



Wyoming Department of Education

Dr. Jim McBride, Superintendent of Public Instruction

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MEMORANDUM NO. 2010-033

TO: School District Superintendents
School Principals

FROM: Jim McBride, Ed.D. 

DATE: February 19, 2010

SUBJECT: 2010 School Safety Initiative

FUNDING OPPORTUNITY

In response to an increasing national and state concern regarding reports of bullying and violence in schools, and in response to needs of Wyoming school districts, the Department of Education is offering a competitive grant; the 2010 School Safety Initiative.

This effort is designed to provide 13 to 20 total awards from discretionary funds for implementation of one of several best practices proven to significantly reduce bullying/violence or increase a positive school climate.

The application process is simple. No district funding is required to get a School Safety Initiative Grant. Districts can apply for a second grant, but will not get *two* if there is a qualifying district that has not yet received *one*. See the enclosure for details.

If you have any questions, please contact the Facilities and School Safety Consultant, Bruce Hayes, at bhayes1@educ.state.wy.us or call 307-777-6198.

Thank you for your work to help keep kids safe.

JM:bh

Attachments: Grant Application
Peer Intervention/Anti-Violence
Peer-to-Peer Mediation

Mentoring Programs
Restorative Practice

Grant Application, 2010 School Safety Initiative

Note: This grant is designed to assist districts in meeting school safety goals. The grant options available have been shown to make *major* contributions to school climate, safety, violence prevention, and bullying reduction. While no program is perfect, we trust that great strides can be made in these areas as the programs are implemented with full purpose and fidelity. Each district can fill out more than one application to get an additional program, but no district will be granted funds for *two* programs if a qualified district needs *one*.

Directions: Please fill in the lines provided below. Also fill in sections A through D. Email this application back to Bruce Hayes at the Wyoming Department of Education (WDE) at bhayes1@educ.state.wy.us on or before April 7, 2010.

District _____

- New Program
- Expanding an Existing Program

School(s) _____

Date _____

Arrival Date _____

Contact Person _____

(For Department Use Only.
Earlier Dates Break Ties.)

Contact Phone _____

Contact Email _____

District Authorizing Signature _____
(Superintendent or Principal)

A. The options available represent four general areas; mentoring, peer to peer mediation, restorative practices, and peer anti-violence. All have been known to lower bullying and violence, increase school climate, and positively impact social norms. Please access the websites on page six to and the enclosed summary sheets to get a better knowledge of the programs available. Check one program intended to implement:

- a. Mentor Consulting Group
- b. PaxUnited (peer-to-peer mediation or peer mentoring)
- c. Big Brothers Big Sisters
- d. Safer Saner Schools (restorative practices)
- e. Safe School Ambassador Program
- f. Other _____

Grant Scoring Rubric - 2010 School Safety Initiative

The maximum total grant score is ten. The graduated score of each section (A and B) will occur in a range of one to five. Partial scores of either a 2 or a 4 may result from content that exists between the rubric listed for the 1, 3, and 5 values.

It is expected that grant applications will have all spaces filled on page one, a district or school authorizing signature, arrive on or before the April 7, 2010 deadline, and have content that is easy to read and follow. Applicants can expand pages 2 and 3 beyond one page each if desired, however, emphasis will be on quality rather than on the length of the application.

Deviation from the basic standards listed above may impinge on the application total score.

A. ___ (1 to 5) **1** means that the (why) content on page 2 is not substantiated with any supporting clarification and has no reference to the root causes of problems that the district or school is trying to remove.

3 means that the (why) content on page 2 has some supporting clarification and has a marginal or general reference to root causes of problems the applicant is attempting to remove.

5 means that the (why) content on page 2 has several sound and explanative supporting causes and links the root causes for school problems to what the chosen program can do for the district.

B. ___ (1 to 5) **1** means that the (how) content on page 3 has no evident commitment and that the grant program is strictly a one-time event.

3 means that the (how) content on page 3 has some level of commitment and that the grant might lead to a long-term permanent program or will lead to an effort that will last a number of years.

5 means that the (how) content on page 3 has a high level of commitment and that the grant will initiate a long-term permanent program in the school or district.

Total Score ____ (10 maximum)

