

MICHIGAN DEPARTMENT OF EDUCATION
SAFE AND SUPPORTIVE SCHOOLS GRANT
**Year 2 Continuation Grant Application
Guidance Document**

Due: August 31, 2012

Funding begins: October 1, 2012

Time Period Covered: October 1, 2012 - September 30, 2013

Overview

The following guidance details the Year 2 Safe and Supportive Schools (S3) Continuation Grant Application criteria, grant requirements, and application requirements. The Year 2 Grant Application is due to the Michigan Department of Education (MDE) via the Michigan Electronic Grants System Plus (MEGS+) on **August 31, 2012**. This guidance is only for those schools funded in 2011-2012.

We appreciate your time and effort in preparing the Year 2 Grant Application. If you have any questions, please contact your assigned Regional Coach.

Accessing Year 2 Application on MEGS+

All sections of the Year 2 Application will be either entered directly or uploaded as an attachment in MEGS+ at: <https://mdoe.state.mi.us/megsplus/>. Instructions for accessing the S3 application in MEGS+ are available at www.michigan.gov/schoolclimate.

Minimum grant requirements

As a requirement of funding, each funded S3 school will:

- Designate, at minimum, a .5 FTE staff member (called the S3 Building Liaison) to represent each grant funded school building.
- Work directly and meet regularly with the assigned regional coach via the designated staff member/building liaison to fulfill grant requirements.
- Implement the Michigan Profile for Healthy Youth (MiPHY) student survey during the 2012-13 school year. During the life of the grant, it is expected that funded buildings will survey each year beginning Spring 2011 through the 2013-2014 school year for a total of four times.
- Implement the Michigan School Climate Survey during the 2012-2013 school year. This survey will be available by January 2013.
- Send teams to two S3 conferences per year, fall and spring.
- Allow building liaisons to attend MDE-sponsored building liaison meetings two times per year, winter and spring.
- Develop an action plan based on the approved workplan (goals and activities) that includes strategies to be implemented to achieve a systemic change within the building. This action plan must be submitted by November 2, 2012.

- Include a Coordinated School Health (CSH) representative on the School Improvement Team and work towards including a student health and/or safety strategy in your School Improvement Plan (SIP).
- Select programmatic intervention(s) from the approved intervention list based on MiPHY and other school data, directly related to the identified needs.
- Include a youth engagement component that is detailed as one activity within the process goal.
- Require all building staff to attend a minimum of a .5 professional development day on CSH. Additional professional development days may be required dependent on selected programmatic interventions.
- Provide a 10% hard or soft funding match to be reflected in the budget.

Application requirements:

1. Building Contact page
Enter the person most able to answer questions related to this grant.
2. Needs Assessment section
This section includes information from the following:
 - MiPHY student survey (year surveyed and overall building percentage of students). The year should be 2012 MiPHY.
 - A) Percentage of students who had a least one drink of alcohol in the last 30 days. This comes from the building **2012 Alcohol Report**.
 - B) Percentage of students who have been bullied on school property in the past 12 months. This comes from the building **2012 Violence Report**.
 - Incident data - number of suspensions for violent incidents without physical injury. MDE will be providing this number from School Infrastructure Database (SID).
 - Brief narrative – Using your data [e.g., Bully-Free Schools Circle of Support for Learning Survey (BFS), MiPHY, MiPS3 score, building level data, etc.], describe your needs related to improving the conditions for learning in your building and how these needs will be met through your S3 goals (4,000 characters).
This section should illustrate rationale as to how your team developed goals and selected programmatic interventions.
3. Capacity section
This section requires information on the following:
 - Year 2 Staffing plan (2,000 characters total)
 - Describe the role, responsibilities, and time commitment of any staff member funded through the S3 grant
 - Attach resumes and position descriptions of those S3 funded staff members. At a minimum, the building liaison's PD and resume must be attached
 - Status of CSH Team and plans for the year (2,000 characters)
4. Workplan consisting of three goals (one process and two outcome goals). See Appendix D for sample workplan outcome and process goals.

- A. Outcome goal requirements
 1. Goal #
 2. Type of change expected (State whether an increase or decrease will occur and then describe the specific change that will take place.)
 3. Percentage of change expected
 4. When change is expected
 5. Estimated numbers to be served by target populations (high school students, teachers, support staff, administrative staff, parents, other)
 6. Justification for each goal (1,000 characters)
 7. Activities – include up to five activities, describe each (1,000 characters)
 - a. Program Intervention
 - b. Person Responsible
 - c. Timeline
 - d. Evaluation plan
 - e. Itemized costs (description and cost of each item related to this activity)

- B. Process goal requirements
 1. Goal #
 2. Process goal (1,000 characters)
 3. Justification for the goal (1,000 characters)
 4. Activities – include up to five activities, describe each (1,000 characters)
 - a. Program Intervention
 - b. Person Responsible
 - c. Timeline
 - d. Evaluation plan
 - e. Itemized costs (description and cost of each item related to this activity)

5. Budget

All costs should be included with the most detail possible. For this funding, there is a 2% administration cap.

