

File ID Number	13-0700
Introduction Date	5-8-13
Enactment Number	13-0773
Enactment Date	5/18/13
By	o/s



**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

May 8, 2013

To: Board of Education

From: Tony Smith, Superintendent
 Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
 Curtiss Sarikey, Associate Superintendent of Family, School, and Community Partnerships Dept.
 Barbara McClung, Coordinator, Behavioral Health Department

Subject: District Submitting Grant Application

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting grant application for OUSD schools for fiscal years 2012-2013 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant application for OUSD schools for the 2012-2013 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File ID #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-0700	Yes	Grant	Oakland Unified School District Elementary, Middle, and High Schools	To support the K-12 Positive School Climate Initiative for Prevention Intervention Protection (PIP) Bully Prevention Program	12/1/12-6/30/13	Alameda County Behavioral Health Care Services	\$82,548.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student achievement
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$82,548.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2012-2013 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

Behavioral Health Care Services Grant Application

Table 3. List of Prevention Intervention Protection (PIP) Schools

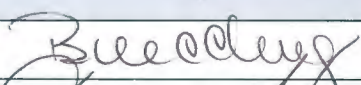
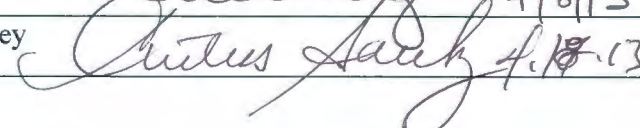
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OUSD Grants Management Face Sheet

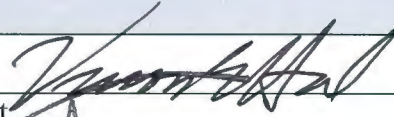
Title of Grant: K-12 Positive School Climate Initiative	Funding Cycle Dates: December 1, 2012 - June 30, 2013
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Tracy Hazelton Alameda County Behavioral Health Care Services 2000 Embarcadero Cove, Suite 400 Oakland, CA 94606 Email: thazelton@acbhcs.org	Grant Amount for Full Funding Cycle: \$82,548.00
Funding Agency: Alameda County Behavioral Health Care Services 2000 Embarcadero Cove, Suite 400 Oakland, CA 94606	Grant Focus: Prevention Intervention Protection (PIP) Bully Prevention Program
List all School(s) or Department(s) to be Served: Refer to attachment: Table 3. List of PIP Elementary, Middle, and High Schools.	

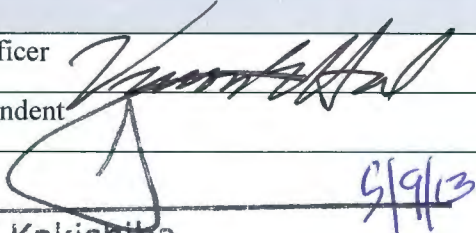
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	The experience of being bullied or harassed can cause extreme distress and disrupt a child's ability to excel in school and life. Bully prevention increases school connectedness, is associated with better school attendance, test scores, and lower rates of emotional/behavioral problems, including violence to self/others.
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 5.17% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Outcomes associated with PIP will be measures by tracking the changes in perceived safety, school protective factors, and school connectedness via measures on the California Healthy Kids Survey for grades 5, 7, and 9. In addition we will measure incidents of and anticipated reduction in reported incidents of bullying at participating schools by June 2014.
Does the grant require any resources from the school(s) or district? If so, describe.	The grant requires a Project Manager. OUSD has designated the Violence Prevention Program Manager to fulfill this role. In addition, our Regional Program Managers and site-based Coordination of Service Team members including Behavioral Health Therapists will participate in supporting implementation.
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 4.57% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	No. The grant will fund external trainers and consultants to develop a toolkit and deliver professional development.
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	In addition to prevention education, the grant will support education on targeted interventions for bullies. Counseling sessions provided to bullies will be offered at agreed upon times that do not conflict with the core curriculum.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email.)	Barbara McClung, LMFT Coordinator, Behavioral Health Initiatives Oakland Unified School District Family, School, and Community Partnerships Department, 746 Grand Avenue, Oakland, CA 94610 Cell: 415-533-3709

Applicant Obtained Approval Signatures:


Entity	Name/s	Signature/s	Date
Principal	Barbara McClung		4/8/13
Department Head	Curtiss Sarikey		4/18/13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		
Superintendent	Tony Smith		


 David Kakishiba
 President, Board of Education

5/9/13


 Edger Rakestraw, Jr., Secretary
 Board of Education

File ID Number: 13-0700
 Introduction Date: 5/8/13
 Enactment Number: 13-0773
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 By: OA

Philanthropic Ventures Foundation

1222 Preservation Park Way
Oakland, CA 94612-1201

(510) 645-1890
Fax: (510) 645-1892
www.venturesfoundation.org

January 17, 2013

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Ms. Barbara McClung, LMFT
Oakland Unified School District
746 Grand Avenue
Oakland CA 94606

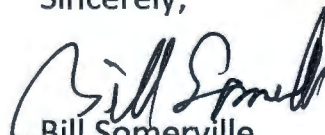
Dear Friends:

We are pleased to enclose our check for \$82,548 made payable to the Oakland Unified School District to implement the Prevention Intervention Protection (PIP) model under contract with Alameda County Behavioral Health Care Services (BHCS).