Appendix A

- A. Funding dollars are anticipated to go to both training and operation costs in any ratio that works.
- B. In cases where several districts choose one provider, the training dollars may be pooled. One training visit for several districts makes more sense than many separate visits on the same topic.
- C. Reminder: it is important to network, link up, and coordinate with other groups; parents, police, staff, state agencies, etc. to maximize the impact of the program.
- D. Reimbursement requirements: request by September 30, 2010, include invoice, and *include a one-page progress report*.
- E. There may be an opportunity for additional funding to districts that have operated a successful grant. The two predicated factors are a successful final report showing a positive impact to school or district bullying and discipline referrals and the availability of funding.
- F. Reimbursement will occur via EFT deposit.
- G. Timeline:
 - 1. Mid-February to April 7, 2010: Grant application period.
 - 2. April 7 to May 5, 2010: Applications assessed.
 - 3. May 5, 2010: Award letters mailed.
 - 4. May to August 2010: Once award letter is received, districts arrange with chosen provider to begin Fall program.
 - 5. September 2010: District sends reimbursement request with invoices (will accept as late as November, *remember to include progress report*).
 - 6. June 15, 2011: One-page final report is sent.
 - 7. December 2011: One-page follow-up report is sent.
- H. Potential Funding Uses:
 - 1. Contract with one of the providers on page one for program training/operation regarding mediation, mentoring, restorative practice, or peer anti-violence program.
 - 2. Contract with an alternate (evidence based) provider chosen by the district for training or operation of a mediation, mentoring, restorative practice, or peer anti-violence program.
 - 3. Purchase of materials related to training or operation.
 - 4. Provide partial administrative costs incident to grant training or operation.
 - 5. Reasonable incidental costs.

Appendix B

Contact Information

- A. <http://www.mentorconsultinggroup.com>
Susan Weinberger drmentor@aol.com 203-846-9608
- B. <http://bbbs.org>
Steve Hamaker Steve@WyoBBBS.org 307-745-9807
- C. <http://www.paxunited.org>
Robert Gonzalez bob.gonzales@paxunited.org 210-573-6435
- D. <http://www.iirp.org> (International Institute of Restorative Practice)
John Bailie johnbailie@iirp.org 267-246-5891
- E. <http://www.safeschoolambassadors.org>
Staff are available at: 707-823-6159
- F. Other district contacts
- G. If you have any grant questions, please feel free to contact Bruce Hayes, Facilities and School Safety Consultant, at (307) 777-6198 or at bhayes1@educ.state.wy.us
- H. Note: the <http://carsmentoring.org> site has a number of free online courses on school mentoring that may be of value. Various consultants are available to help at: 707-568-3800

Appendix C

FACT SHEET: 2010 School Safety Initiative

1. Mission: Support the *Safe School Climate Act* approved by the legislature, lower bullying and discipline referrals in recipient schools/districts, and significantly increase school climate.
2. Method: Increase use of endorsed and proven practices to help connect students with teachers, peers, and reduce student willingness to do harm.
3. Required: A commitment to reduce social and physical violence in our schools and knowledge of bullying and discipline referral frequency in grant recipient schools.
4. District funds: None required. However, districts can supplement funding if desired. Reimbursement occurs in the Fall of 2010 and Spring of 2011.
5. Basic grant funding options: **\$10,000 or \$15,000.**
6. Districts can target funding to a specific school or over a small district.
7. Grant submission due date: **April 7, 2010.**
8. Target date for award notification: **May 5, 2010.**
9. Districts choosing similar programs can coordinate training to reduce collective travel costs and stretch program funding.
10. Schools and districts with very successful programs will merit additional funding depending on the availability of funds.
11. Reporting required (all reports are one-page minimum):
 - a. *Progress Report* – Explain what school or district has done to date, what is being done to promote the success, problems and obstacles encountered, and other observations as necessary. This is due on **September 30, 2010** and is required for reimbursement for expenses incurred up to that time.
 - b. *Final Report* - Explain the program impact to school or district over the school year. Mention data gathering tools used. This is due on or before **June 15, 2011** and is required to get reimbursed for the balance of the grant.
 - c. *Follow-up Report* – Explain if the program has been continued and any impact that is still operative. This is due on **December 1, 2011.**
12. Contact for all submissions and questions:

Bruce Hayes
Facilities and School Safety Consultant
Wyoming Department of Education
Hathaway Building, 1st Floor
2300 Capitol Ave.
Cheyenne, WY 82002
307-777-6198
bhayes1@educ.state.wy.us

Mentoring Programs

Outside of a stable family environment, providing a student with a mentor is the single largest influence an organization can do to help ensure the creation of a stable, productive high school graduate. The power of a mentor can be immense.

Mentoring can also be a critical part of a student's education. A student may acquire valuable life skills that may have not been picked up in the classroom.

Mentoring builds human capital. It develops coping and problem solving skills. It builds resiliency in addition to notably increasing academic performance. It builds connectivity in students who have difficulty making or building relationships with others. Mentoring builds buy-in to the reality of a world outside of the student, thus creating a positive long-term impact on Wyoming school safety (students who feel connected to other students don't bully, fight, or shoot them).

There are many organizations emerging now that have worked through all the mechanics regarding the establishment of a working mentor program. There are also quality peer mentor programs available. Staff training and "train-the-trainer" programs are available so the schools do not have to reinvent any procedures. The value of this training is that mentoring becomes a part of the school protocol - the way things are done.

Having an adult mentor gives a student a 50% greater chance of attending college. A student who has had a quality mentor is half as likely to try drugs and one third as likely to try alcohol.