- A. See Appendix A for S3 Grant Allowable Expenditures.
- B. See Appendix B for S3 Grant Allowable Student Incentives
- C. See Appendix C for S3 Grant Allowable Function Codes

6. Assurances and Certifications

When grant is submitted, the Level 5 authorized official certifies that the grant adheres to the assurances and certifications.

OVERALL KEY POINTS TO REMEMBER

1. MDE will be verifying status of MiPHY surveying for the 2011-12 school year. Continuation funding is contingent on yearly MiPHY surveying.
2. There are two required reporting periods during the grant year:
 - Year 2 Term 1 (covers the period of Oct. 1, 2012-June 30, 2013, with the report due July 31, 2013).
 - Year 2 Term 2 Final (covers the period of July 1, 2013-Sept. 30, 2013), with the report due November 29, 2013).
 - Guidance for these reports will be sent under a separate cover.
3. A Final Expenditure Report (related to your entire Year 2 budget) is only required at the end of Year 2 (November 29, 2013).

Appendices

Appendix A: S3 Grant Allowable Expenditures document

Appendix B: S3 Grant Allowable Student Incentives

Appendix C: S3 Grant Allowable Function Codes

Appendix D: Sample Workplan (outcome and process goal)

Appendix E: MDE Approved Programmatic Intervention Critical Components

- Bully-Free Schools
- Parent Engagement
- Michigan Model
- Sexual Minority Youth activities
- Restorative Justice

Appendix F: Year 2 Programmatic Intervention Suggested Activities

- Coordinated School Health
- Bully-Free Schools
- Eliminating Barriers for Learning
- Parent Engagement
- Michigan Model
- Sexual Minority Youth activities
- Restorative Justice

Appendix G: Intervention Cost Estimates

- Coordinated School Health
- Bully-Free Schools
- Eliminating Barriers for Learning
- Parent Engagement
- Michigan Model
- Sexual Minority Youth activities
- Restorative Justice

Safe and Supportive Schools Grant (S3) Allowable Expenditures

- Salary and benefits for full- or part-time Building Liaison
- Stipends for staff for afterschool meetings and professional development
- Moderate refreshments and costs for S3 Grant related meetings (Coordinated School Health team, staff, parents)
- Up to \$2,000 for student incentives (outlined in Safe and Supportive Schools Grant 2012-13 Guidance for Student Incentives document)
- Up to \$2,000 for parent/family incentives
- Substitute costs for teaching staff to attend S3 meetings, trainings, and conferences
- S3 Conferences costs (two per year), including travel expenses.
- Salary and benefits for full- or part-time S3 Parent Liaison, Community Liaison, or staff with other S3 grant responsibilities
- Evidenced-based curricula and trainings associated with the curricula (as approved by MDE)
- Office supplies (paper, copying costs, etc.) to support the S3 grant activities
- Costs associated with contracting with community partners related to approved S3 interventions
- Transportation costs associated with enrichment activities for students related to approved S3 interventions
- Resources suggested by S3 Intervention Consultants related to approved S3 interventions
- This list is not exclusive, please check with your S3 Coach for further guidance

Non-allowable costs:

- Assemblies or one-time events
- Furniture (e.g. desks, file cabinets)
- Programs and activities that are not supported by best practice or based on research
- An activity included in your 2011-12 application that was not supported by evaluation data demonstrating success



RICK SNYDER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

Safe and Supportive Schools (S3) Grant 2012-13 Guidance for Student Incentives

Incentives can be a valuable resource for engaging students in school initiatives. MDE was asked by S3 grantees to provide parameters for how S3 funds can be used to purchase student incentives. Our goal is to provide you with options that are low cost, appealing and useful to students, and are consistent with a healthy and safe school climate.

Below is a list of allowable expenses for the 2012-13 grant year. We recommend that you involve students in the selection and development of incentives using these parameters and keep rewards/incentives within reach of the majority of students. Including your school logo on items, when possible, is encouraged to foster school spirit and pride.

In addition, it is very important to connect any incentive requests to the goals/objectives and budget identified within your work plan. As you continue to make this link in your planning, it is recommended to identify and/or track in your action plan, how you expect the incentives will compliment your intervention activities and help increase outcomes.