This grant comes to you from Alameda County's **Higher Education Fund**. Please submit your reports to Alameda County Behavioral Health Care Services, as agreed upon with Tracy Hazelton, Prevention Coordinator.

Please sign below and fax or send a copy of this letter as a receipt for our files and to confirm agreement with the above.

Sincerely,


Bill Somerville
President & CEO

Signature: _____

Date: _____

Title: _____

41455

PHILANTHROPIC VENTURES FOUNDATION

GRANTS
1222 PRESERVATION PARK WAY
OAKLAND, CA 94612

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1111 Broadway, Ste. 1510
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1/17/2013

PAY TO THE
ORDER OF

Oakland Unified School District

\$ **82,548.00

Eighty-Two Thousand Five Hundred Forty-Eight and 00/100*****

DOLLARS

Barbara McClung
Oakland Unified School District

1025 Second Ave
Oakland, CA 94606

MEMO

Prevention Intervention Protection model

AUTHORIZED SIGNATURE

⑈041455⑈ ⑆121106252⑆ 10⑈00371⑈0⑈



ALCOHOL, DRUG & MENTAL HEALTH SERVICES
MARYE L. THOMAS, M.D., DIRECTOR

2000 Embarcadero Cove, Suite 400
Oakland, California 94606
(510-) 567-8100 / TTY (510) 533-5018

April 8, 2013

Barbara McClung, LMFT
Coordinator, Behavioral Health Initiatives
Oakland Unified School District
746 Grand Ave.
Oakland, CA 94610

Dear Mrs. McClung,

Thank you for submitting a grant application to implement the Prevention Intervention Protection (PIP) model under contract with Alameda County Behavioral Health Care Services (BHCS).

On behalf of Dr. Marye Thomas, Behavioral Health Care Services Director, I am pleased to announce that the Oakland Unified School District was recommended by the Evaluation/Review Panel to implement the PIP program at 58 Oakland Unified schools under contract with Alameda County Behavioral Health Care Services (BHCS).

The grant award for this project is \$82,548 (\$79,196 plus an additional \$3,352) for the remaining months of FY 12/13 (December 1, 2012-June 30, 2013). Funds for FY 13/14 (up to \$9,518) will be available to your district based on accomplishments and progress over the next fiscal year.

Funds for FY 12/13 will be distributed to the Oakland Unified School District on an annual basis. The district should receive funding for this fiscal year within the next several weeks.

The Oakland Unified School District, like other grantee school districts, will be required to:

- Submit an annual narrative and fiscal report, and
- Work with the Alameda County Public Health Department as they are conducting an overall evaluation of all programs that have been funded with MHSA PEI Statewide funds.

We look forward to our partnership with you on this project.

Sincerely,

Tracy Hazelton, MPH
Prevention Coordinator

K-12 Positive School Climate Initiative

K-12 Positive School Climate Initiative

Applicant: Oakland Unified School District
Family, School, and Community Partnerships Department
746 Grand Avenue
Oakland, CA 94610

Contact: Barbara McClung, LMFT
Coordinator, Behavioral Health Initiatives
Oakland Unified School District
415-533-3709
Barbara.McClung@ousd.k12.ca.us

Date of Application: October 30, 2012

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K-12 Positive School Climate Initiative

Tracy Hazelton, MPH
Prevention Coordinator
Alameda County Behavioral Health Care
2000 Embarcadero Cove, Suite 400
Oakland, CA 94606

October 30, 2012

Dear Ms Hazelton,

Thank you on behalf of Oakland Unified School District for the opportunity to partner with Alameda County in service of Oakland children and youth. In response to your RFA entitled "K-12 School Climate Initiative", Oakland Unified School District is proposing to serve primary and secondary students by implementing the *PIP Bully Prevention Program* at a cohort of 58 district schools. Schools included in this proposal are:

- Elementary Schools: Allendale, Bella Vista, Bridges, Brookfield, Carl Munck, Cleveland, Crocker Highlands, East Oakland Pride, Emerson, Futures, Garfield, Global Family, Grass Valley, Hillcrest, Hoover, Horace Mann, International Community, Joaquin Miller, Kaiser, Korematsu, Laurel, Lafayette, Markham, MLK, Montclair, Parker, Peralta, Piedmont, Place, Redwood Heights, Rise, Sankofa, Sequoia, Sobrante Park, Thornhill
- Middle Schools: Alliance, Barack Obama, Bret Harte, Claremont, Edna Brewer, Elmhurst, Frick, Madison, Melrose, Montera, Roosevelt, United for Success, Westlake, West Oakland Middle
- High Schools: Bunche, Castlemont, Community College Preparatory Academy, Community Day, Fremont, McClymonds, Oakland High, Oakland Technical High

