

Todd County School District Safe Schools/Healthy Students Timeline and Staffing Patterns					
Objectives	Staffing Patterns and Responsibilities	Year 1	Year 2	Year 3	Year 4
Element 1/Goal 1: Safe School Environment and Violence Prevention Activities: To provide a network of services, supports, and activities that promote safety, create a safe school environment, and that help us build relationships.					

<p><b>Objective 1.1.</b> As the result of a partnership with local law enforcement, by the end of this project the incidence of violence in all of the district schools will be reduced by 60%, as measured by the Safe Schools Report required by the state.</p>	<p>Project Director and Core Management Team</p>	<p>Connect with Core Management Team and set meeting schedule for year by October; review operating principles, communication procedures, goals, objectives, and strategies; hire and orient staff to project; contract with RST Police Department for services; initiate evaluation process with external evaluator; collect baseline data; facilitate monthly core management team meetings and semi-annual</p>	<p>Adhere to timelines; work with cm team and evaluator to achieve outcomes and manage and monitor budget; continue to facilitate monthly meetings; review goals and objectives and periodic evaluation data and adjust project direction as needed; continue to integrate elements.</p>	<p>Adhere to timelines; work with cm team and evaluator to achieve outcomes and manage and monitor budget; continue to facilitate monthly meetings; review goals and objectives and periodic evaluation data and adjust project direction as needed; continue to integrate elements.</p>	<p>Monitor progress toward outcomes; ensure budget expenditures are within parameters and performance indicators achieved; continue monthly meetings and semi-annual community meetings. Prepare for final evaluation report and end of project report.</p>
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<p><b>Objective 1.2.</b> By the end of this project, as the result of placing security cameras in all of the buildings, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state.</p>	<p>Project Director</p>	<p>Consult with building principals to determine greatest need; advertise for bids for cameras; place cameras in school(s).</p>	<p>Consult with building principals to determine greatest need; advertise for bids for cameras; place cameras in school(s).</p>	<p>Consult with building principals to determine greatest need; advertise for bids for cameras; place cameras in school(s).</p>	<p>Consult with building principals to determine greatest need; advertise for bids for cameras; place cameras in school(s).</p>
<p><b>Objective 1.3.</b> By the end of this project, as the result of placing security cameras on all of the school buses, the incidence of break-in and vandalism to school buildings will be reduced by 60%, as measured by Safe Schools Report required by the state.</p>	<p>Project Director</p>	<p>Consult with Director of Maintenance and Transportation to determine greatest needs; advertise for bids; place security cameras on buses.</p>	<p>Consult with Director of Maintenance and Transportation to determine greatest needs; advertise for bids; place security cameras on buses.</p>	<p>Consult with Director of Maintenance and Transportation to determine greatest needs; advertise for bids; place security cameras on buses.</p>	<p>Consult with Director of Maintenance and Transportation to determine greatest needs; advertise for bids; place security cameras on buses.</p>

<p><b>Objective 1.4.</b> By the end of this project, as the result of training all staff in the Nonviolent Crisis Intervention Model, incidences of student disruptive behavior will be reduced by 15% each year, as measured by the Safe Schools Report.</p>	<p>Project Director, TCSD Director of Curriculum and Staff Development, Mentor Coach, and all TCSD staff.</p>	<p>PD: Consult with Director of Curriculum and Staff Development; hire mentor coach; develop a plan and timelines for training staff.</p>	<p>PD: Consult with Director of Curriculum and Staff Development; continue to train staff not yet trained; train new staff. Mentor Coach: provide ongoing, embedded support for staff as the implement training. Review safe schools report data; report to CM team; adjust direction as needed.</p>	<p>PD: Consult with Director of Curriculum and Staff Development; continue to train staff not yet trained; train new staff. Mentor Coach: provide ongoing, embedded support for staff as the implement training. Review safe schools report data; report to CM team; adjust direction as needed.</p>	<p>PD: Consult with Director of Curriculum and Staff Development; continue to train staff not yet trained; train new staff. Mentor Coach: provide ongoing, embedded support for staff as the implement training. Review safe schools report data; report to CM team; adjust direction as needed.</p>
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<p><b>Objective 1.5.</b> As the result of initiating an informal Truancy Court in the high school, the incidence of student disruptive behavior will be reduced by 15% each year of the project, as measured by the Safe Schools Report.</p>	<p>Project Director, Rosebud Sioux Tribe Family Wellness Court, and one Truancy Court Facilitator. External Evaluator</p>	<p>Project Director will work with the RST Family Wellness Court chief judge to contract 1 FTE; implement informal truancy court by December; collect ongoing data; report data to core management team; make adjustments in program as needed.</p>	<p>Continue to implement informal truancy court by December; collect ongoing data; report data to core management team; make adjustments in program as needed.</p>	<p>Continue to implement informal truancy court by December; collect ongoing data; report data to core management team; make adjustments in program as needed.</p>	<p>Continue to implement informal truancy court by December; collect ongoing data; report data to core management team; make adjustments in program as needed.</p>
<p>Element 2/Goal 2: Alcohol, Tobacco, and other Drug Prevention Activities: To provide a network of services, supports, and activities that promote the prevention of alcohol, tobacco, and drug abuse</p>					

