

# Connecting the Pieces



## DESIGNING AN EXCEPTIONAL SCHOOL SAFETY PROGRAM: TOOLS FOR SUCCESS

ADE SCHOOL SAFETY PROGRAM  
WEBINAR FY 2016

# Reminder



- You will need to print off the handouts that were sent in an email dated: September 30, 2015
- It will also be helpful to have a highlighter on hand.

# Welcome & Housekeeping



# Training Objectives



1. Understand how to effectively plan, implement, and monitor the School Safety Program (SSP) using the Tools in the Tool box.
2. Be familiar with the tools in the SSP Tool box.
3. Understand how to use the tools to build the Operational Plan.
4. Be better equipped to facilitate the use of the tools with the SSAPT.
5. Be familiar with the data resources.
6. Understand how to extract data from the tools to monitor the SSP.

# Designing an Exceptional School Safety Program: Tools for Success



## ❖ Presenters

- ❖ Jenny Walker
- ❖ Officer Stephen Dieu
- ❖ Debi Neat
- ❖ Tori Havins
- ❖ Nadia Ghani

## ❖ Technical Assistance

- ❖ Jenn Castro

# Training Expectations

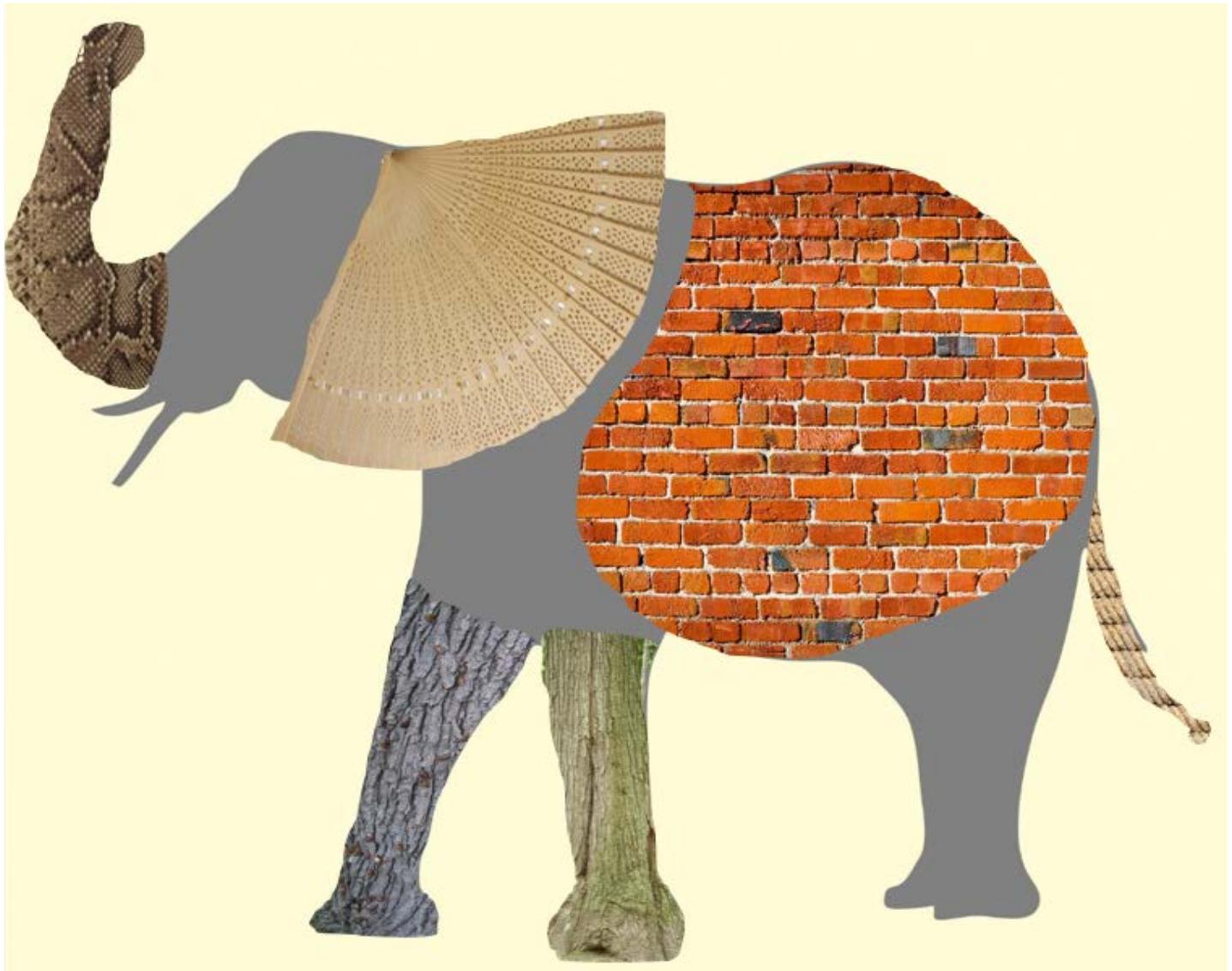


- This is a very interactive webinar
- A certificate will be provided with an 80% attention and interaction rate

**We look forward to your responses!**

# What is this?





# Data Story Form – New Planning Tool



## Data Story

What story does the data tell you about the climate on your campus? Does your campus have an orderly, purposeful atmosphere, which promotes the feeling of safety conducive to teaching and learning? Do staff and students feel safe, welcome, respected and able to teach and learn? Or, are there problems, and issues on the campus that create a climate of concern, frustration and possibly fear that limit the connectedness to the campus and the academic achievement that could be occurring?

As you work through the following questions, consider risk behaviors that the students engage in, youth development concerns, along with perceptions of safety on the campus by staff, students and parents.

1. What do the problems, concerns or issues appear to be on campus?

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2. What led you to believe these are problems or issues on campus?

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3. Your School Safety and Prevention Team (SSAPT) is expected to review data regularly to determine what the school climate issues are on your campus. What data will your team use to support your hypothesis? For example, will you gather anecdotal information or Office Discipline Referrals (ODRs), incident data from your Student Management System (SMS) or responses from campus climate surveys, etc.? It is recommended to use two or more types of data.

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4. After looking at multiple sources of data, what does the data tell you?

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5. Does the data support the identified problems, concerns or issues that you identified in #1, above?  
If YES, skip to #7 below.