This initiative will be administered out of the following District headquarters:

Oakland Unified School District
Family, School, and Community Partnerships Department
Behavioral Health Unit
746 Grand Avenue
Oakland, CA 94610

Serving as the contact person for this grant will be:

Barbara McClung, LMFT
Coordinator, Behavioral Health Initiatives
746 Grand Avenue
Oakland, CA 94610
Phone: 415-533-3709
Fax: 510-273-1501
Barbara.mcclung@ousd.k12.ca.us

Oakland Unified School District Federal TIN: 94-6000385

Curtiss Sarikey Associate Superintendent
Name, Title, and Signature of Authorized District Representative



Executive Summary

Oakland Unified School District is striving to meet the academic, social, and emotional needs of almost 40,000 low income students in a context of high community violence in an era when resources are sparse. Listed as the fifth most dangerous US city, Oakland is faced with a myriad of challenges that impact children and families in negative ways. High teen birth rates, poor housing, lack of employment opportunities, high rates of incarceration of African American and Latino fathers and sons, high rates of trauma related to exposure to violence, coupled with a system of historically under-achieving schools form a context in which relationships are strained and coping is stretched. Manifestations of this historical trauma are evident in the way we treat ourselves and others, and are seen in higher rates of relational aggression which plays out at school in the form of bullying and harassment.

Bullying and harassment can have both short and long term harmful effects on children and youth. In addition to the risk of physical injury, research shows that victims of bullying are at higher risk of depression, suicidal ideation, and suicide attempts than those not involved in or exposed to bullying. They also are more likely to experience physical health problems and difficulties with academic performance and school engagement. Any young person can be bullied, but certain groups may be particularly susceptible.

When students feel connected to their schools (i.e., they feel treated fairly, close to people, happy, part of, and safe at school), they are more likely to succeed academically and engage in healthy behaviors. Specifically, school connectedness is associated with better school attendance, retention, and test scores, and lower rates of emotional problems, eating disorders, suicidal thoughts/actions, substance abuse, early sexual initiation, violence, and other risky behaviors. Schools can foster student connectedness by promoting caring and supportive relationships with adults, consistently communicating high expectations for youth (i.e., that they can and will succeed), and providing opportunities for meaningful participation in the school environment.

By addressing bullying from a prevention framework which draws upon existing structures within OUSD for social emotional learning, positive behavioral intervention and support, and restorative justice, we seek to change the climate of our schools and provide the conditions needed for learning to occur. Through implementation of the PIP (Prevention-Intervention-Protection) model, OUSD can significantly impact the insidious violence of bullying and harassment that plagues children and interrupts learning and development. By tapping the resources already imbedded in a majority of our schools, we can move the dial on bullying while building a sustainable network of supports and interventions. In partnerships with our school-based behavioral health providers, our teachers and community based partners, our families and our leadership, we can create safer schools and foster youth leadership to maintain our gains.

Now is a critical time in the history of Oakland Unified. The district is at a turning point that will shape the future of schools. Through the lens of Full Service Community Schools, working in partnership with, and in service of children and youth, we are changing the culture of our District. Through programs like PIP and others referenced here, we can enact broader, lasting changes by eliminating bullying in our schools and communities.

1. Provide a description of the process (with supporting data) by which the need for the proposed program was determined. (10 points)

The need for a school climate initiative focused on bullying has been present of many years in OUSD as evidences by a variety of data provided by the Alameda County Public Health Department and the California Healthy Kids Survey (CHKS). As background, in 2007, the OUSD Behavioral Health Unit (which at that time was made up of one person) engaged in a district wide resource mapping in partnership with the Alameda County Public Health Department (CAPE Unit) to document all existing social-emotional learning, mental health, and violence prevention services and supports in OUSD. This mapping was funded through a Federal Mental Health Integration Grant (MHIP) which was designed to facilitate increased integration of mental health service within schools. As a result of that mapping which was completed in 2008, it was evident that bully prevention resources were scarce (staffing consisted of a p/t school psychologist responsible for training 100+ OUSD schools), and there was no integrated plan to address bullying specifically or violence prevention generally, across the district. To further compound the problem, violence prevention and social emotional learning were at that time located within the Department of Curriculum and Instruction which was separate from Student Services (Complementary Learning Department). In summary, we found that resources were non-existent, delivery systems were fragmented, and bullying was rampant.

Recent data collected through the California Healthy Kids Survey continues to corroborate this. CHKS data for year 2011-2012 indicates that 47 % of 5th grade students report being bullied in the past year. Of seventh grade students 31% reported being harassed and 82% did not feel very safe at school. Only 35% of 9th graders reported caring relationships at school, and only 15 % experienced opportunities for meaningful participation. This as compared with national data on bullying in the Youth Risk Behavior Surveillance Survey (YRBSS) indicating that nationwide 20.1% of students report bullying in 2011.

