

SFUSD Student Support Services Department
Self Assessment Scale

Safe Passages Program (Safe Schools/Healthy Students)

**Only for Middle Schools and County Community Secondary Schools with the Safe Schools/Healthy Students Initiative Grant.*

Introduction: This tool is designed for use by School Principals or School Site Councils. It is a “roadmap” of the key activities that school administrators and staff can take to achieve an exemplary Safe Passages Program. The Safe Passages Program serves five middle schools, two county community secondary schools, and the child development program.

The Safe Passages Program Project Director can provide technical assistance to help schools achieve each of these activities and outcomes.

	1 Emerging <i>School is beginning to implement the element</i>	2 Capacity Building <i>School is building needed strengths</i>	3 Developing <i>School meets standards or minimum expectations</i>	4 Proficient <i>Capacities/systems are embedded in school</i>	5 Exemplary <i>School is an example of best practice standards</i>
Desired Outcomes and Activities:	<p><i>For Safe Passages middle schools and county community schools:</i></p> <ul style="list-style-type: none"> <i>The school’s administrators, staff, families, and students understand the desired outcomes for Safe Passages: violence prevention, substance use prevention, emotional/behavioral supports, and mental health services.</i> <i>The school administration ensures the Safe Passages program has the right space, resources, and support to be successful.</i> <p><i>For Safe Passages middle schools and county community schools:</i></p> <ul style="list-style-type: none"> <i>The Safe Passages Team (Learning Support Professionals, School District Nurse, Family-Community Health Outreach Worker) provide direct services, professional development/capacity building, and program development.</i> <i>The school’s HST/HPC, SAP, SST, and Transition Program include Safe Passages staff along with other school staff to collaborate in achieving Safe Passages program goals.</i> 				
1a. Safe School Environments and Violence Prevention <ul style="list-style-type: none"> Safe School Ambassadors BSC 1.3, 2.2, 2.3 	<i>At Safe Passages middle schools, all teachers, staff, students, and families are aware of the role of the Safe School Ambassadors program. The school is recruiting students and Family Group Facilitators (FGFs).</i>	<i>At Safe Passages middle schools, FGFs and student ambassadors are trained. Most Safe School Ambassador students are participating in the weekly family group meetings to receive support and resources.</i>	<i>At Safe Passages middle schools, the Safe School Ambassadors program is being implemented with fidelity, including 20-40 trained students, 5 trained staff Family Group Facilitators, and weekly family group meetings. The Principal and faculty understand and support the</i>	<i>At Safe Passages middle schools, the Safe School Ambassadors staff is reporting positive anecdotal outcomes, e.g. Ambassadors intervening to prevent conflicts or harassment, via year-end surveys.</i>	<i>At Safe Passages middle schools, the Safe School Ambassadors Program Advisor and Family Group Facilitators are reporting reductions in bullying, violent behavior, and social exclusion at their schools, via year-end surveys. Families understand and support the role of the program.</i>