6. If NO, what is/are the new identified problem(s), concern(s) or issue(s) on campus identified by a review of multiple data sources?

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7. Based on the actual, identified problems, how will you best address these issues on campus?

- **Priority Focus Area:** Of the problems identified, what are your top 3 Priority Focus Areas (PFAs)?
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_
- **Coordination:** What other campus or community resources, programs, services, interventions do you have available to address these PFAs? (Tier 2 & Tier 3 interventions such as check-in/check-out, mediation, and prevention/intervention support or education groups such as anger management, grief and loss support groups, wrap-around, etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Strategic Visibility:** Describe where and when an officer will be visible to students to prevent or intervene with these PFAs  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **Target Population:** Identify the target population that will receive the LRE  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- **LRE:** Identify the type of LRE instruction that will address these PFAs  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. At each SSAPT meeting, include these PFAs on your agenda and review multiple data sources to determine whether or not the problems have been appropriately addressed and what type of impact this has made on the campus.

# Campus Concerns Story

- As you listen to Officer Dieu, highlight the safety concerns you identify for this campus.



## Campus Concerns

### Part 1

Staff and students at ABC Junior High School (grades 7, 8 & 9) have reported concerns regarding multiple incidents of students congregating in large, loud and aggressive groups at lunch that sometimes end up confronting other large groups of students.

These confrontations have included such flash points as shouting matches, students getting into each other's faces, a little pushing, and on a few occasions have resulted in physical confrontations between both males and females. The student groups appear to be divided into Hispanic and African-American groups that confront each other, and sometimes these minority groups join together to confront groups of White students. Although the situations differ, there do seem to be a few of the same students who are repeatedly in the forefront of the confrontations.

At the same time, vandalism is occurring around the campus where the groups are congregating and/or property damage is occurring in an actual fight when the group is exceptionally large.

Another concern related to these situations is that this school has a split lunch period and some of these students are skipping classes either before or after their assigned lunch period in order to stir up the conflict or keep it going. These students are coming and going from classes at lunch time and causing disruption to the instruction in their classes.