We believe that any involvement in bullying, either as a victim, witness, and/or as a bully, is related to negative outcomes. Youth who bully others are also at risk for increased rates of depression, suicidal ideation, and harsh discipline over those not involved in bullying behavior. Longitudinal research indicates that bullies are more likely to abuse alcohol or other drugs, engage in other risky behavior (e.g., early sexual activity), abuse others in intimate relationships, and engage in criminal activity as adults than non-bullies. Youth who witness frequent bullying (bystanders), because of their social environment, also are at increased risk for alcohol and drug use, depression, or anxiety. The fear of being bullied or harassed can cause extreme anxiety and disrupt a child's ability to excel in school and life.

Despite research that indicates the high prevalence of bullying, OUSD schools have suffered from inadequate funding and as a resulting lack of investment in bully prevention. This was apparent in 2010, when at a training of Middle School staff; we queried over 100 participants on their familiarity with the OUSD Anti-bullying Board Policy and Protocols (which specifically states that principals are responsible to review the policy annually with all-staff). Of that group, less than 10% indicated that they had ever reviewed the policies, including several principals. The majority of classroom teachers and support staff reported that they had never been trained on the bullying policy and as a result had not shared it with students as is the requirement. At the same time, the majority of the group indicated that bullying was a significant problem in their schools and that LGBTQ youth were at significantly higher risk for harassment.

2. Provide a description of the identified curricula and/or programming and how this program or activities relate to at least three of the four general factors of positive school climate (see the top of page 2 for the four factors). (20 points)

The emerging plan for bully prevention in OUSD relies heavily on existing personnel, initiatives, and partnerships to deliver the sustainable three Tiered model of support entitled “PIP” (Prevention-Intervention-Protection). PIP is aligned with Positive Behavioral Support and Intervention (PBIS) and Restorative Justice (RJ), as well as SEL (Social Emotional Learning) in that it focuses on teaching the skills needed to prevent and repair relational harm. This model has emerged to address the needs of a large number of students in an integrated fashion, with limited resources. In sum, OUSD has almost 90 K-12 schools including 54 elementary, 14 middle, and 14 high schools, and 6 Alt Ed Schools, spanning three geographical regions from East to West and North Oakland. The student population is diverse, comprised of approximately one-third African American, one-third Latino, and smaller proportions of Asian, Middle Eastern, Pacific Islander, and Caucasian students. More than two thirds of the students qualify for free- and reduced lunch, making it primarily low income. OUSD serves students with diverse needs including a large number of homeless, refugee, migrant, and foster youth and children.

In this context of high diversity and low income, the Superintendent has launched a five-year District-wide Strategic Plan focusing on equity for all students by investing in high quality instruction provided within safe, caring, participatory environments. To fulfill this, the district is implementing initiatives designed to facilitate the conditions needed for learning such as Social Emotional Learning (SEL) at the elementary school level, Restorative Justice (RJ) and Positive Behavioral Intervention and Supports (PBIS) at middle and high schools, along with targeted programs including Peer Mediation and Manhood Development in several secondary schools.

All of these programs are designed to facilitate positive school climate including meaningful participation, high expectations, caring relationships, and positive physical environments where students can learn. Each is directed to enhance skills needed for healthy development and as such affords opportunities to address bullying prevention and intervention. In alignment with the 5 year strategic plan and in alignment with Response to Intervention (RTI) which provides a three tiered framework for academic and behavioral support and intervention, OUSD will implement PIP to address bullying. The PIP model, by design, aligns with the three tiers of Rtl as follows: Tier I: School-Wide Bully Prevention; Tier 2: Targeted Interventions for Bullies and Victims; and Tier 3: Victim Protection. The following table indicates how proposed practices and curricula will be leveraged at each tier.

Table 1. Summary of PIP Curriculum and Practices within OUSD

Tier I - Prevention	Tier II - Intervention	Tier III - Protection
Caring School Community Curriculum	Peer Conflict Mediation Curriculum	PBIS Behavior Assessment and Behavior Support Plans
Second Step Curriculum	Restorative Justice Conferences	Restorative Justice Circles of Support and Accountability
PBIS School-Wide Rules	Victim Offender Dialogue	School-based Behavioral Health Counseling for Victim
Restorative Justice Circles	No Bully Solution Teams	Behavioral Health Counseling for Offender
Bystander Education	PBIS Check-In Check-Out Mentors	Safety Plan and Safety Transfer(when necessary)

Gay-Straight Alliances (GSA's)	Visible Adult Allies	Community-based supports
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The overarching function of this approach is to enhance school climate by giving students access to caring adults, equitable and consistent expectations for behavior that are taught and positively reinforced, and opportunities for leadership as allies, mediators, RJ practitioners, and advisors who have a real stake in developing and enacting the core values of their school. Teachers, administrators, and service providers, support students within this paradigm, by engaging in practices and utilizing curricula that focus' on building skills in peacemaking and reparation. Key services provided by adults may include mentoring, counseling, conferencing and other forms of behavioral support.