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			role of the program.		
1b. Safe School Environments and Violence Prevention • Positive Peer Norms Campaign BSC 1.3, 2.2, 2.3	The Safe Passages staff have introduced teachers, staff, and students to the concept of Positive Peer Norms Campaigns and the effectiveness of promoting positive youth behavior and choices to reduce risk-taking and negative behavior.	The School Administrators, staff, and students have identified issues their school would like to address, and are planning a Positive Peer Norms Campaign.	An identified group of students at the school are actively participating in the process of developing a Positive Peer Norms Campaign . The Principal and faculty are supportive of the project.	Students, staff, and families are aware of and engaged in promoting and implementing the Positive Peer Norms Campaign throughout the school community.	The school-wide Positive Peer Norms Campaign(s) have contributed to creating safer and more positive school environments for students as reported in the School Climate Survey .
1c. Safe School Environments and Violence Prevention • Second Step BSC 1.3, 2.2, 2.3	The Principal has identified which teachers of social studies or other faculty will be trained to implement Second Step.	All teachers of Second Step have received the curriculum and are aware of the district's professional development opportunities for Second Step.	All teachers of Second Step have been trained . Safe Passages staff (LSPs and Nurse) may support teachers by modeling and/or co-facilitating lessons. All students participate in Second Step to avoid violence and effectively manage conflict.	All students receive the recommended number of lessons per the Second Step curriculum . The Principal, LSP/Nurse, and Health Advocate/Healthy School Team/Health Promotion Committee promote training and support teachers of Second Step.	All students are receiving the full scope and sequence of the Second Step curriculum , implemented as designed, as indicated by teachers of social studies or the other identified faculty in their CPM logs.
2a. Alcohol, Tobacco and Other Drug Prevention Activities • SAP, SST, HST/HPC BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of the substance use issues at their schools and the need for comprehensive and sustained efforts to address this issue.	The school has identified all members of the SAP, SST, and HST/HPC , and these teams meet regularly. The Principal helps all members to fully participate in the district's trainings .	The school has an active SAP, SST, and HST/HPC that meet as recommended (SAP weekly, SST regularly, and HST/HPC monthly). All members are trained and participate in the district's professional developments.	The SAP and SST include the key Student Support Services staff , and other relevant school administrators, staff, and CBO partners.	The school has an active and effective SAP, SST, and HST/HPC . The SAP and SST work collaboratively. The HST/HPC coordinates closely with the SAP and Safe Passages team. Student needs are met through the coordination of staff .
2b. Alcohol, Tobacco and Other Drug Prevention Activities • Youth Outreach Worker (YOW) program BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of the substance use issues at their schools and the need for comprehensive and sustained efforts to address this issue.	The school has identified a Youth Outreach Coordinator (YOC) to coordinate the YOW program. The YOC has been trained . Youth Outreach Workers (YOWs) have been identified .	The school's YOWs have attended the required full-day training .	The school's YOWs meet regularly to plan prevention and outreach activities.	The school has an active group of 4-8 YOWs who are implementing prevention activities.

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2c. Alcohol, Tobacco and Other Drug Prevention Activities • Health Education BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of the substance use issues at their schools and the need for comprehensive and sustained efforts to address this issue.	All teachers of Project Alert (middle schools) or Toward No Drug Abuse (high schools) have received the curriculum and are aware of the district's professional development opportunities for these curricula.	All teachers of Project Alert and TND have been trained. Safe Passages staff (LSPs and Nurse) may support teachers by modeling and/or co-facilitating lessons. All students participate in Project Alert or TND to prevent substance use.	All students receive the recommended number of lessons per the substance abuse prevention health education curriculum. The Principal, LSP/Nurse, and HA/HST/HPC promote training and support teachers of Project Alert and TND.	All students are receiving the full scope and sequence of Project Alert (middle schools) or Toward No Drug Abuse (high schools).
2d. Alcohol, Tobacco and Other Drug Prevention Activities • Brief Intervention Sessions BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of the substance use issues at the school and the need for comprehensive and sustained efforts to address this issue.	All eligible Student Support Services staff are aware of the Brief Intervention Services (BIS) program and the district's professional development requirement.	All eligible Student Support Services staff at the school are trained to implement BIS. The Principal and trained staff, along with the SAP team, plan the site-based process protocol for implementation of BIS.	BIS is used consistently to intervene with students experiencing substance use issues.	BIS is effectively used as an alternative to suspension and a re-entry intervention for all students caught using and/or in possession of substances.
3a. Student Behavioral, Social and Emotional Supports • Transitions Program BSC 1.3, 2.2, 2.3	The Principal, faculty and staff are aware of students' behavioral/emotional issues at the school and the need for comprehensive and sustained efforts to address these issues.	The SAP team is aware of the Transitions Program and district Transitions Protocol.	The SAP team key members (e.g., counselors, LSPs, Nurses, AP for SSSD) are trained to implement the Transitions Protocol as both a sending and receiving school.	The district Transitions Protocol/Program is regularly used to ensure safe and smooth transitions of students to new school sites.	All students entering or exiting the school at key transitions or mid-year transitions are monitored and provided immediate support as per the Transition Plan.
3b. Student Behavioral, Social and Emotional Supports • Student Mentor Program BSC 1.3, 2.2, 2.3	The Principal, faculty and staff are aware of students' behavioral/emotional issues at the school and the need for comprehensive and sustained efforts to address these issues.	The school has identified a Coordinator for the Student Mentor Program. The Coordinator is aware of the district's professional development requirements, and the Principal helps staff to fully participate in the training.	Mentors have received training , and student mentees have been identified. At least 10 matches have been made at the school.	Mentor-mentee matches are active , and monthly group activities are provided at the school by the Coordinator. Mentors receive ongoing training opportunities.	Mentor-mentee matches are meeting weekly and attending monthly activities. Participating students are displaying results in improved attendance, academics, and connection to school as measured by pre-post-surveys, attendance