Additional concerns, supported by data, which have become a red flag, are that the counselors and the SRO report that although school has only been in session for a few weeks, 27 mediations have been completed. Many of these mediations have involved students who have been a part of these confrontations at lunch.

Most of the students involved in the lunch conflicts and the mediations are eighth graders, many are males, but more are female. The largest ethnic group is Hispanic, while the majority of the campus is White.

In the SSAPT meeting, the SRO reports that he and the counselors have been asked to mediate a particular group of females and a couple of males regarding some reported incidents of bullying. A Hispanic female reported that she was being bullied by a group of White females. As the SRO and counselors processed through a series of mediations, it became clear that the White females were the aggressors, calling one Hispanic female names and wanting to fight with her. She has not been in an actual fight with any of the girls and has attempted to stay out of the lunch time conflicts, but has not always done so.

The Hispanic female who appeared to be the target of the aggression reported to the SRO that the group of girls appeared to be following the lead of one of the White female students, who used to be a friend of the target until a White male was involved romantically with the target. The target reported that the relationship ended when the male became controlling and threw her cell phone in a pool at a party one weekend. She also reported that multiple incidents between her and the group have escalated on the social media app the Vine, and the lunch time conflicts have been advertised on Instagram and Snapchat before they occurred, or photos of the confrontations posted after lunch.

In discussing the mediation situation between the females, the SRO clarified for the counselors and the SSAPT that the incidents were not bullying, but more accurately incidents of aggression due to the fact that the target was instigating some of the escalation on social media sites. The team agreed that the incidents were causing multiple layers of safety concerns on the campus and that multiple interventions were needed.

The officer is well respected on the campus and has built great relationships with staff, students and parents. After speaking with the victim, the officer also spoke with the teachers who have the students that have been involved in the mediations and found that many are the same students who have been skipping out on part or all of their class that coincides with one of the lunch periods. These are the same students who appear to be the major stirrers of the conflicts. These students have been suspended for their behavior in the lunch time conflicts, but even after returning to campus, they continue to skip these classes and are still seen in the large groups confronting other groups.

# What are the identified problems?



- Loud, aggressive confrontations at lunch between groups
- Physical confrontations
- Vandalism
- Skipping classes
- Classroom disruptions
- Dating violence
- Conflicts between ethnic groups
- Other?

# Your Turn



**Q & A...**

# SSAPT Agenda



## School Safety Assessment and Prevention Team Agenda

### Purpose:

Leader:

Date:

Recorder:

Members Present:

Title/Position:

Members Present:

Title/Position:

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

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

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### Review Previous Action Items:

1.
2.
3.
4.

### New Discussion Item Notes and Review of Data:

1.
2.
3.
4.
5.

### Action Items for Next Meeting :

	Person Responsible	Expected Completion Date
1.		
2.		
3.		
4.		
5.		

# Your SSAPT Agenda



- Connecting YOUR story to YOUR SSAPT discussions –

## School Safety Assessment and Prevention Team Agenda

**Purpose:** The purpose of this team is to conduct a safety needs assessment, to use the needs assessment data to determine the most effective use of the officer for program implementation, to determine and review the identified Priority Focus Areas, to coordinate efforts of this program with other safety and prevention programs and activities to achieve greater effectiveness, and to recommend continuous improvements to our program. 

Leader:  Date:  Recorder:

Members Present:	Title/Position:	Members Present:	Title/Position:
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Operational Plan/Calendar Review (note revisions/completed activities/milestones):

Review Previous Action Items:

1.	<input type="text"/>
2.	<input type="text"/>
3.	<input type="text"/>
4.	<input type="text"/>

New Discussion Item Notes and Review of Data:



# Designing Your Operational Plan: Incorporating YOUR data story and discussions



District: Arizona School District		School(s): ABC Junior High School																
School Administrator Name(s): John Smith																Officer Name: Jane Doe		
Project Activities/Milestones	Responsible Personnel	School Year: 2015-2016												Completed				
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Comments		
Introduction of officer to all school staff	Principal	7/27														X		
Incorporate Universal LRE lessons into 7 <sup>th</sup> and 9 <sup>th</sup> grade social studies curriculum during summer planning meetings	Principal, Officer, SS Teachers															X		
Introduction of officer to students and parents (Open House)	Principal		8/17													X		
School Safety Assessment and Prevention Team meetings (review OP)	Assistant Principal, SSAPT members			8/23			12/2		2/17				5/11				X	1 <sup>st</sup> meeting completed
Visit each freshman class for an introductory presentation	Officer															X		
Provide Cohort LRE (Conflict Resolution) with 8 <sup>th</sup> grade science classes	Officer, 8 <sup>th</sup> grade science teachers																X	Added after 1 <sup>st</sup> SSAPT meeting
Provide Universal LRE to parent groups on conflict resolution and dating violence	Officer																X	

# Operational Plan Checklist



## SCHOOL SAFETY PROGRAM OPERATIONAL PLAN CHECKLIST

- Required School Safety Program trainings are planned as appropriate:
  - District administrator
  - School Principal
  - Agency Supervisor
  - Officer
- Introduction of the officer to staff, students, and general school community is scheduled by the school administrator.
- Quarterly School Safety Assessment and Prevention Team (SSAPT) meetings are scheduled by school administrator and the operational plan is reviewed and updated at each meeting.
- Officer Performance assessments are planned by school administrator twice a year.
- The operational plan is periodically reviewed by school administrator and officer.
- Agency Supervisor and school administrator are scheduled to meet at least once per semester.
- School administrator is scheduled to review officer's activity logs to determine progress made toward LRE instruction and monitor time off campus.
- Collaboration between the officer and school personnel on school-wide safety and prevention is planned.
- Officer is scheduled to implement Cohort LRE instruction according to requirements and needs identified by SSAPT's review and assessment of data.
- Officer is scheduled to implement Universal LRE instruction according to requirements and needs identified SSAPT's review and assessment of data.

# Trainings and Meetings



<b>School Safety Program Trainings</b>	<b>Attendance Requirement</b>
<b>Leadership Training</b>	District administrator, school level administrator (Principal and designee), and agency supervisor new to the program.  Any of the above that did not attend in FY 15.
<b>New Officer Training</b>	Officer new to the program.  Officer new to the program that did not attend in FY 15.
<b>Advanced LRE Academy</b>	Continuing officer.
<b>School Safety Program Webinar</b>	Principal or Principal's Designee that attended the Leadership training in FY 15.
<b>School Safety Program Regional Workshop</b>	Optional - open to all SSP partners.

## LRE Hours



- **Appropriate Cohort LRE for this story:**

- Conflict Resolution for 8<sup>th</sup> grade students
- Cohort LRE provided in 4 science classes (45 minutes per class) x 6 sessions (weeks) = **18 Cohort LRE hours**

- **Reminder – Total LRE hours for the school year = 180 hours**

- Universal – 100 hours
- Cohort – 80 hours

# Officer Performance Assessment



## SRO/JPO Performance Assessment

### *School Administrator - School Safety Program*

This assessment is meant to assist the officer and his/her supervisor in meeting the intent of the grant and effectively carrying out their duties. It is not meant to supplant the official review process used by the officer's department or agency. It is at the discretion of the law enforcement agency to include the school's assessment in the officer's official file.

Officer: \_\_\_\_\_ School: \_\_\_\_\_ Date: \_\_\_\_\_

School Administrator: \_\_\_\_\_ Title: \_\_\_\_\_

Police/Probation Supervisor: \_\_\_\_\_ Agency/Department: \_\_\_\_\_

School Administrator	Strongly Agree	Agree	Unsure	Disagree	Strongly Disagree
1. The officer has a clear sense of his/her role as stated in the Guidance Manual.					
2. The officer understands the operational policies and procedures of the school necessary to perform effectively in the position.					
3. The officer attended or is scheduled to take a law-related education class in the current year.					
4. *The officer relates to the staff, students and parents effectively.					
5. The officer works well independently.					
6. The officer attempts to meet the requirements of the grant.					
7. The officer performs his/her duties effectively.					
8. The officer is effective with his/her classroom presentations.					
Please provide explanation to support question #4:					
Additional comments:					



# **Campus Concerns – The Story, Part 2**



Officer Stephen Dieu shares the rest of the story...