School-based behavioral health providers, who play a key role within this framework, will receive specialized training to build capacity in restorative justice and behavioral intervention case management. Support for bullies will be enhanced by training in clinically effective interventions for children who bully. Crisis intervention including safety plans and suicide prevention is also a core component of PIP, as is professional development for teachers in accordance with existing initiatives such as SEL, PBIS, and RJ, and is designed to enhance teacher capacity to model and reinforce positive behavioral expectations and interactions. PIP is effective because it targets students and teachers to promote positive interactions at all levels.

Research indicates that positive school climates are characteristics of family, school, and community environments that elicit and foster the natural ability of children and youth to learn and develop. These components also serve as school protective factors that support necessary conditions for learning. Each factor, including positive host environment, caring relationships, high expectations, and opportunities for meaningful participation are reflected in each of the strategies leveraged by OUSD to reduce bullying.

3. Provide a description of the identified school sites where positive school climate activities will be implemented. (10 points)

With the support of personnel and materials provided through this grant, OUSD will implement PIP in approximately 36 elementary schools, 14 middle schools, and 8 high schools by June 2014. Schools listed were selected based on two primary variables: current participation in a school climate initiative and having available staffing to implement components of the PIP program. Schools in the school climate cohorts are currently implementing one or more of the following initiatives including PBIS, RJ, and/or SEL. Schools participating in the Restorative Justice and PBIS cohorts are those identified as having persistent inequities including racially disproportionate discipline and low academic achievement for African American and Latino students. SEL cohorts (Caring School Communities and Second Step) include a range of elementary schools that have self-selected to implement the associated curriculum and as a result have existing structures including morning meeting, community circles, etc. through which to implement PIP. The remaining OUSD schools that are not listed for 2012-2013 have not selected to participate in an SEL, RJ or PBIS cohort because of lack of interest or lack of staffing and will be offered PIP in subsequent years.

Table 2. List of PIP Schools

Elementary Schools	Middle Schools	High Schools
Allendale	Alliance	Bunche Alternative

K-12 Positive School Climate Initiative

Bella Vista	Barack Obama	Castlemont High
Bridges	Bret Harte	CCPA (6-12)
Brookfield	Claremont	Community Day School
Carl Munck	Edna Brewer	Fremont High
Cleveland	Elmhurst	McClymonds High
Community United	Frick	Oakland High
Crocker Highlands	Madison	Oakland Technical High
East Oakland Pride	Melrose	
Emerson	Montera	
Futures	Roosevelt	
Garfield	United for Success	
Global Family	Westlake	
Grass Valley	West Oakland Middle	
Hillcrest		
Hoover		
Horace Mann		
International Community		
Joaquin Miller		
Kaiser		
Korematsu		
Laurel		
Lafayette		
Markham		
MLK		
Montclair		
Parker		
Peralta		
Piedmont		
PLACE at Prescott		
Redwood Heights		
Rise		
Sankofa		
Sequoia		
Sobrante Park		
Thornhill		

4. Provide a description of the identified key staff that will be involved in this project, including project coordinator, and their experience with program implementation and positive school climate work. (10 points)

This project will be overseen by the OUSD Violence Prevention Program Manager, Chen Kong-Wick, who is responsible to implement PIP. Ms. Kong-Wick is well qualified based on her prior experience and training having worked in the district for over decade in multiple capacities including outreach consultant, healthy start coordinator, restorative justice consultant, and violence prevention specialist. In addition, Ms. Kong-Wick will have the assistance of all members of the OUSD Behavioral Health Unit (one coordinator, four program managers, one admin assistant) in supporting the implementation of PIP, with special emphasis on the Restorative Justice Program Manager who will work closely with her at develop and implement the restorative interventions at Tier II. At the school site level, teachers, outreach consultants,

school counselors, school-based health center staff, nurses, and other members of the coordination of services teams will serve other key roles by engaging students and parents using the associated curricula and implementing practices embedded in PIP. See table below for a breakdown of our proposed staffing structure.

