



An Arizona Model *for* SAFE and SUPPORTIVE SCHOOLS

OVERVIEW

Arizona Safe and Supportive Schools (S3) was a five-year project (2010 – 2015) funded by a grant from the U.S. Department of Education to the Arizona Department of Education (ADE). S3 provided \$4.8 million in services and resources directly to 26 schools in 14 school districts statewide. The project was designed to improve school climates and remove barriers to learning. The guiding philosophy of the Arizona S3 grant was based on research showing that a school climate leading to student connectedness is a strong predictor of academic success and the prevention of risk-taking behaviors.

FACTORS LEADING TO SUCCESS

- State, district and school-level leadership provided a vision, promoted the vision, and provided financial support and access to other resources.
- A strong, representative team with defined roles met consistently to identify goals, examine data, and implement and evaluate programs and strategies.
- LCT development provided tools for teams, and helped them focus and feel comfortable in their roles.
- Coaches developed ongoing, working relationships with LCTs and leaders which facilitated progress.
- Locally generated data and state data (e.g., YRBSS) provided information for planning, monitoring, and evaluation.
- Programs and interventions were research-based, implemented with fidelity, and were process-oriented to facilitate sustainability.

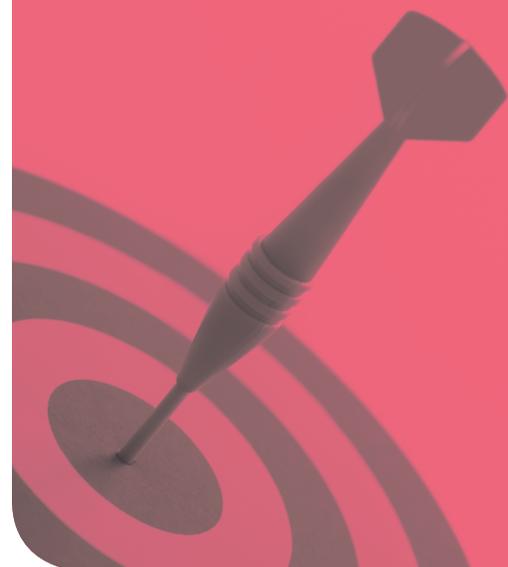
OBJECTIVES

Decrease

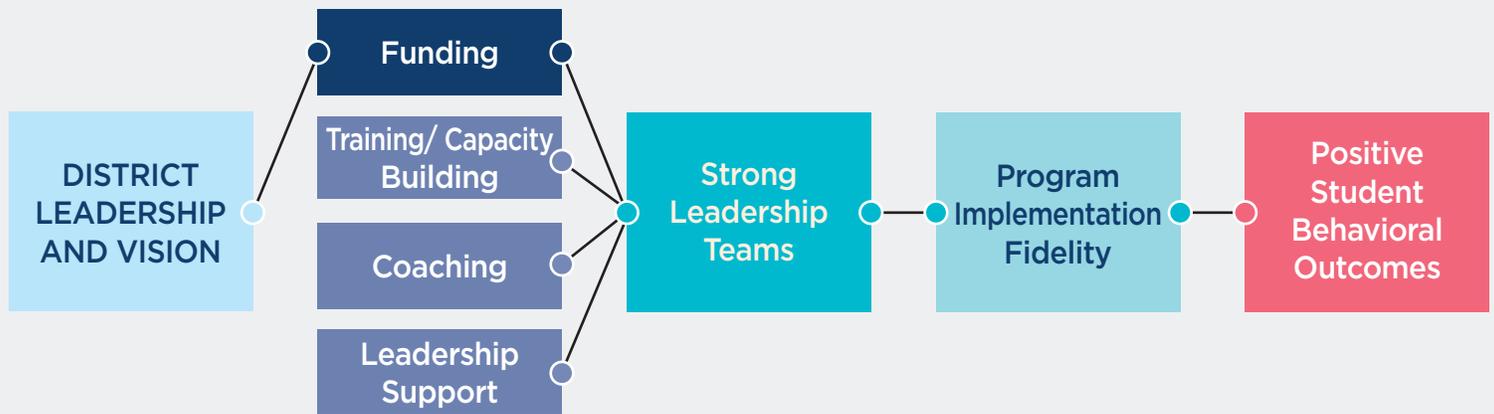
- Bullying/harassment on school property
- Suspensions for violent incidents without physical injury
- Students being offered, sold, or given illegal substance on campus
- Student self-reports of current alcohol use

Increase

- Safety score
- Student referrals to appropriate interventions for substance use



AZ SAFE AND SUPPORTIVE SCHOOLS MODEL



PROCESSES SUPPORTING CHANGE

Training and Capacity Building

The training provided by the S3 Training and Technical Assistance (TTA) Team (University of Arizona) focused on team development and specific program implementation and monitoring. Other capacity building opportunities included the Teacher Leader Institute, principal book study groups, and webinars on topics such as classroom management and universal screening. In total, more than **800** training events were held with over **7,000** attendees.

Coaching

External coaches were assigned to specific districts and schools. They:

- Facilitated the action planning process and data collection
- Completed evaluations on each school
- Conducted research for LCTs related to program implementation and other topics such as school climate and prevention.
- Served as a liaison with ADE
- Provided advice and ideas that improved schools' programming and implementation

Leadership Support

School leadership support is essential to team functioning and school climate improvement efforts. This support includes providing time for the Leadership Core Team (LCT) to meet and present to staff, acknowledging success, participating on the team, allocating resources.