**Are there new safety concerns and interventions that should be added to the Data Story, SSAPT Agenda and Operational Plan?**

# Revising Your Operational Plan: A Living Document

District: Arizona School District

School(s): ABC Junior High School

School Administrator Name(s): John Smith

Officer Name: Jane Doe

Project Activities/Milestones	Responsible Personnel	School Year: 2015-2016												Completed				
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Yes	No	Comments		
Introduction of officer to all school staff	Principal	7/27													X			
Incorporate Universal LRE lessons into 7 <sup>th</sup> and 9 <sup>th</sup> grade social studies curriculum during summer planning meetings	Principal, Officer, SS Teachers														X			
Introduction of officer to students and parents (Open House)	Principal		8/17												X			
School Safety Assessment and Prevention Team meetings (review OP)	Assistant Principal, SSAPT members			8/23			12/2		2/17				5/11			X	1 <sup>st</sup> meeting completed	
Visit each freshman class for an introductory presentation	Officer														X			
Provide Cohort LRE (Conflict Resolution) with 8 <sup>th</sup> grade science classes	Officer, 8 <sup>th</sup> grade science teachers															X	Added after 1 <sup>st</sup> SSAPT meeting	
Provide Universal LRE to parent groups on conflict resolution and dating violence	Officer															X		
Principal to review officer's activity logs	Principal															X		
Training for Principal - webinar (Year 2)	Principal						11/4										X	
Training for Officer – Advanced LRE	Officer						11/17											
Officer Performance Assessment	Principal, Officer																X	
Agency Supervisor and Principal meet	Agency Supervisor, Principal																X	
Provide Universal LRE (Drug Prevention) with all P.E. classes – 7 <sup>th</sup> , 8 <sup>th</sup> , and 9 <sup>th</sup> grades	Officer, P.E. teachers																	Added after 2 <sup>nd</sup> SSAPT meeting

# What's in Your SSP Toolbox?



- Data Story Form (formerly the Needs Assessment and Implementation Plan documents)
- SSAPT Agenda
- Operational Plan
- Operational Plan Checklist
- Officer Performance Assessment
- *Activity Log*
- *LRE Best Practices Tool*

# Your SSP Toolbox: Data Tools



- Data Links
  - Arizona Youth Survey (AYS)
  - Youth Risk Behavior Survey (YRBS)
  - AzSAFE Reports
  - Community Crime Data
- Surveys and Protocols
  - S3 Online Survey
  - Parent Survey
  - Staff Survey

# Your SSP Toolbox: Data Tools



- How to Navigate and Export Data

# Exporting Data

5. SSAPT Model Agenda\_sample.pdf - Adobe Acrobat Pro

File Edit View Window Help

Open Create [Icons] 1 / 1 114% [Icons]

This file includes fillable form fields. You can print the completed form and save it to your device or Acrobat.com.

## School Safety Assessment and Prevention Team Agenda

**Purpose:** To address x,y,z concerns on campus and select an appropriate LRE.

**Leader:** Jenny Walker      **Date:** 8/9/2015      **Recorder:** Nadia Ghani

Members Present:	Title/Position:	Members Present:	Title/Position:
Jenny Walker	Principal	Nadia Ghani	Data support specialist
Jenn Castro	SRO	Debi Neat	Lead teacher
Victoria Havins	Lead teacher		

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

1. Selected the LRE based on issues highlighted in the data
2. Participated in training
3. Selected dates to implement LRE in the classroom.

**Review Previous Action Items:**

1. Select the LRE based on issues highlighted in the data

1. → Tools | Fill & Sign | Comment

2. → More Form Options

3. → Export Data...

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# Exporting Data

5. SSAPT Model Agenda\_sample.pdf - Adobe Acrobat Pro

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Tools Fill & Sign Comment

This file includes fillable form fields. You can print the completed form and save it to your device or Acrobat.