Table 3. Staffing for PIP

Tier I - Prevention	Tier II - Intervention	Tier III - Protection
VP Program Manager	VP Program Manager	VP Program Manager
Principal	Principal	Regional Executive Officer
RJ Program Manager	Assistant Principal	Principal
SEL Coordinator	RJ Program Manager	Assistant Principal
Teacher on Special Assignment (SEL)	Classroom teacher	Regional MH Program Manager
Classroom Teachers	Conflict Mediator	Clinical Case Manager
SBHC Staff and nurses	Site Based RJ Coordinator	EPSDT Therapist
After School Staff	SBBH Staff	Coordination of Service Team
Support staff	Mentors/Case Managers	SBBH Supervisors
Consultants (Bystander Education, LGBTQ support)	Consultants (Restorative Justice)	OUSD legal

Staff members are providing support at each Tier by addressing different levels of acuity in bullying along a continuum of school-wide to intensive individualized supports. Specifically, Tier I staff is seeking to educate all students on the issue of bullying, structure agreements not to bully, and teach how to intervene as bystanders. Tier II staff are investigating reports of bullying and working collaboratively to facilitate interventions that address and repair the harm caused by bullying to both victims, offenders, and the school community. Tier III staff are responding to serious acts of bullying and targeting the safety and healing of the victim as well as behavior modification with the bully. Tier III may involve legal directives and may result in a change of school placement for either party, with efforts to mitigate expulsion through treatment, when appropriate.

5. Provide a description of two expected measureable outcomes that will be accomplished as a result of this funding opportunity. (20 points)

The goal of PIP is to reduce incidences of bullying by providing supportive responses at multiple points along a continuum of prevention to protection, resulting in safer schools. Outcomes associated with PIP will be measures by tracking the changes in perceived safety, school protective factors, and school connectedness measures on the California Healthy Kids Survey for grades 5, 7, and 9, as well as through documented reduction in reported incidents of bullying at participating schools by June 2014. To track these outcomes, OUSD will administer the CHKS annually at all District Elementary, Middle and High schools, and will collect data on the number of reported incidents of bullying via the Bullying Incident Reporting Form used at all schools as a requirement of the changes to school anti-bullying policies under AB9, Seth's Law. Because the Bullying Incident Reporting Form is new this year, 2012-2013 will constitute a baseline year, which will be compared with changes in the subsequent year, 2013-2014.

Table 4. Outcome Measures for PIP

Individual Measures	Measurement Tool	Measurable Impact
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K-12 Positive School Climate Initiative

Percent of 5 th , 7 th , and 9 th graders who report they feel very safe at school	California Healthy Kids Survey	Increase by 10%
Percent of 5 th , 7 th , and 9 th graders who score HIGH on school protective factors*	California Healthy Kids Survey	Increase by 10%
Percent of 5 th , 7 th , and 9 th graders who score HIGH on school connectedness	California Healthy Kids Survey	Increase by 10%
Number of Bullying Incidents	Bullying Incident Reporting Form	Reduce by 25% by June 2014

**School Protective Factors averages student reporting on three variables: caring relationships, high expectations, and meaningful participation.*

6. Provide a description of how your potential positive school climate program will be integrated into existing SBBHI activities such as school-based mental health services and/or mental health services coordination. (20 points)

The PIP program is aligned with the Alameda County School-based Behavioral Health Framework by providing a coordinated strategy that promotes healthy social-emotional development of all students, and alleviates emotional and behavioral barriers to learning. PIP supports our shared goals by increasing safety, connectedness, and protections critical to supporting achievement and healthy development. By targeting supports at all three tiers (prevention, intervention, protection) PIP works to alleviate violence in the host environment which results distress that impairs learning. Broad areas of alignment between PIP and the AC SBBH Framework include the following:

- Broadening capacity of school-based behavioral health services partners to implement best practices (Bully Prevention, Positive Behavioral Intervention and Support, Restorative Justice, Social-Emotional Learning, LGBTQ Support, Clinical Interventions for Bullies, suicide Prevention)
- Broadening capacity of school and district staff to support the social emotional development of students
- Increasing collaboration between school staff and behavioral health providers to build integrated programming within the schools
- Developing and evaluating innovative models which can be shared with other districts across Alameda County
- Collaborating with community partners to engage a broader group stakeholders in supporting student health and wellbeing within the Community Schools Framework
- Fostering student leadership and youth development in the promotion skills and behaviors designed to reduce trauma and increase efficacy.

PIP is both innovative and practical in that it draws upon well established curricula and existing providers and programs to address an issue that is pervasive and often hidden. Bullying represents a form of violence that is traumatizing to the victim and the bystanders, and as such is well within the scope of school-based behavioral health service provision. Bullying is also a form of behavior and responds well to interventions which target behavior change. Therapists,

clinical case managers, and social workers as well as health providers and other members of site-based coordination of services teams are key partners in helping to deter bullying, repair harms, and protect students from all forms of relational violence that compromise learning and development. By utilizing the resources and systems available through COST, PBIS and RJ teams, and other site-based leadership structures, students impacted by bullying will receive timely, appropriate, and effective services that help to mitigate the harmful effects of trauma.

