**<Insert District Name>**

**<Insert School Name>**

**Maintenance Plan for <Insert Program Name>**

**<Insert School Year(s)>**

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| **Site Information** |
| Program Coordinator |  |
| Program Coordinator Phone Number |  |
| Program Coordinator Email |  |
| Site/School Address |  |

**Part I. Reporting and Recognition**

It is important to report both successes and challenges to key stakeholders such as the SHAC, the Board of Trustees, and parents to keep them informed and engaged in evidence-based sexual health education. It may also be important to reach out to the media and other community organizations to help enhance the sustainability of your program. The following table includes a list of possible supporters to whom you might want to report back. Think about what you might tell them about your program and why you want to tell them (the content and purpose), what methods you would use to report to them, and the timeline in which you want to accomplish these activities. Some examples have been included.

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| **Reporting to Stakeholders and Supporters** |
| **School Health Advisory Council** |
| Content | <Successes and challenges of the implementation, results of the evaluation> |
| Purpose | <To show results from the selected program. To show where improvements for the next year have been planned.> |
| Method/materials | <Make a presentation at SHAC meeting; provide Implementation Plan, Evaluation Report, Guidance Sheet> |
| Timeline | <After the semester in which the selected program was implemented> |
| **School Board** |
| Content | <Successes and challenges of the implementation, results of the evaluation> |
| Purpose | <To show results from the selected program. To show where improvements for the next year have been planned.> |
| Method/materials | <Have SHAC chairperson report to board members. Provide Implementation Plan, Evaluation Report, Guidance Sheet and other information as necessary.> |
| Timeline | <At the end of the school year> |
| **Parents** |
| Content | <Successes and challenges of the implementation, results of the evaluation> |
| Purpose | <To show results from the selected program. To reemphasize the importance of sexual health education. To answer questions about the program and get parents involved.> |
| Method/materials | <Parent information sessions, parent newsletters. Partner with the Parent-Teacher Association> |
| Timeline | <At PTA meetings following implementation> |
| **Media [Ex: local news stations, newspapers, neighborhood newsletters, radio stations]** |
| Content | <Implementation of the selected evidence-based program> |
| Purpose | <To get a story about the success of the implemented program in each media outlet: local TV, radio station, newspaper> |
| Method/materials | <Compile a list of reporters. Write a press release and send to reporters. Follow up with reporters.> |
| Timeline | <1-3 months after program implementation> |
| **Community organizations [Ex: YMCA, YWCA, Boys and Girls Clubs, Girl/Boy Scouts]** |
| Content | <Implementation of the selected evidence-based program> |
| Purpose | <To inform community organizations of program implementation. To seek potential partnerships.> |
| Method/materials | <Compile a list of local organizations. Draft a letter to send to the organization heads.> |
| Timeline | <1-3 months after program implementation> |

Awards for outstanding schools and individuals implementing the selected program with fidelity can help garner continuing support for evidence-based programs from within your district.

In the table below, describe your plan for publicly recognizing teachers, staff, and/or schools who have successfully supported the implementation of the selected program. Some example methods have been included.

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| **Teacher, Staff, and School Recognition** |
| **Recognition Method** | **Description** | **Timeline or Frequency** | **Additional Notes** |
| <Certificates of Appreciation> | <Provide each teacher or staff person who implemented or supported implementation of the selected program with a signed and dated certificate. The certificates should be presented to them by the school coordinator.> | <At the end of each school year> |  |
| <District newsletter> | <Write an article in the district newsletter thanking teachers and staff for their implementation of the selected program. Include a list of names and emphasize that the program was evidence-based.> | <At the end of the school year> |  |
| <Press release> | <Write a press release to local television, radio, and or media channels about the implementation of the selected evidence-based program that includes recognition for outstanding teachers, staff, and schools.> | <1-3 months after program implementation> | <Must receive permission from district> |
| <Employee reviews> | <Ensure participation in implementation of the selected program is highlighted in annual employee reviews.> | <Once a year> | <Work with person in charge of leading annual reviews> |

**Part II. Resources**

Continuing resource support is necessary for sexual health education regardless of whether the selected program will be implemented again or if a different evidence-based program will be selected.

Using the Guidance Sheet and other information available to you, list the resources needed to support future implementation of the current or newly selected program in the left-hand column. Insert rows as needed. In the right-hand column, describe your strategies for securing these resources, including leveraging partnerships that may be able to help you.

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| **Resources Needed for Future Implementation** |
| **Resources related to…** | **Strategies to Obtain** |
| **Budget and Personnel** |
| Cost of program components |  |
| Additional equipment and supplies |  |
| Changing or hiring new teachers/staff |  |
| Identifying appropriate sexual health educators among teachers/staff |  |
| Training teachers/staff |  |
| **Partnerships** |
| Identifying champions for sexual health education at each school |  |
| Identifying champions for sexual health education on the SHAC |  |
| Identifying champions for sexual health education at the district |  |
| Identifying community partners that may assist with sexual health education |  |
| **Other** |
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**Part III. Policy**

Maintaining support for evidence-based sexual health education in your school district requires changes at the institutional level. Work with your SHAC, school board members, parents, and community partners to support these changes. Below is a list of possible areas where you might want to make some changes.

Under each possible area, identify potential actions you wish to take that may better support the implementation of evidenced-based programs. Some examples have been included. Insert rows as needed. In the right-hand column, briefly describe the reasons behind these changes and your strategies, including potential supporters, for accomplishing these changes.

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| **Institutional Changes to Support Future Implementation** |
| **Changes related to…** | **Reasons and Strategies for Making it Happen** |
| **SHAC or District Organization around Sexual Health Education** |
| <Creating of a SHAC task force to address sexual health education> |  |
| **Campus and District Improvement Plans** |
| <Adding goals and objectives related to evidence-based sexual health education to DIP> |  |
| **General Sexual Health Education** |
| <Ensuring all sexual health education programs used in the future are evidence-based> |  |
| <Moving district policy from abstinence-only to abstinence-plus or comprehensive sexual health education> |  |
| <Moving from opt-in to opt-out consent> |  |
| **A Specific Evidence-Based Program** |
| <Expanding the number of schools receiving the selected program> |  |
| <Included the selected program in the official health (or other subject) curriculum for all X grade levels in the district> |  |
| **Identifying Future Sexual Health Educators/Teachers/Staff** |
| <Including sexual health education responsibilities in teacher/staff job descriptions> |  |
| <Administering survey to identify potential appropriate sexual health educators at the beginning of the school year> |  |