Highlight Existing Fields

Content Editing

Pages

Interactive Objects

Forms

Create

Edit

Distribute

More Form Options

Action Wizard

Text Recognition

Protection

**4.** → **Export Data From Multiple Forms**

Please add files that you wish to export data from

Add Files

Remove Files

Files to Export Data From

Include most recent list of files to export data from

Lightbulb icon: Data files you add should be from the same form. Data files do not need to be added in any specific order.

Export Cancel

**School Safety As**

**Purpose:** To address x,y,z concerns of

**Leader:** Jenny Walker

Members Present:	Title/Position
Jenny Walker	Principal
Jenn Castro	SRO
Victoria Havins	Lead teacher

**Operational Plan/Calendar Review (noted)**

1. Selected the LRE based on issues highlighted in the data
2. Participated in training
3. Selected dates to implement LRE in the classroom.

**Review Previous Action Items:**

1. Select the LRE based on issues highlighted in the data

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# Exporting Data

5. SSAPT Model Agenda\_sample.pdf - Adobe Acrobat Pro

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Tools Fill & Sign Comment

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**School Safety As**

**Purpose:** To address x,y,z concerns of

**Leader:** Jenny Walker

Members Present:	Title/Pos
Jenny Walker	Principal
Jenn Castro	SRO
Victoria Havins	Lead teach

**Operational Plan/Calendar Review (not**

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**Export Data From Multiple Forms**

Please add files that you wish to export data from.

Add Files Remove Files

Data files you add need to be added to the export list.

**Select File Containing Form Data**

Desktop

Organize New folder

- edit\_April 9 2014 File folder
- YRBS Brochure File folder
- 5. SSAPT Model Agenda\_sample.pdf Adobe Acrobat Document
- CTDS number breakdown - 3 docs.pdf Adobe Acrobat Document
- Sample-Portfolio-Products-with-Annotations.pdf Adobe Acrobat Document

File name: 5. SSAPT Model Agenda\_sample.p Acrobat Form Data Files (\*.pdf;\*)

5. → Open Cancel

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# Exporting Data

5. SSAPT Model Agenda\_sample.pdf - Adobe Acrobat Pro

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Tools Fill & Sign Comment

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## School Safety As

**Purpose:** To address x,y,z concerns of

**Leader:** Jenny Walker

Members Present:	Title/Pos
Jenny Walker	Principal
Jenn Castro	SRO
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**Operational Plan/Calendar Review (not**

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### Export Data From Multiple Forms

Please add files that you wish to export data from

Add Files Remove Files

Files to Export Data From

5. SSAPT Model Agenda\_sample.pdf

Include most recent list of files to export data from

Lightbulb icon: Data files you add should be from the same form. Data files do not need to be added in any specific order.

6. → Export Cancel

Content Editing

Pages

Interactive Objects

Forms

- Create
- Edit
- Distribute
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Action Wizard

Text Recognition

Protection

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# Exporting Data

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Tools Fill & Sign Comment

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**School Safety As**

**Purpose:** To address x,y,z concerns of

**Leader:** Jenny Walker

Members Present:	Title/Position
Jenny Walker	Principal
Jenn Castro	SRO
Victoria Havins	Lead teacher

**Operational Plan/Calendar Review (noted)**

1. Selected the LRE based on issues highlighted in the data
2. Participated in training
3. Selected dates to implement LRE in the classroom.

**Review Previous Action Items:**

1. Select the LRE based on issues highlighted in the data

**Export Data From Multiple Forms**

Please add files that you wish to export.

Add Files Remove Files

Files to export: 5. SSAPT Model Agenda\_sample.pdf

Include Data files you add need to be added in the export.

**Select Folder To Save File**

Desktop

Organize New folder

File name: SSAPT Exported data.csv ← 7.