7. Provide a description of a potential plan for how this project may be sustained after the grant funding ends. (10 points)

PIP is designed to build upon existing structures already at work in schools and to build capacity in administrators, school staff, and community partners toward long term sustainability. Through PIP, teachers, SEL, PBIS, and RJ staff as well as health providers will be trained to implement bystander education to prevent bullying in classrooms and on school grounds. By leveraging social emotional learning curricula PIP will also help to improve the physical environment by supporting adults to examine their own behavior which can, in unintended ways, reinforce bullying. Through PIP, educators will be encouraged to engage in self-reflection by asking: *How do we respond to bullying? How may we unconsciously perpetuate inequalities or negative attitudes toward some students in our midst? Are we setting an example of respect by our language, our demeanor, and the attention we give to students' feelings and their treatment of each other?* By raising these questions and utilizing restorative processes to encourage dialogue, PIP seeks to impact adult behavior as well as that of students.

Exit interviews from OUSD Human Resources indicate that the primary reason that teachers quit is linked to school safety. By reducing bullying and other forms of relational aggression, teachers will have greater longevity and PIP will remain embedded in their daily practices. New teachers will be inducted into PIP through the rituals and systems created to institutionalized bully prevention from year to year (e.g. classroom meetings, restorative discipline practices, positive behavioral plans and support for bullies, counseling and suicide prevention, assemblies for bystander education), and behavioral health staff will maintain the capacity to provide clinical interventions needed to treat the conditions that result from and cause bullying.

The funding provided under this grant will enable OUSD to build the following capacities which are rooted in human capital and therefore sustainable over time:

1. Elementary teachers trained to implement circle processes to teach bystander education
2. Administrators and RJ practitioners and collateral staff trained to implement Family Group Conferences and Victim Offender Mediation in response to incidents of bullying
3. SBBH providers trained to provide Behavioral Intervention Case Management
4. PIP Toolkit developed for sites incorporating "*lessons learned*" in year one

As a "Full Service community School District we are collectively oriented toward and committed to serving the "whole child" through fostering strong relationships between adults and students, and among peers. Our core business continues to be education, which includes teaching and affirming how we relate to and resolve our differences with each other. Through initiatives like PBIS, RJ, SEL, and PIP and partnerships with community providers, our City, and Alameda County we can affect real, lasting improvements in the climate of our schools. Oakland is a diverse and historically proud city where every child has the right to live safely, receive a quality education, and learn the skills necessary for success in college and career. By linking PIP with our school-based behavioral health initiatives and SEL, we anticipate significant improvements in the conditions for learning in our schools.

K-12 Positive School Climate Initiative

Budget Narrative

Total Operating Expenses = \$79,196

Part I. Food and Supplies = \$5,676

These costs are associated with the provision of training to school sites staff and administrators.

- \$2,100 in food costs for after hours trainings for up to 50 staff. Includes 3 Saturday trainings at \$700 per day or up to 6 half day trainings at \$350 food cost per training
- Office supplies are calculated at \$3,576 to cover the cost of binders, pens, printing costs, paper, certificates, and other related materials needed to produce trainings and guides for distribution to school sites

Part II. Professional and Specialized Services = \$60,000

The District proposes to contract with a variety of content experts to facilitate the implementation of this program. Costs include:

- \$10,000 for an LGBTQ Consultant to assist in the development of an LGBTQ anti-bullying toolkit with associated materials to be provided by consultant. Rate of pay is estimated at \$50 per hour for a total of 200 hours.
- \$20,000 for a Bully Prevention Consultant to develop and provide coaching in the implementation of a Bystander Education Toolkit with associated materials. Rate of pay is estimated at \$50 per hour for 400 hours.
- \$20,000 for a Restorative Justice Consultant to provide training and coaching in Family Group Conferencing and Victim Offender Mediation to site staff responsible for responding to bullying incidences. Rate of pay is \$50 per hour for a total of 400 hours.
- \$10,000 to contract with the Santa Clara County Office of Education to hire Michael Slone to provide Behavioral Intervention Case Management Certification Training for 50 SBBH staff at a cost estimated at \$200 per staff.

Part III. Miscellaneous Expenses = \$13,520

These expenses are additional costs associated with the provision of professional development in bully prevention and intervention for school staff and service partners.

- \$7,500 for stipends and/or substitute teachers costs for after hours trainings for 50 staff at a cost \$150 per day.
- \$1,020 for up to 32 hours of custodial coverage which is required for after hours and Saturday trainings. Costs are estimated at \$32 per hour including overtime pay for up to 32 hours of coverage.
- \$5,000 in educational materials costs including curriculum (E.g. Let's Get Real or It's Elementary Curriculum from GroundSpark @ \$99/set, etc.), videos, books, and manuals for school sites. Cost is estimates at approximately \$100 per school.

