

Element	Activities/Strategies	Sustainability Plan	Action Steps	Systems Change
<p>1. Safe School Environments and Violence Prevention</p>	<ul style="list-style-type: none"> • Second Step (MS) & Project TND (CCS)/Research-based violence prevention curriculum • Safe School Ambassadors (SSA) & Aggression Replacement Training (ART)/EBIs • SRO/collaboration with SFPD • Social Media • Youth Outreach Worker Program (YOWs)/youth-led activities • Staff professional development 	<ul style="list-style-type: none"> • Collaboration with district academic departments and DPH partner • SSA partnership working on resource development and TOT model; expand & incorporate ART with JPD partnership • In process of adjusting coverage based on recent SFPD reorganization; use school climate surveys to market • Launching youth created web site; will expand as the vehicle for promoting positive peer norms • Very effective program/strategy; integrate with TUPE and other youth involvement initiatives • Integrated into regular department plan 	<ul style="list-style-type: none"> ✓ Set up meeting with Social Studies content specialist and DPH partners to plan full implementation at SS/HS sites; meet with all SS/HS site principals Fall2010 ✓ Establish dates for TOT training for 2010-2011 SY; continue training more qualified staff to implement ART groups as part of “re-entry”, rehab and suspension prevention plans ✓ This business is incorporated in monthly partners meetings; SROs hold monthly meetings; set up meeting with Chief and Superintendent ✓ YOWhoo.com will launch by end of SY, continue to expand/enhance over next two years ✓ Identify non-SS/HS adult youth coordinators at school sites to continue program; meet with TUPE coordinator ✓ Use twice monthly PD planning committee meetings to address all PD needs for SS/HS staff/programs 	<ul style="list-style-type: none"> ○ Integration and collaboration within SFUSD and among SS/HS partner agencies, city and community ○ Move from traditional social marketing vehicles to more current/relevant ones; expansion
<p>2. Alcohol, Tobacco and Other Drug Prevention Activities</p>	<ul style="list-style-type: none"> • Project Alert (MS)& Project TND (CCS)/Research-based substance use prevention curriculum • YOW program • Social Media • Brief Intervention Session (BIS) 	<ul style="list-style-type: none"> • Already integrated in health education; continue to train teachers • Integrate with other youth involvement • Utilize YOWhoo.com and YOWs • Use district trainers to maintain program 	<ul style="list-style-type: none"> ✓ Use new department PD calendar to schedule trainings for 2010-2011; incorporate in Fall 2010 principals’ meeting ✓ Identify non-SS/HS adult youth coordinators at school sites to continue program; meet with TUPE coordinator ✓ YOWhoo.com will launch by end of SY, continue to expand/enhance over next two years ✓ Use department PD calendar to schedule trainings; continue to expand number of trained staff 	<ul style="list-style-type: none"> ○ Integration within SFUSD and collaboration with partners on prevention and intervention ○ Expansion of service providers addressing ATOD from prevention to intervention
<p>3. Student Behavioral, Social and Emotional Supports</p>	<ul style="list-style-type: none"> • Student Assistance Program/interdisciplinary collaboration • Student Mentor Program/connection with caring adult at school • Transitions Program • Positive Alternatives (PAPA) • Case Management/family engagement 	<ul style="list-style-type: none"> • Extensive training occurred; implement “advanced” SAP practices training/ strengthen collaboration and coordination with partner agencies • Secured two more years of funding; launching new mentor program website; continue to build program capacity • New universal transitions protocol instituted; develop “re-entry” protocol with partners • Over the next year, work with PAPA partners to ensure continuation of programs; integrate with student support plans • Build capacity among all support staff (e.g. LSPs, SDNs, Counselors, WC & CBO) 	<ul style="list-style-type: none"> ✓ Update/enhance SAP manual and develop advanced SAP professional development to implement 2010-2011 SY ✓ Launch website June 2010, fully utilize with all program sites and program partners starting Fall 2010; continue to research and when appropriate, apply for new funding ✓ Set-up meeting with key district staff and partners to develop protocol; train staff and implement 2010-2011SY ✓ Meet with PAPAs at school sites to begin planning for sustaining program; develop “marketing” plan to promote the opportunities and benefits of the program; integrate program implementation with SAP teams ✓ Coordinate “family centered” case management practices with partners in DPH/CBHS, JPD, and HSA/SFCANDO 	<ul style="list-style-type: none"> ○ Expansion and coordination of prevention, identification and intervention processes and services