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					data, and GPA data.
3c. Student Behavioral, Social and Emotional Supports • Positive Alternatives/ Physical Activities (PAPA) BSC 1.3, 2.2, 2.3	The Principal, faculty and staff are aware of students' behavioral/emotional issues at the school and the need for comprehensive and sustained efforts to address these issues.	The school has identified a Positive Alternatives/ Physical Activities Coordinator (PAPA) to work with staff, students, and families to promote Positive Alternatives opportunities (e.g. sailing , ropes course).	Students have been identified for Positive Alternatives activities to provide both incentives and rewards for positive behavior.	Positive Alternatives activities are an integral part of students' emotional/behavioral support plans , and are regularly considered by SAP or SST teams as an intervention.	The maximum allowable numbers of students participate in Positive Alternatives activities at the school, with positive outcomes as measured by post- surveys.
3d. Student Behavioral, Social and Emotional Supports • Case Management BSC 1.3, 2.2, 2.3	The Principal, faculty and staff are aware of students' behavioral/emotional issues at the school and the need for comprehensive and sustained efforts to address these issues.	The SAP has identified approximately 10 highest-needs students for case management services.	For each highest-need student identified by the SAP, a case manager has been identified (e.g. LSP, Nurse, Counselor) to coordinate services for the student and family using both school and community resources.	Each highest-need student identified by the SAP is actively case managed by an SAP team member in collaboration with community resources.	Case management for the school's highest-need students has resulted in increased connection to and participation in needed supports , reduction in crisis, improved connection to school, and improved student attendance.
4a. Mental Health Services • School-Based Services BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of students' mental health needs at their school and the need for comprehensive and sustained efforts to address these issues.	The SAP identifies individual students' mental health needs as well as trends (e.g. high number of students experiencing suicidal ideations).	Students needing mental health services are identified through the SAP process . Student support groups are in place, based on the school's identified trends and data. LSPs, Nurses, Counselors and CBOs may provide student support groups.	Several student support groups are in place , provided by school staff and CBO partners.	School staff and families are aware of counseling and support groups available for students. The school partners with CBOs to fill gaps in mental health services.
4b. Mental Health Services • Referrals to Community-Based Services BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of students' mental health needs at their school and the need for comprehensive and sustained efforts to address these issues.	The school's SSSD staff /SAP team is developing a "resource guide" of school-based and community-based mental health services accessible to students and families, including the DPH/CBHS clinics in their students'	The school's "resource guide" is regularly used and updated to provide appropriate referrals. SSSD staff/SAP team is responsible for updating resources and it is available to all staff. The school uses the "single	Students needing more intensive services receive referrals for needed care. The SAP "case manager" for a particular student is responsible for making such referrals. The LSPs work closely	All of the school's referrals to DPH/CBHS go through the "single point of contact." The DPH/CBHS contact person may start the intake process at school to make services readily accessible to students and families. Ongoing feedback is

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		neighborhoods.	point of contact” with DPH/CBHS established via Safe Passages to facilitate referrals to public mental health services.	with the DPH/CBHS “single point of contact” to ensure that students receive needed services.	provided by the DPH/CBHS single point of contact to the LSP/referral source on students’ treatment progress. Referrals for high-need students are also made to the City-wide Interagency Team.
4c. Mental Health Services • Professional Development for School Staff BSC 1.3, 2.2, 2.3	The Principal, faculty, and staff are aware of students’ mental health needs at their school and the need for comprehensive and sustained efforts to address these issues.	Safe Passages staff in collaboration with administration and other SSSD staff identify staff professional development needs related to mental health (e.g. survey staff, brainstorm at faculty meeting) at least annually to incorporate into the yearly professional development calendar. Also reserve opportunities for PD’s on an as needed basis as trends/issues arise that require attention.	Staff professional development opportunities related to mental health are available on site or through other district and community venues.	Safe Passages staff provide professional development to school staff on a scheduled basis.	In addition to professional development from the Safe Passages team, experts in the community (e.g., a child trauma expert from UCSF/SFGH) are also brought in to provide staff development and consultation.