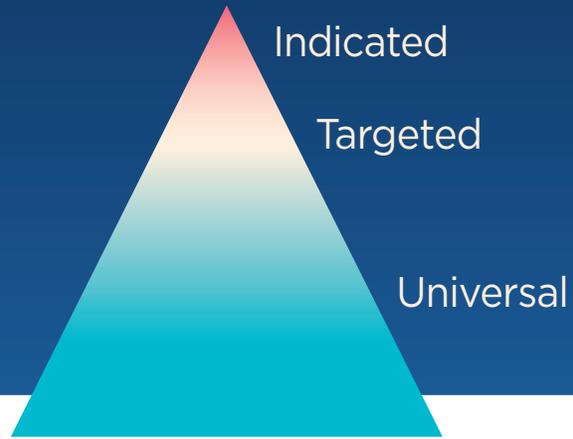
LEADERSHIP CORE TEAM (LCT)

Each school established a Leadership Core Team (LCT) consisting of an administrator, teachers, counselors, classified staff and in some cases students and parents. The LCTs:

- Collected and analyzed data (student, staff and parent surveys, and incident data) to make data-based decisions.
- Developed action plans (identifying programs and strategies to meet objectives, writing action steps, identifying needed resources, establishing a timeline, and determining outcome measures.)
- Implemented, monitored, and evaluated programs

PROGRAMS/INTERVENTIONS

Based on data, schools selected research-based programs and interventions to achieve S3 objectives and provide multi-tiered systems of support (*MTSS – Universal, Targeted, Indicated*) to all students.



Positive Behavioral Interventions and Supports (PBIS) – 26 schools

PBIS was one of the key components of the S3 project and provides a framework that promotes success for ALL students through research-based, school-wide and classroom behavior support systems. It utilizes a team-based process for systemic problem-solving, planning and evaluation and a focus on improving the school's ability to teach and support positive behavior

for all students. All S3 schools participated in multi-day trainings and implemented PBIS. S3 provided summer trainings for networking, strategies related to classroom management, supportive approaches (e.g., Check-in/Check-out), and behavior screeners. PBIS implementation fidelity was evaluated annually using the Schoolwide Evaluation Tool (SET).

Student Assistance Program (SAP) – 24 schools

SAP is designed to assist school personnel in identifying issues related to alcohol, tobacco, other drugs and mental health that pose a barrier to a student's success and implementing supports to help students overcome any of these barriers. The components of SAP include policies and procedures, leadership, staff education, prevention activities, student support groups, identification and referral, and community networking.

Student support groups was the most commonly implemented component. SAP coordinators collected and analyzed data, and developed and implemented an action plan that included sustainability steps. Training included a 3-day workshop for group facilitation and multiple trainings each year for SAP coordinators on topics such as trauma, cutting, and SAP management.

Alternatives to Suspension – 12 schools

Rather than remove students from school due to behavior infractions, many schools have established an alternative to suspension program that makes it possible for a student to continue their education and be less likely to drop out of school. At the end of their suspension period, the intent is that they can transition successfully back into school and be successful. An alternative to suspension model should have certain

components in order to be successful. They are: clear statement of purpose; written referral procedures; clear expectations for the students; an academic component with a requirement that teachers provide daily assignments; counseling services; provisions for engaging the parents; and provisions for monitoring the student after completion of the program.

continued

PROGRAMS/INTERVENTIONS *(continued)*

Youth-Adult Partnerships and Student Leadership – 17 schools

Using process-oriented programs such as BreakAway and Link Crew, educators in S3 schools mobilized students to improve school climate. Youth from various social groups and adults worked together to address issues facing youth, such as bullying and substance use. They organized educational and awareness events,

mentored new students, brought their concerns to superintendents and school boards, and met with community members. When adults share power with youth, programs and policies can be more meaningful and relevant to youth and, thus, more likely to be effective and sustainable.

Community Development Model (CDM) – 9 schools

Because teen drug use is a community issue, the CDM focused on engaging appropriate community members to work with school and district leaders to reduce the availability of illegal drugs. Based on current data from multiple sources, this group has identified specific

community activities to reduce availability. For example, when one district examined their data, they discovered high drug availability in the student parking lot, and were able to discuss possible interventions.

Participating Schools

- Cave Creek: Cactus Shadows HS
- Dysart: Dysart HS & Sundown Mountain Alternative Program
- Flagstaff: Coconino & Flagstaff HS
- Holbrook: Holbrook HS
- Kingman: Kingman HS
- Marana: Marana & Mountain View HS
- Mesa: Mesa, Riverview, Superstition & Westwood HS
- Paradise Valley: North Canyon & Paradise Valley HS
- Phoenix Union: Alhambra, Carl Hayden & South Mountain HS
- Scottsdale: Coronado & Saguaro HS
- Sunnyside: Desert View & Sunnyside HS
- Tolleson: Copper Canyon & Sierra Linda HS
- Willcox: Willcox HS
- Winslow: Winslow HS

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Safe and Supportive Schools
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