accomplish the following:

- Use ongoing needs assessment and/or relevant school level academic and social emotional statistics in determining the use of the school counselor consistent with program requirements;

- Coordinate efforts of the School Safety Program - Expansion Grant with other safety and drug/violence prevention programs at the school; and

- Provide for continuous improvement of the program.

- Use ongoing needs assessment and/or relevant school level academic and social emotional statistics in determining the use of the school counselor consistent with program requirements;

The new Counselor will use student, school and district data to identify achievement, attendance and disciplines issues to be addressed through instruction. The new Counselor will also assess cultural and social trends when developing and choosing their curriculum that will also be evidence-based or informed by research and best practices. He or she will also create lesson plans identifying activities to be delivered, standards to be addressed, to whom the activities will be delivered, how they will be delivered and how data will be assessed to determine impact on student outcomes.

Student Referrals from all key-stakeholders including the Leadership Team (Principal, Master Teacher), Teachers, Nurses, Classified-Support Staff, and Parents, will help to target and provide services to students who are in need of academic and social/emotional support. School Counselors are able to identify the gaps in achievement, attendance, discipline, opportunity and resources and then will develop annual students outcome goals based on student data. Upon a comprehensive analysis of student academic, social and emotional statistics, the counselor will assess and report program results to the school community.

- Coordinate efforts of the School Safety Program - Expansion Grant with other safety and drug/violence prevention programs at the school; and

The SSAPT Team will hold monthly meetings and offer information at monthly PTO Meetings on relevant topics within the school. The Counselor will establish agreement with the Principal and other administrators about the school counseling program. The new Counselor will network with other agencies that will address the needs and issues that are most prevalent amongst students. The Counselor will act as a liaison at the school and plan/schedule workshops for students, staff and parents to bring more awareness to the topics of school safety before, during and after-school.

- Provide for continuous improvement of the program.

The School Counselor to be appointed will demonstrate an understanding of educational systems, legal issues, policies, research and trends in education. Similarly, they will apply school counseling professional standards and competencies; and demonstrate leadership and advocacy through the development and implementation of a comprehensive school counseling program. School Counselors will create systemic change through the implementation of a comprehensive school counseling program. The School Counselor will use their leadership skills to facilitate positive change for the comprehensive school counseling program.

Collaboration and Commitment for Program Implementation

The purpose of this section is to demonstrate a collaborative relationship between all applicable parties, a commitment to the goals of the program, and effective program management.

18. Describe the strategies your school will use to recruit and provide a timely hire of the position(s) for which you are applying and to ensure the continuity of the position(s) over the three-and-a-half-year period.

The school/district along with the collaborating agency will select the most appropriate officer for the school based on a variety of parameters when making their selection for an SRO Officer: choosing an SRO that is an integral part of the community; an officer that is a positive liaison between the constituents of the community and the school; an officer that will make an excellent LRE Teacher and that is student-oriented; an officer that inspires trust among students as an adult that they can approach with their concerns. The school/district will accomplish the hiring of an effective SRO through collaborative strategies between administrators, teachers to develop and implement programs in accordance with the targeted needs of the school. These programs will be beneficial in developing life-long skills for the students that are applicable in today's ever-changing society.

The school/district along with the Special Ed. Department, which oversees the Counselor position, will select the most appropriate counselor for the school based on a variety of parameters when making their selection. These involve choosing a Counselor that is an integral part of the community; a Counselor that is a positive liaison between the constituents of the community and the school. Also, a Counselor that is student-oriented and one that inspires trust among students as an adult that they can approach with their concerns. The school/district will accomplish the hiring of an effective counselor through collaborative strategies between administrators, teachers to develop and implement programs in accordance with the targeted needs of the school. These programs will be beneficial in developing life-long skills for the students that are applicable in today's ever-changing society.

19. Describe the specific collaborative activities you envision the position(s) you are applying for will engage in with other services, supports, and resources at your school to help improve school safety.

The SRO Officer will collaborate through a variety of activities with the following services, supports and resources at the school to improve school safety:

- The SRO will collaborate with the PBIS (Positive Behavior Intervention and Supports) Club that is focused on rewarding for positive behavior and that provides tangible and intrinsic rewards
- The SRO will collaborate on training for teachers that focus on the PBIS System
- The SRO will collaborate in "Festivals" by having a safety booth on topics such as Drugs, Cyber-Bullying
- The SRO will collaborate in "Career Fairs" which he or she will spearhead this projects
- The SRO will collaborate in "Peer Mediation" whereby students work with their peers to mediate conflict and offer resolution
- The SRO will collaborate in "Team Teaching" by teaching alongside the classroom teacher on various topics related to school safety
- The SRO will collaborate in 'Crisis and Emergency' Response Teams on social and emotional development

The School Counselor will work in conjunction with the leadership team at the school and with the plan already in place at the school to enhance its design and effectiveness. Effective school counseling is a collaborative process that will involve school counselors, students, families, teachers, administrators, other school staff and education stakeholders for student achievement and success. The new Counselor would offer preventative activities on bullying; harassment (verbal, emotional, physical and sexual); drug awareness and peer pressure.