Please see your coach for further discussion and guidance regarding the approval process for any items not on this list, as well as parent incentives and other questions regarding approved expenditures.

Paraphernalia: ball caps, T-shirts, sunglasses, Frisbees, balls, water bottles, chap stick, hand sanitizer

Academic items:

Backpacks
School supplies such as pencils, gel pens, notebooks, electronic device "skins"
Books (student input on selections)
Gym bags made of fabric with a draw string

Certificates/Coupons:

Gift certificates to local non-food merchants (video/music store)
Free passes to school sponsored sporting events, dances, and school plays
Movie passes
iTunes cards (\$5 - \$10 denomination)
Gift certificates to the zoo, museums

STATE BOARD OF EDUCATION

JOHN C. AUSTIN – PRESIDENT • CASANDRA E. ULBRICH – VICE PRESIDENT
NANCY DANHOF – SECRETARY • MARIANNE YARED MCGUIRE – TREASURER
RICHARD ZEILE – NASBE DELEGATE • KATHLEEN N. STRAUS
DANIEL VARNER • EILEEN LAPPIN WEISER

608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909
www.michigan.gov/mde • (517) 373-3324

Coupons for free milk
Coupons for free lunches
Coupons for school store items
Healthy food coupons to redeem at cafeteria
Gasoline gift card

Free Recognition:

Coupons for movie or music selection in a classroom
Coupon for extra reading or music time
Recognition on morning announcements
Reading the morning announcements
Prime parking spot
Providing an opportunity to create a bulletin board on a topic of their choice-supplies provided
Principal's apprentice for 20 minutes or a class period
Assist a Coach for a practice (select from willing coaches)
Select a homework assignment for the class from a list provided by the classroom teacher
Dress as the school mascot during a pep rally or game
Participate at a sporting event as a guest manager
Eat lunch with an adult their choice
Serve as an office aid for one period
Provide opportunity to be part of a brainstorming adult team at school
Principal's permission to buzz cut the principal's hair
Provide opportunity to accompany a business owner for the day and receive credit for writing a paper about the experience
Reserved seating at the school play for student and a couple of friends
Sing karaoke during the lunch period (approved songs)
Sit at the scoring table at a school game
Guest DJ one song at the school dance (approved songs)
Plan a spirit week activity for one of the days during spirit week
Extra credit points
Free Homework pass (don't have to do one homework assignment)

S3 Grant Allowable Function Codes

Function Code	Account Name/Description
100	Instruction - Instruction includes the activities dealing directly with the teaching of pupils or the interaction between teacher and pupils. Teaching may be provided for pupils in a school classroom, in another location such as in a home or hospital, and other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium such as television, radio, telephone, and correspondence. Included here are the activities of classroom aides, teacher assistants, supplies and machines that directly aid in the instructional process. Include the work of group and class sponsors and chaperons at student activities. Include activities associated with instructional field trips.
110	Basic Program - Instructional activities including enrichment designed primarily to prepare pupils for activities as citizens, family members, and workers, as contrasted with programs designed to improve or overcome physical, mental, social and/or emotional handicaps. Includes Pre-School, Elementary, Middle-Junior High, and High School, as further defined below.
112	Middle/Junior High - Learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and various career clusters, and which normally may be achieved during the middle and/or junior high school years.
113	High School - Learning experiences concerned with knowledge, skills, appreciations, attitudes and behavioral characteristics considered to be needed by all pupils in terms of understanding themselves and their relationships with society and various occupations and/or professions which normally may be achieved in the high school years.
119	Summer School - Any basic program activity offered in summer.
211	Truancy/Absenteeism Services - Consist of those activities that have as their purpose the improvement of pupil attendance.
212	Guidance Services - Consist of those activities of counseling with pupils and parents, providing consultation with other staff members on learning problems, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social development, providing referral assistance, and working with other staff members in planning and conducting guidance programs for pupils.
214	Psychological Services - Consist of those activities of administering psychological tests, interpreting the results of psychological tests, working with other staff members in planning school programs to meet the special needs of pupils as indicated by psychological tests, and planning and managing a program of psychological services including psychological counseling for the school or school system.
216	Social Work Services - Consist of those activities that have as their purpose the performance of school social work activities dealing with the problems of pupils that involve the home, school, and community.
219	Other Pupil Support Services - This function is assigned to expenditures involving monitoring activities, such as, lunchroom monitors, hall monitors, playground monitors and crossing guards. Bus monitors are assigned to the transportation function, 271.