<p><b>Objective 2.1.</b> By the end of the project, we will have reduced the number of students who dropout or fail academically, as measured by local attendance, dropout, and achievement data.</p>	<p>Project Director, district counseling staff, high school and middle school principals, one additional transition counselor, Southern Plains Behavioral Health, RST Family Wellness Court and external evaluator.</p>	<p>Project Director will work with high school and middle school principals to hire additional counselor and implement 8th and 9th grade transition program. PD will contract with RST Wellness Court for case manager to facilitate pre-and post treatment care; he/she will also contract with SPBH for drug and alcohol specialist. External evaluator will monitor effectiveness of program, report to cm team, and adjustments will be made as needed.</p>	<p>Continue to implement transition activities, pre and post treatment activities, and drug and alcohol activities. External evaluator will monitor effectiveness of implementations, report to cm team, and adjustments will be made as needed.</p>	<p>Continue to implement transition activities, pre and post treatment activities, and drug and alcohol activities. External evaluator will monitor effectiveness of implementations, report to cm team, and adjustments will be made as needed.</p>	<p>Continue to implement transition activities, pre and post treatment activities, and drug and alcohol activities. External evaluator will monitor effectiveness of implementations, report to cm team, and adjustments will be made as needed.</p>
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Element 3/Goal 3: Student Behavioral, Social, and Emotional Supports: To provide a network of services, supports, and activities that will improve student attendance, graduation rates, academic achievement AND reduce the number children committing suicide.

<p><b>Objective 3.1:</b> Each year of the project, student social skills will have been enhanced as the result of comprehensive staff development in student behavior, as measured by the (reduction in the) number of students who get into trouble of any kind by 20% each year.</p>	<p>Project Director, TCSD Curriculum and Staff Development Director, and Mentor Coach, all staff</p>	<p>Project Director will work with Curriculum Director to employ mentor coach (see Objective 1.4 above [this is same person]) and implement Positive Behavioral Interventions and Support training for staff. PD will work with external evaluator to collect data; review data with cm team and make adjustments as</p>	<p>Continue to implement PBI&amp;S training for staff; provide embedded ongoing support for staff as they implement. Collect and review data; report data to CM team, and make adjustments in implementation as needed.</p>	<p>Continue to implement PBI&amp;S training for staff; provide embedded ongoing support for staff as they implement. Collect and review data; report data to CM team, and make adjustments in implementation as needed.</p>	<p>Continue to implement PBI&amp;S training for staff; provide embedded ongoing support for staff as they implement. Collect and review data; report data to CM team, and make adjustments in implementation as needed.</p>
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<p><b>Objective 3.2.</b> By the end of this project, by introducing positive behavioral interventions and supports, we will have improved student behaviors.</p>	<p>Project Director, Attendance Intervention Team Coordinator, and Attendance Case Manager</p>	<p>Project Director will work with AIT Coordinator to employ an Attendance Case Manager, who will work with worst truancy cases. PD will work with external evaluator to collect data; report data to CM team, and make adjustments in implementation as necessary.</p>	<p>Continue implementation. External evaluator will collect data and report data to CM team. Make adjustments in implementation as necessary.</p>	<p>Continue implementation. External evaluator will collect data and report data to CM team. Make adjustments in implementation as necessary.</p>	<p>Continue implementation. External evaluator will collect data and report data to CM team. Make adjustments in implementation as necessary.</p>
<p>Element 4/Goal 4: Mental Health Preventative and Treatment Intervention Services: To provide a network of services, supports, and activities that promote mental health and intervention treatment in the school and in the community.</p>					

<p><b>Objective 4.1.</b> Each year of the project, as the result of increased counseling and increased case management, the number of students receiving in-school mental health support will increase.</p>	<p>Project Director, Southern Plains Behavioral Health Partner, TCSD Curriculum and Staff Development Director, and Mentor Coach.</p>	<p>PD will contract with mental health partner to provide additional mental health services, including Wrap Around Services. Begin training of staff in ASIST. External evaluator will collect data; report to CM team and adjustments will be made in implementation, as</p>	<p>Continue ASIST training and extended mental health services. External evaluator will collect data; report data to CM team; and make adjustments in implementation as needed.</p>	<p>Continue ASIST training and extended mental health services. External evaluator will collect data; report data to CM team; and make adjustments in implementation as needed.</p>	<p>Continue ASIST training and extended mental health services. External evaluator will collect data; report data to CM team; and make adjustments in implementation as needed.</p>
<p>Element 5/Goal 5: Early Childhood Psychosocial and Emotional Development Services: To provide a continuum of prenatal and early childhood services for high-risk families which will bolster resilience to adversity and help children enter school with the necessary skills for pro social behavior and academic success.</p>					

<p><b>Objective 5.1.</b> As the result of outreach services connecting school, tribal, and state early childhood services, we will have increased the percentage of pre-school developmental screening (0 to 5) to 100%.</p>	<p>Project Director, Director of Exceptional Education, mental health partner (SPBH), and two .5 FTE early childhood case managers.</p>	<p>Project Director will work with the TCSD Director of Exceptional Education to employ two Early Childhood case managers; collaborate with mental health partner, and other early childhood service providers in the community to extend pre-school screening. External evaluator will collect and report data to CM team. Team will make</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school screening. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school screening. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school screening. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>
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<p><b>Objective 5.2.</b> As a result of outreach services connecting school, tribal, and state early childhood services, we will have increased the number of preschool children receiving services.</p>	<p>Project Director, Director of Exceptional Education, mental health partner (SPBH), and two .5 FTE early childhood case managers.</p>	<p>Project Director will work with the TCSD Director of Exceptional Education to employ two Early Childhood case managers; collaborate with mental health partner, and other early childhood service providers in the community to extend pre-school services. External evaluator will collect and report data to CM team.</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school services. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school services. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>	<p>Early Childhood case managers will collaborate with mental health partner and other early childhood service providers in the community to extend pre-school services. External evaluators will collect data, report to CM team; and CM team will make adjustments in implementation as necessary.</p>
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