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4. Mental Health Services	<ul style="list-style-type: none"> • Individual and group • Re-entry planning following residential or juvenile detention • Single-point of contact with community mental health services • City-wide Interagency Team/interagency collaboration, case management 	<ul style="list-style-type: none"> • Continue to train staff to implement groups; continue to work with community partners to solidify and expand their on-site mental health services • Develop “re-entry” protocol with staff and partners • Continue to collaborate with DPH/CBHS partner to establish this as a permanent position through assessment and case management reimbursement • Continue to strengthen this well established team, in part through improved information sharing agreements 	<ul style="list-style-type: none"> ✓ Update group modules; schedule staff PD for 2010-2011 school year; make this ongoing agenda item at partners meeting to expand/strengthen on-site services ✓ Schedule meeting with “re-entry protocol” committee to have ready for Fall 2010 ✓ Already a regular agenda item for partners meeting ✓ Evaluate effectiveness of new CIT case management data base; use San Diego model to move this item forward; work with CIT team members to enhance effectiveness 	<ul style="list-style-type: none"> ○ Expand, collaborate and integrate mental health prevention and intervention services ○ Establish system-wide protocol for “re-entry” – effectively impacting a positive/asset-focused school culture ○ Effective city-wide collaboration and coordination of case management services
5. Early Childhood Social and Emotional Learning Programs	<ul style="list-style-type: none"> • Parent/caregiver education • Staff professional development • Service alignment and integration with K-5 schools 	<ul style="list-style-type: none"> • Collaborate with CDP partner to build capacity for ongoing implementation of “Positive Solutions” parent education program; TOT model in place; funding from First Five and consider other sources (e.g., private funders) • Collaborate with CDP partner to build capacity for ongoing implementation of pro-social development strategies including the “Teaching Pyramid” staff development program; CDP staff will provide ongoing TA to sites; funding from First Five or other sources • Work with CDP teachers, community early childhood mental health consultants and site-based school social workers (LSPs) to align approach consistent with “Teaching Pyramid” and “Positive Solutions” program, and integrate preventions, identification and intervention programs and services through SAP teams 	<ul style="list-style-type: none"> ✓ In addition to monthly partners meeting, established a monthly meeting with CDP key staff; develop clear action plan for this item ✓ In addition to monthly partners meeting, established a monthly meeting with CDP key staff; develop clear action plan for this item ✓ Lead CDP SS/HS LSP to continue work with site principals, LSPs and all support staff to integrate CDP program with regular K-5 program ✓ Begin looking at ways to track long term outcomes 	<ul style="list-style-type: none"> ○ Expansion of evidence based framework for teacher, parent, student interactions to create CDP-wide positive change ○ Alignment, collaboration and integration of CDP within SFUSD
6. Core Management Team (CMT)	<ul style="list-style-type: none"> • Meet monthly to monitor, plan and implement grant elements 	<ul style="list-style-type: none"> • Expand CMT for 2010-2011 • Determine long-term structure of CMT, including possible development committees/work groups 	<ul style="list-style-type: none"> ✓ Invite HSA (Child Welfare) to CMT ✓ Expand CMT including other community and city agencies or integrating CMT with another city-wide partnership Link each agency’s website with each other and national SSHS site 	<ul style="list-style-type: none"> ○ Leverage SS/HS CMT partnerships to integrate and align services to students and families

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7. Communications	<ul style="list-style-type: none"> Integrate communications strategies throughout SSHS project for sustainability 	<ul style="list-style-type: none"> Utilize “celebration kit” to develop marketing plan during 2010-2011 school year 	<ul style="list-style-type: none"> ✓ Consider a “communications” <i>working group</i> and/or <i>advisory council</i> ✓ Begin conversations with other potential key partners in the communications realm: SF School Alliance, Faith – based organizations, media organizations, etc. 	<ul style="list-style-type: none"> ○ Align communications message with project goals and outcomes, and with other city-wide initiatives for students and families to promote sustainability of services

August 2010