221	Improvement of Instruction - Consists of those activities that are designed primarily for assisting instructional staff in planning, developing, and evaluating the process of providing challenging and natural learning experiences for pupils. These activities include curriculum development, techniques of instruction, child development and understanding, in-service training for instructional staff.
222	Educational Media Services - Consist of those activities such as selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of educational media by teachers and other members of the instructional staff; and guiding instructional staff members in their use of educational media. Included here are the activities for planning the use of the educational media by pupils and instructing pupils in their use of media materials.
224	Educational Television - Consists of those activities concerned with planning, programming, and writing educational programs or segments of programs for use on closed circuit or broadcast television or radio.
225	Technology Assisted Instruction - Consists of those activities concerned with planning, programming, and writing educational programs or segments of programs programmed for a computer to be used as the principal medium of instruction.
226	Supervision and Direction of Instructional Staff - Directing and managing instructional services. Includes the activities of program coordination and program compliance monitoring. Examples: Special Education, Career Technical, and Title I directors.
229	Other Instructional Staff Services - Consist of activities other than those defined above to assist instructional staff.
231	Board of Education - Activities performed by the elected body that has been created according to state law and vested with responsibilities for educational activities in a school district. Includes legal, audit and election costs or fees.
232	Executive Administration - Those activities associated with the district-wide general or executive responsibilities, including the development and execution of school district policies through staff at all levels. Titles may include superintendent, associate or assistant superintendent, but may not be limited to such designations. These activities may be distinguished from the supervision or direction of a specific function, program or supporting service that may appropriately be charged to another specific instructional or supporting function. When the same individual directs two or more functions, the services of that individual's office may be prorated between the functions concerned. Include community relation's services (district wide activities and programs designed to improve school/community relations.)
241	Office of the Principal – Activities performed by the principal, assistant principal and other assistants in the general supervision of all operations of the school building; evaluation of staff members of the school; supervision and maintenance of the school records are included under this function, along with clerical staff for these activities.
249	Other School Administration – Other activities of school administration not defined above. Include full-time department chair persons and graduation Expenditures here.
252	Fiscal Services – Activities concerned with the fiscal operations of the school system. This function includes budgeting, receiving and disbursing, financial accounting, payroll, purchasing, inventory control, and internal auditing.

257	Internal Services – Activities concerned with storing and distributing supplies, furniture, and equipment. Also include duplicating and printing services, central mail services, and costs associated with the operation of a central switchboard or receptionist.
259	Other Business Services - This function is assigned to those kinds of transactions that should not be identified to any of the business activities defined above. The transactions to be included are short term interest on debt, judgments, taxes, abated and written off, etc
261	Operating Buildings Services – Activities concerned with keeping the physical plant open, clean, and ready for daily used. They include operating the heating, lighting, and ventilation systems, and repairing facilities/equipment. Also included are operating building leases, property and liability insurance, janitorial and ground maintenance costs. May be used in a Capital Projects fund only to extent allowed by law
266	Security Services – Activities concerned with maintaining order and safety in school buildings, on the grounds and in the vicinity of schools at all times. Included are police activities for school functions, traffic control on grounds and in the vicinity of schools, building alarm systems, and security guards..
271	Pupil Transportation Services – Activities concerned with the conveyance of pupils to and from school, as provided by state law. It includes trips between home and school or trips to school activities. All other direct costs related to pupil transportation should be included under this function, i.e., physical exams, uniforms, school bus driver licenses, awards, bus monitors, etc. May be used in Capital Projects Funds only to extent allowed by law.. 280 Support Services-Central - Activities other than general administration that support each of the other instructional and supporting service programs.
281	Planning, Research, Development, and Evaluation - Activities, on a system-wide basis, associated with conducting and managing programs of planning, research, development, and evaluation for a school system.
282	Communication Services - Activities concerned with writing, editing, and other preparation necessary to disseminate educational and administrative information to pupils, staff, managers or to the general public through direct mailing, the various news media, or personal contact.
283	Staff/Personnel Services – Activities concerned with maintaining an efficient staff for the school system. It includes such activities as recruiting and placement, staff transfers, in-service training, health services, staff accounting, and staff relations and negotiations. In-service training and professional development for noninstructional support staff should be recorded here.
284	Support Services Technology - Activities concerned with preparing data for storage, storing data, and retrieving them for reproduction as information for management and reporting when these services are provided by the district in its own facilities. Also include district wide activities associated with technology support.
285	Pupil Accounting - Consists of those activities concerned with acquiring, maintaining, and auditing records of pupil attendance, and reporting information to various oversight agencies.
289	Other Central Services - Central services not defined above.
291	Pupil Activities - Consist of those activities concerned with financing the pupil organizations that are under the supervision of the school.