*** 20. Describe how your school will collaboratively monitor program implementation and supervise this position(s).**

SLMS will meet with the officer on a regular basis (weekly) to review the activity log. The Principal will conduct the officer's performance assessment and meet with the officer's supervisor at least twice per year (once per semester). The Principal/Assistant Principal will observe classroom instruction to ensure that a teacher is present in the classroom during LRE instruction and that the officer is teaching the 80 hours of LRE instruction to the targeted cohort groups. The Principal/Assistant Principal will also monitor the 100 hours of universal LRE instruction. The Assistant Principal will monitor the daily activities of the officer to ensure grant compliance. The district will provide for the annual evaluation of the SSP by staff, students, and parents to ensure that the implementation is successful. The Program Director from the district will meet regularly with the Principal, Assistant Principal, SRO, and SRO's Supervisor to monitor the requirements of the grant and to ensure that the district is in compliance according to ADE's guidelines.

San Luis Police Department will oversee the officer's performance by visiting the school and reviewing activity logs. The agency will maintain on-going dialogue with the officer and school administration by meeting with the school administration at least twice per year. SLPD will review the officer's assessment forms that are completed by the school administrator and meet with them to discuss successes and concerns.

The School Principal will use a tool to evaluate the 'Counselor' based on a formal 'Certified Staff Evaluation Form' to assess whether or not the duties aligned to his/her job description were met. The District Program Director will also oversee this position to make sure that all activities are carried out as per the grant requirements. The Special Ed. Director at the District Level also oversees the Counselor position, so he makes sure that if a Special Ed. student needs services that these are in compliance with the students' counseling services on their Individualized Educational Plan (IEP). The Counselor also consults with the Special Ed. Teachers to make sure that continuous support is provided to Special Ed. students.

*** 21. Itemize in-kind contributions your school will provide to this program. Include items such as office furniture, office space, computers, and supplies.**

Gadsden Elementary School District and SLMS in partnership with the SLPD has provided the officer with the following items to create an environmental conducive to carry out his assigned duties:

- An office located within the school
- Chair
- Desk
- Computer
- Laptop
- Printer
- Two-Way Radio
- Metal Detectors
- Telephone
- Filing Cabinet
- Office Supplies (paper, pencils...)
- Salary Supplements (21st CCLC)
- Overtime provided by SLPD

22. To be completed for officers only: Officers are expected to be on campus (SROs 80%, JPOs 90%) of the time and cannot be utilized for special assignments such as SWAT and caseloads. Describe how your school and agency will collaboratively ensure the officer is present and available on campus during their duty hours and according to program requirements.

A "Service Agreement" will be developed jointly with the Gadsden Elementary School District and the San Luis Police Department. The written agreement will outline the purpose of the partnership and the fundamental responsibilities of each entity which will include the daily working hours of the officer assigned to SLMS. The terms set forth in the Service Agreement will be in accordance with the established guidelines of the School Safety Program.

To ensure that the officer is present during the assigned campus hours, at SLMS the officer will be required to maintain a daily/weekly activity log which will account for the hours that he is on campus. The officer will also be required to sign in at the front desk upon arrival at the school, and sign-out when his duties are over for the day. The officer will be reporting to the Principal/Assistant Principal on a daily basis who will monitor the officer's hours in accordance with the expectations of the Service Agreement. With the San Luis Police Department, the officer is required to advise dispatch via radio upon his arrival at SLMS and to advise dispatch via radio when he is off campus or when his shift is over.

23. To be completed for officers only: Submit a Cooperative Agreement Signature Page and Statement of Officer Salary and Benefits. A Service Agreement (Internal Service Agreement, Intergovernmental Agreement, or Memorandum of Understanding) will be required between the Local Education Authority (LEA) and the law enforcement/probation department within 30 days of when the officer begins work at the school. The agreement shall be kept on file at each funded school for review during a site visit conducted by ADE.

Please see requested documents attached in "Related Documents"

24. To be completed for school counselors and school social workers only: Submit an estimated budget for salary and benefits. When position is hired, please submit a contract with the details of the salary and benefits and the school counselor and/or the school social worker certificate issued by the Arizona Department of Education.

Salary for Counselor:

$\$55,863 + 20.16\% \text{ Benefits} + \$7,440 \text{ (Health Insurance)} = \$74,565$