Save as type: CSV (Comma delimited) (\*.csv)

Save to Online Account → 8. Save Cancel

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# Data Resources



Incident data – school level data

- <https://www.ade.az.gov/CommonLogon/logon.aspx>

Arizona Youth Survey – school, county and state level data

- <http://azcjc.gov/ACJC.Web/sac/ays.aspx>

Arizona Climate and Safety Survey – school level data

- <http://www.azed.gov/prevention-programs/safety-and-climate-survey/>

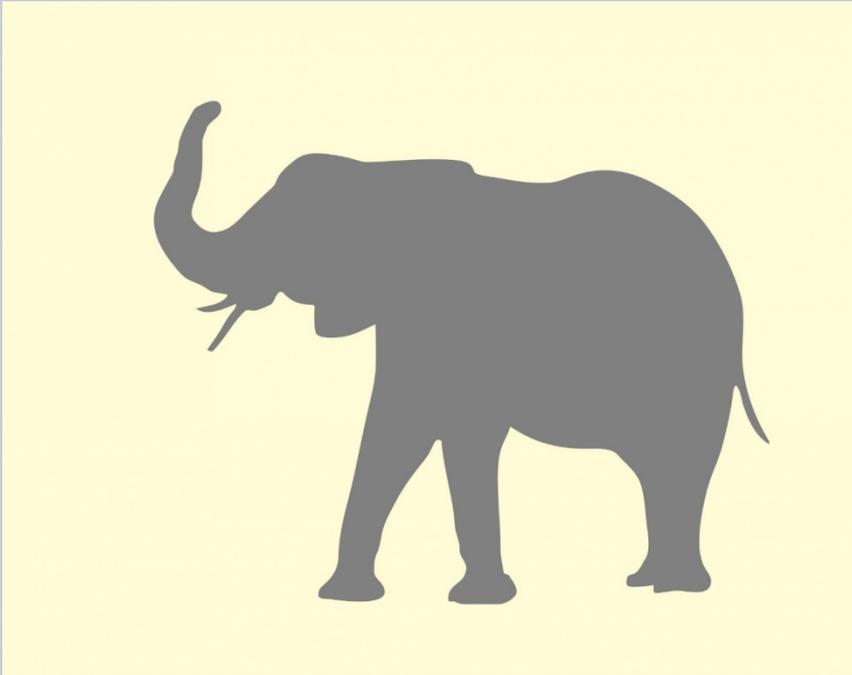
Additional state and national data

- <http://www.azed.gov/prevention-programs/resources/data/yrbs/>

Community crime statistics

- <http://raidsonline.com/overview/about.html>

# Is it a bird? Is it a plane?



- What if your view was limited only to what you felt?
- What is the big picture?

# It's an Elephant!



# Parable of the Blind Men & the Elephant



## { The Blind Men and the Elephant: A Parable }

Once upon a time, an elephant came to a village. Having no idea what an elephant was, six blind men decided to “see” it by touch. “Hey, the elephant is a pillar,” said the man who touched his leg. “No, it is a rope,” said the man by the tail. “It is a thick tree branch,” said the man by the trunk. “A big fan,” said the man by the ear. “A wall,” said the man by the belly. “A pipe,” said the man by the tusk.

A wise man heard the ensuing argument. He explained: “All of you are right. Each of you is ‘seeing’ a different thing because you are touching different parts of the elephant.”

# Creating YOUR Plan – the full picture



As a SSAPT:

1. Review all available data sources to find actual safety concerns...
2. Determine your *Priority Focus Areas* and create a plan that...
3. *Coordinates* campus and community resources as interventions
4. Determine where the SRO and staff should be and when (*Strategic Visibility*) according to time and location of incidents
5. Plan *LRE* – based on data, which teachers, which classes, what LRE lessons
6. Present the LRE to the *targeted population(s)*: cohort(s) and who, when and where universal LRE will be provided
7. And REPEAT

# Questions and Answers



# Thank You!



- Jennifer Castro, Director of Education Programs, Arizona Foundation for Legal Services & Education
  - [jennifer.castro@azflse.org](mailto:jennifer.castro@azflse.org)
- Stephen Dieu, SRO, Chandler Police Department
  - [sldieu@mpsaz.org](mailto:sldieu@mpsaz.org)
- Nadia Ghani, Research & Evaluation, Department of Education
  - [Nadia.Ghani@azed.gov](mailto:Nadia.Ghani@azed.gov)
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  - [Victoria.Havins@azed.gov](mailto:Victoria.Havins@azed.gov)
- Debi Neat, M.Ed., Retired, School Safety and Prevention Trainer, Educational Consultant
  - [debi.neat@gmail.com](mailto:debi.neat@gmail.com)
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