292	Bookstore Activities/Consignment Activities - Consist of those activities concerned with financing the bookstore/consignment activities that are under the supervision of the school.
293	Athletic Activities - Consist of those activities concerned with financing the interscholastic athletic programs that are under the supervision of the school.
297	Food Services - Consist of those activities concerned with providing food to pupils and staff in a school or school system. This service includes the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities and the delivery of food.
299	Other Support Services
311	Community Services Direction – Activities concerned with directing and managing community services activities, i.e., community school direction. 320 Community Recreation
321	Community Recreation – Consists of those activities concerned with providing recreation for the community as a whole, or for some segment of the community. It includes such staff activities as organizing and supervising playgrounds, swimming pools, and other recreation programs for the community..
331	Community Activities – Consist of those activities concerned with providing services to civic affairs organizations. This includes services to parent-teacher association meetings, other parental involvement functions, public forums, lectures, and civil defense planning.
391	Other Community Services – Services provided the community that cannot be classified under the preceding areas of responsibility. An example would be Adult Employment Programs.

S3 2012-13 WORKPLAN SAMPLE OUTCOME GOAL

Sample

(This is an example of how to craft an outcome goal and activities that could be written to achieve your overall goal of reducing bullying/aggressive behavior)

1. Goal # 1

2. What type of change is expected (state whether an increase or decrease will occur and then describe the specific change that will take place)?

Bullying/aggressive behavior office referrals will decrease.

3. What is the percentage of change that is expected across program participants?

30% decrease in bullying/aggressive behavior office referrals.

4. By when is the change expected to occur?

By June 15, 2013, bullying/aggressive behavior referrals will be decreased by 30% based on the number of reports sent to the office.

5. Estimate the numbers to be served:

<u>Target Population</u>	<u>Estimate</u>
High School Students	290
Teachers	15
Support Staff – includes all adults	3
Administrative Staff	2
Parents/Guardians	100
Other (please specify below)	25
Community members	

6. Justification for the goal:

In the 2012 BFS survey, students at Blue Sky High School reported that bullying/aggression in school took place in the classrooms (68%) and hallways (71%). The types of behaviors described were pushing, hitting that appeared to be purposeful (62%), mean/hurtful name calling (63%) and mean/hurtful statements made that were indirect (“that’s gay” 64%). Students were more likely than staff to witness the student-to-student bullying/aggressive behaviors.

In the 2011-12 school year, there were 52 office referrals for bullying/aggressive behavior. Currently the discipline policy allows for a call home to parents and in-school and out-of-school suspensions. We do not have any means, short of a meeting with the assistant principal, to restore the harm done to the target of the bullying/aggressive behavior. Teachers have not received training on how to identify and respond to bullying/aggressive behavior.

1. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

We would like to implement the Bully-Free Schools Circle of Support for Learning. We will: 1) work with our BFS leadership team to create a detailed implementation plan and an evaluation plan 2) review the school’s code of student conduct, student handbook, policies, and procedures to ensure alignment with BFS 3) Develop a rubric-based intervention for peer aggression. 4) Train leadership team, staff, parents and students on the Individual Intervention Process (IIP)

a. Program Intervention (if applicable). Click on “Help” (top right) for a list of programs:

Bully-Free Schools, Circle of Support for Learning

b. Person Responsible:

Building Liaison and BFS leadership team.

c. Timeline: □

- 1) By December 1, 2012
- 2) By November 1, 2012
- 3) By January 1, 2013
- 4) By March 1, 2013

d. Evaluation Plan:

2012-13 bullying/aggressive behavior referrals to the office

e. Itemized Cost (description and cost of each item related to this activity):

Stipends for BFS leadership team to meet 8 times after school (5 members x 8@\$25)=\$1,000
 Light refreshments for BFS leadership team meetings, parent meetings, staff meeting 12 meetings x \$75 = 900
 Copying, printing \$350
 Stipend for BFS leadership team coordinator \$800
 Incentives for parents to attend awareness meetings \$200
 Purchase of *Schools Where Everyone Belongs* – 20 x \$22 = \$440
 Purchase of *Mind Set*, Carol Dweck. – 5 x \$15 = \$75
 Total for this activity=\$ 3,765

2. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

1) Send Health Teacher to Michigan Model training on the new 9-12 curriculum. 2) Implement Michigan Model lessons in our health class that are relevant to preventing bullying and aggressive behavior.

f. Program Intervention (if applicable). Click on “Help” (top right) for a list of programs:

Michigan Model

g. Person Responsible:

Building Liaison and Health Teacher

h. Timeline:

1) By January 30, 2013
 2) By February 28, 2013

i. Evaluation Plan:

Pre- and post-surveys, implementation logs

j. Itemized Cost (description and cost of each item related to this activity):

Two staff attend Michigan Model training= \$200 (training including mileage)
 Copying, printing of materials=\$200
 Total \$400

3. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

Implement restorative justice practices to be woven into BFS rubric-based Intervention for Peer Aggression. We would like to contract with our local Community Dispute Resolution Center (CDR) to provide a restorative justice facilitator. We will work with our BFS consultant to determine the types of services that would best complement our Rubic-based Intervention for Peer Aggression in the first semester, we would contract with the CDR to provide services to students second semester. We project we will contract with a facilitator for 15-20 hours per week.

k. Program Intervention (if applicable). Click on "Help" (top right) for a list of programs:

Restorative Justice Practices

l. Person Responsible:

Building Liaison, BFS Leadership Team

m. Timeline:

Develop plan for Restorative Practices facilitator by January 1, 2013
 Restorative Justice Facilitator providing services to students from February 2, 2013 – June 10, 2013

n. Evaluation Plan:

Pre-and post-surveys, BFS survey 2013

o. Itemized Cost (description and cost of each item related to this activity):

Contracted services with CDR for \$25/hr.,15-20 hours weekly for 18 weeks: \$9,000
 Lap-top and printer \$1,500
 Copying costs: \$200
 Total for this activity: \$10,700

4. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

Enlist a Parent Liaison to coordinate the parent engagement activities at Sky Blue High School. This position would involve meeting periodically with Barb Flis to conduct focus groups with parents on bullying/aggressive behavior, and parent and community awareness Sessions. The Parent Liaison would also provide resources to parents and keep the parent website and social media sites updated.

- p. Program Intervention (if applicable). Click on "Help" (top right) for a list of programs:

Parent Engagement

- q. Person Responsible:

Building Liaison, Parent Liaison, Barb Flis, Parent Action for Healthy Kids

- r. Timeline:

Parent Liaison hired by 10/1/2012.
 Workplan developed by 10/31/12
 Parent, staff, and community awareness sessions completed by 6/10/13

- s. Evaluation Plan:

Pre-and post-surveys

- t. Itemized Cost (description and cost of each item related to this activity):

Contract with part-time Parent Liaison to coordinate the parent engagement activities
 Salary: \$25/hour x 20 hours weekly for 35 weeks \$17,500. Benefits: \$6,000
 Resources for awareness sessions obtained or developed, copied, and mailed \$800
 Total for this activity: \$24,300

S3 2012-13 WORKPLAN SAMPLE PROCESS GOAL

Sample

(This is only an example of crafting a process goal and activities that could be written to achieve your overall goal of enhancing your Coordinated School Health initiative)

7. Goal # 1

8. Process Goal:

Utilize a coordinated school health framework to support student learning and school success, engaging parents, families, and the community and integrate a healthy school goal into the building's School Improvement Plan.

9. Justification for the goal:

Blue Sky High School recognizes that developing a quality CSH program will promote the optimal physical, emotional, social, and educational development of our students. We have many resources and programs contained in our school and community. However, we don't always take advantage of all possibilities to support students because our efforts are not well-coordinated and communication within the school and community is not ideal.

1. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

Blue Sky High school will enhance our current efforts at Coordinated School Health. To be effective, all eight components of CSH will be represented on the team. Our goal is to have each component linked and supportive of each other.

We want to start with gaining support of the Superintendent and school board. Then develop a CSH team by engaging participation of key administrators, parents, staff, students, and community members.

With the help of the Building Liaison, the CSH team will meet monthly to guide the team's efforts with assessment, implementation, and evaluation activities.

We will also host a staff development training by the S3 staff on CSH for our entire administrative and teaching staff.

- u. Program Intervention (if applicable). Click on "Help" (top right) for a list of programs:

Coordinated School Health

- v. Person Responsible:

Building Liaison

- w. Timeline:

By October 15, 2012, meet with superintendent and school board
 By November 1, 2012, have recruited team members from all 8 components and hold first of 8 meetings.
 By January 1, 2013, hold a one-half day professional development training on CSH

- x. Evaluation Plan:

Agendas, meeting notes, rosters.