Program Name: K-12 Positive School Climate		
Annualized Budget	PEI	Contract
Applicant Name: Oakland Unified School District		

SALARIES & WAGES	Direct				Annualized Budget (12 Months)
	Services (X)	Annualized Salary	Positions	FTE	
STAFF CLASSIFICATIONS					
N/A					0
					0
					0
					0
					0
					0
					0
					0
Salaries & Wages			0	0.00	0
Employee Benefits and Taxes					0
TOTAL SAL, WAGES & BENEFITS				0.00	0
TOTAL DIRECT SERVICE FTE				0.00	

OPERATING EXPENSES		
Food		2,100
Office Expense		3,576
Recreational Supplies		
Maintenance		
Structure		
Equipment		
Vehicles		
Utilities		
Communications		
Membership Dues		
Transportation		
Travel		
Training		
Professional & Specialized Services(Complete Expenses Detail Form)		60,000
Insurance		
Taxes & Licenses		
Rents & Leases		
Structure		
Equipment		
Vehicles		
Depreciation		
Structure		
Equipment		
Vehicles		
Miscellaneous (Complete Expenses Detail Form)		13,520
TOTAL OPERATING EXPENSES		79,196
	Facilities Management Percentage	0.05
	Vehicle Costs Percentage	-
	Professional Costs Percentage	0.76
	Miscellaneous Costs Percentage	0.20

ADMIN (Complete Expenses Detail Form)		0
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TOTAL COST		79,196
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**EXPENSES DETAIL
DESCRIPTION / EXPLANATION OF LINE-ITEMS**

Provider Name Oakland Unified School District
 Program Name K-12 Positive School Climate Initiative
 Prepared By Barbara McClung

Contract Period Annualized
 Line Item Professional & Specialized Services
 Date Prepared 29-Oct-12

DESCRIPTION / EXPLANATION	AMOUNT	COMMENTS (For BHCS Use)
1. <u>LGBTQ Toolkit Development and Training @ fifty dollars per hour for 200 hours</u>	\$ <u>10,000</u>	
2. <u>Bystander Education Training and Toolkit Development @ fifty dollars per hour for 400 hours including materials</u>	\$ <u>20,000</u>	
3. <u>Restorative Justice Training Consultant @ fifty dollars per hour for 400 hours including materials</u>	\$ <u>20,000</u>	
4. <u>Behavioral Intervention Case Management Training through Santa Clara Office of Ed for 50 School-Based Behavioral Health Therapists at \$200 per person</u>	\$ <u>10,000</u>	
5. _____	\$ _____	
6. _____	\$ _____	
7. _____	\$ _____	
8. _____	\$ _____	
9. _____	\$ _____	
10. _____	\$ _____	
Total Line-Item Amount	\$ <u>60,000</u>	

**EXPENSES DETAIL
DESCRIPTION / EXPLANATION OF LINE-ITEMS**

Provider Name Oakland Unified School District
 Program Name OUSD PIP
 Prepared By Barbara McClung

Contract Period Annualized
 Line Item Miscellaneous
 Date Prepared _____

DESCRIPTION / EXPLANATION	AMOUNT	COMMENTS (For BHCS Use)
1. Training stipends/substitute teacher costs for approximately 50 staff members to attend bully prevention training @ one hundred and fifty dollars per day	\$ 7,500	
2. Custodial coverage for after hours trainings for up to 32 hours at approximately thirty two dollars per hour	\$ 1,020	
3. Materials for schools including books, DVD's, manuals, and other educational materials to support district-led anti-bullying programming at school sites	\$ 5,000	
4. _____	\$ _____	
5. _____	\$ _____	
6. _____	\$ _____	
7. _____	\$ _____	
8. _____	\$ _____	
9. _____	\$ _____	
10. _____	\$ _____	

Total Line-Item Amount \$ 13,520

**EXPENSES DETAIL
DESCRIPTION / EXPLANATION OF LINE-ITEMS**

Provider Name _____
 Program Name _____
 Prepared By _____

Contract Period _____
 Line Item _____
 Date Prepared _____

Annualized _____
 Admin (Indirect Cost) _____

	DESCRIPTION / EXPLANATION	AMOUNT	COMMENTS (For BHCS Use)
1.	N/A	\$	
2.		\$	
3.		\$	
4.		\$	
5.		\$	
6.		\$	
7.		\$	
8.		\$	
9.		\$	
10.		\$	

Total Line-Item Amount \$

Table 3. List of PIP Schools

Elementary Schools	Middle Schools	High Schools
Allendale	Alliance	Bunche Alternative
Bella Vista	Barack Obama	Castlemont High
Bridges	Bret Harte	CCPA (6-12)
Brookfield	Claremont	Community Day School
Carl Munck	Edna Brewer	Fremont High
Cleveland	Elmhurst	McClymonds High
Community United	Frick	Oakland High
Crocker Highlands	Madison	Oakland Technical High
East Oakland Pride	Melrose	
Emerson	Montera	
Futures	Roosevelt	
Garfield	United for Success	
Global Family	Westlake	
Grass Valley	West Oakland Middle	
Hillcrest		
Hoover		
Horace Mann		
International Community School		
Joaquin Miller		
Kaiser		
Korematsu		
Laurel		
Lafayette		
Markham		
MLK		
Montclair		
Parker		
Peralta		
Piedmont		
PLACE at Prescott		
Redwood Heights		
Rise		
Sankofa		
Sequoia		
Sobrante Park		
Thornhill		