Selection of this option will allow the district to align training or assistance from one of the providers below. (There are free online courses available from option three below.) Grant recipients in this area will be expected to set up a mentoring system at one or more of their middle schools, junior highs, or high schools.

1. Mentor Consulting Group (203) 846-9608
Contact: Dr. Susan Weinberger
2. PaxUnited (210) 573-6435 (Peer Mentoring Only)
Contact: Bob Gonzales
3. Center for Applied Research Solutions, Mentoring Technical Assistance Project.
See <http://carsmentoring.org/training/index.php>
4. Big Brothers Big Sisters (307) 745-9807 ext. 1
Contact: Steve Hamaker
5. Other

Peer Intervention/Anti-Violence

One outstanding evidence-based program that fits in this area is the Safe School Ambassador Program. The program taps into student leadership that would otherwise be left dormant. It can relieve administrative burden.

The Safe School Ambassador Program involves and empowers student groups and leaders from a variety of cliques and groups on campus and furnishes them with tools – nonviolent intervention and communication skills - to stop violence and bullying among their peers.

The program is a research based, field tested, successful anti-bullying and violence prevention program that is focused on social norm changes and school climate. It is a student-centered model that trains students in one or more of the grades 4 through 12 to notice and act on all forms of mistreatment using verbal skills. These actions help shift campus norms and maintain a safe, healthy, and productive school climate. The program trains up to 40 students per school to constructively and safely intervene in common student conflicts. It creates an extension of the eyes and ears of the teaching staff.

The program decreases the tendencies to fight, significantly decreases gang activity, increases school climate, decrease discipline referrals, and increases time for administrators to address other issues. Following the methodologies presented in the training is essential to program success.

Program highlights:

- *Implemented in over 650 schools throughout North America
- *Cost-effective training available
- *Over 25,000 students and 4,000 adults trained

It is well within the scope of the program to decrease student discipline referrals by 75% when this approach is implemented with efficacy.

1. Safe School Ambassador Program (210) 573-6435
Contact: Staff members available
2. Other

Restorative Practice

Restorative Practice is an approach to school management and discipline that creates increased student connectedness in schools. It is practiced both domestically and internationally, providing both strong nurturing and discipline/limits so that students know they are valued and accountable. Anti-social behavior is observed to significantly diminish over time.

The concept is simple: human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior, when those in positions of authority do things *with* them rather than *to* them. Restorative circles allow victims, perpetrators, and families to meet together to work out an accountable solution.

The process is mostly proactive, but it does have a reactive piece in the sense that perpetrators are expected to “do something” to restore what has been taken when there is an offense or a crime. The process tends to bring the former perpetrator back into the social mainstream and away from the gang circle.

The Safer Saner Schools Program (a restorative practices approach) decreases the tendency to fight, significantly decreases gang activity, increases school climate, decreases discipline referrals, and increases time for administrators to address other issues. For the restorative practices approach, training is a critical part of program success.

The program has an excellent track record. Officials for the Hull, UK schools turned to Restorative Practice to bring their schools out of a downward spiral of bullying and violence that was threatening to close one of them. West Philadelphia High School, once labeled as a Persistently Dangerous School, has experienced a decrease in violence of 75%. Greater than 90% of the victims are satisfied with the outcomes of the Restorative Practice’s approach.

Contact information:

1. Safer Saner Schools (610) 807-9221 or (267) 246-5891
Contact: John Bailie
2. Other

Peer-to-Peer Mediation

One message from the August 2009 SDFS National Conference in Washington DC is that the states are collectively not tapping into student leadership to create safer schools. Peer-to-peer mediation is able to tap this type of leadership. It also has the potential to allow administrators to focus on the larger discipline issues of the school.

Peers Making Peace is one peer-to-peer mediation program that has achieved an impressive list of endorsements. It is the winner of the US Department of Education's "Promising Programs for Safe, Discipline, and Drug-Free Schools" Award. It is the recipient of the CSAP "Exemplary Substance Abuse Prevention Award", and is recognized as a model program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP).

The program, which can be used in conjunction with peer mentoring, offers elementary, middle, and high school student training in conflict resolution and mediation. Under faculty supervision, these trained student volunteers provide positive, non-violent conflict resolution strategies to their peers through communication, skill building, problem solving, and mediation. Historically, 95% of the conflicts that come to mediation via this approach reach solution, making for a positive campus-wide impact.

Peer to peer mediation provides life skills that will serve students long after they leave school. It also expands listening skills, resiliency skills, and reduces school violence. Research from Sam Houston University and from Dr. Robert Landry from Research and Educational Services have followed the progress of this program. Studies show cases of 54% reduction in absences, 71% reduction in tardy incidents, and a .4 increase in GPA, in addition to major decreases to dropout rates and increased school climate.

Program extent in the US:

*5000 programs

*28 states

*Program impact to date - 3,000,000 children

1. PaxUnited (210) 573-6435
Contact: Bob Gonzales
2. Other