- y. Itemized Cost (description and cost of each item related to this activity):

Refreshments for 8 meetings and: $\$50 \times 8 = \400
 Refreshments for ½ day PD on CSH = \$400
 Mileage for BL to attend local community meetings: \$600
 Copying and printing: \$200
 Stipends for Staff to attend after-school CSH meetings 10 staff x \$25 x 8 meetings: \$2000
 Total for this activity = \$3,600

- 2. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

CSH and other vital staff attend the two annual S3 Conferences and Building Liaison to attend S3 related meetings/trainings

- a. Program Intervention (if applicable). Click on "Help" (top right) for a list of programs:

Coordinated School Health

- b. Person Responsible:

Building Liaison

- c. Timeline:

October 1, 2012 – September 30, 2013

- d. Evaluation Plan:

Conferences, trainings, meetings notes, rosters, agendas

- e. Itemized Cost (description and cost of each item related to this activity):

Attendance at annual S3 Conferences \$200 (hotel, travel expenses) x 2 (October and May conferences) x 10 team members = \$4,000
 Substitute coverage for staff members \$200 x 2 (October and May conferences) x 6 team Members = \$2,400
 Building Liaison to attend two required S3 Building Liaison Meetings: mileage \$125 x 2=\$250
 Attendance at relevant trainings/workshops by CSH team members (such as the Michigan School Improvement Conference, as authorized by S3 coach= \$1,500)
 Substitute coverage for staff members attending relevant CSH or SIP conferences/trainings: \$1,000
 Total for this activity = \$9,150

3. Activities (include up to five activities with person responsible, timeline, and evaluation plan per Goal):

Assemble a youth advisory council.

- f. Program Intervention (if applicable). Click on "Help" (top right) for a list of programs:

Youth Engagement

- g. Person Responsible:

Building Liaison, Youth Engagement liaison

- h. Timeline:

October 1, 2012 – September 30, 2013

- i. Evaluation Plan:

Conferences, trainings, meetings notes, rosters, agendas

- j. Itemized Cost (description and cost of each item related to this activity):

Meeting refreshment and supplies $\$50 \times 8 = \400
 Transportation for you to attend relevant trainings/workshops (as authorized by S3 coach=
 $\$600$
 Stipend for Youth Engagement Coordinator: $\$25/\text{hour} \times 100 \text{ hours} = \$2,500$
 Total for this activity = $\$3,500$

Restorative Practices

Improving School Climate Through Coordinated School Health

<p>Purpose: Enhance student learning and development. Focus on building and repairing relationships in addition to managing school behavior.</p>	<p>Critical Components of the Programmatic Intervention:</p> <p>The NEEDS that are addressed through this intervention are:</p>
<p>Outcome: Communicate a culture of care as well as a philosophy of justice in a school. Keep communication open, flowing, and supporting mutual acceptable resolution to school disruptions.</p> 	<p><u>Risk Factors:</u> Antisocial Behavior and Alienation; Early Onset of Violence; Negative Attitudes Toward School; Peer Alcohol, Drug Use, and Delinquency; Inadequate School Climate; School Dropout</p> <p><u>Protective Factors:</u> Social Competencies, Commitment to Community and School, Positive Bonding, Opportunities for Participation, High Expectations of Youth, Safe Environment, Self-esteem</p>
<p>Unique contribution: School culture is a microcosm of the local community:</p> <ol style="list-style-type: none"> 1. We get what we make. 2. We make it with communication. 3. If we get the pattern of communication right, the best student learning and development will happen. <p>Good for the school and good for the community</p> 	<p>Some indicators of this NEED are:</p> <p>High suspension and expulsion rates, poor school attendance, lack of social cohesion, and school violence.</p> <p>The CRITICAL Components of this intervention are:</p> <ul style="list-style-type: none"> • Best practice policies are in place – including changes to Student Code of Conduct. Administration, staff, parent and student support. • Staff training in evidence-based RJ practices (Circles, Transformative conferencing, Check-in/check-out). • Partnering with a Community Dispute Resolution Program or some other service provider.
<p>Vision of this in Action—Schools in the U.S. that have implemented restorative practices have seen: reductions in disciplinary referrals, recidivism rates, and suspensions/expulsions; increases in student engagement, attendance, and achievement; fewer interruptions/disruptions of instructional time; improved teacher classroom management skills; and more students engaged in creative problem-solving/conflict resolution.</p>	

Creating Safe Schools for Sexual Minority Youth

Improving School Culture Through Coordinated School Health

Purpose:

To help educators understand, assess, and improve school climate for all youth, especially those who identify as lesbian, gay, bisexual, transgender, or questioning (LGBTQ, also referred to as “sexual minority youth” or “SMY”).

Unique contributions:

- 1) Intervention focuses on LGBTQ population, but the whole school will feel its positive impact as systems develop to support all marginalized students.
- 2) Can be tailored to your school’s readiness and needs
- 3) School staff will sharpen skills they already possess as they use them to better serve the LGBTQ population.

CRITICAL COMPONENTS OF THE SMY INTERVENTION

The NEEDS that are addressed through this intervention are:

School environments that are perceived as unsafe (physically and/or emotionally) can negatively impact educational and health outcomes for all students, but disproportionately affect LGBTQ students. Research consistently finds sexual minority youth (SMY) to be at higher risk of school failure/dropout, truancy, harassment, homelessness, assaults, suicide, and alcohol and substance abuse.

Some indicators of this NEED at your school might be:

- The Bully-Free Schools survey shows high rates of bullying based on a student’s sexual orientation (whether true or not).
- MiPHY survey results indicate high levels of students who have witnessed bullying.
- There are few or no clearly identified resources for LGBTQ students. Some examples include: Gay-Straight Alliance (GSA) student club, rooms that display a “safe zone” sticker, openly gay or allied staff members.
- District and school non-discrimination and anti-harassment policies lack language that includes sexual orientation, gender identity, and gender expression.

The CRITICAL FEATURES of this intervention are:

- 1) Acknowledgment of the existence of its LGBTQ population.
- 2) Commitment to provide a safe learning environment for all students, including those who are or are perceived to be LGBTQ.
- 3) Commitment that all students, including those who are or are perceived to be LGBTQ, deserve to be safe, welcomed, cared for, and given equal opportunities for meaningful socialization through school activities.

Creating Safe Schools for Sexual Minority Youth

Intervention Description

The SMY Intervention can be custom-designed to meet the unique needs of your school, staff, students and parents. Key elements may include the following:

This interactive workshop reviews health and educational risks faced by LGBTQ youth, helps you assess your school's climate, and identifies key steps you can take to better support this population.

You will leave with relevant, tangible resources and tools that can be used immediately to create safer spaces in your school. Workshops are conducted regionally throughout Michigan several times a year or on-site at your school, depending on your school's readiness and needs.

1. Professional Development Training—"A Silent Crisis: Creating Safe Schools for Sexual Minority Youth"

Training Objectives—At the end of this workshop, participants will be able to:

- State major health and educational risks faced by sexual minority youth;
- Define current terms related to sexual orientation and gender identity;
- Analyze implications of personal beliefs regarding LGBTQ issues on professional practice.
- Assess current school/agency safety and climate for sexual minority youth;
- State the implications of key legal and policy issues affecting sexual minority youth and a safe school environment;
- Respond with students, staff and the broader school community to create a safer school environment for sexual minority youth;
- Commit to addressing school safety and climate issues that may arise among students, faculty, staff and parents in schools/agencies;
- Implement an action plan to address safety and climate issues for sexual minority youth at the individual, collegial, and the school/community levels;
- Use culturally inclusive local, regional, state, and national resources.

2. Development of a Strategic Plan Designed to Address the Specialized Needs of Your School

3. Follow Up Support and Coaching, including One on One Technical Assistance

Vision of This Intervention in Action:

- Staff intervene consistently when they hear or see harassment, including comments like *"That's so gay."*
- *Anti-discrimination policies include sexual orientation, gender identity, and gender expression.*
- Creation or growth of student-led diversity clubs such as a GSA.
- *Professional development sessions that train staff to be culturally inclusive to issues affecting LGBTQ students.*
- School safety assessments identify successes and opportunities for improvement.
- *Review of health education and other curricula for relevance and inclusion of appropriate LGBT content.*
- Identification of school personnel who make LGBTQ students feel safe and supported (e.g. Safe Zone stickers).
- *Recognition of the importance of family acceptance & involvement.*

Bully-Free Schools

Improving School Climate Through Coordinated School Health

Purpose: Create a safe, caring environment where children can learn



Unique contribution: Using an evidence-based process *to teach* children how to behave and function as future citizens, *instead of punishing* them *and hoping* their behavior will change



Critical Components of the Programmatic Intervention:

The NEED that is addressed through this intervention is: to be a safe and supportive school free from aggressive behaviors

Some indicators of this NEED are:

- student/staff observed peer to peer aggression
- student/staff observed adult mistreatment toward students (Bully-Free Schools Survey)
- school data on absenteeism, physical fights, threats, other aggression

The CRITICAL FEATURES of this intervention are:

- *Creating a Positive School Climate*
- *Clear Limits & Consequences* – for aggressive behavior (staff consensus)
- *Effective Social Emotional Skill Building* - using
 - *reflection* to help students chose non aggressive behavior
 - class meetings to empower and mobilize bystanders
 - social/emotional skill building curriculum (Michigan Model)
- *Strong Parent Partnerships* – engaging parents, not blaming them for the school problems

Visions of this in Action – Adults are courteous and respectful, and greet EVERY student positively. Adults are present, observant and engaged in the hallways, cafeteria, bathrooms etc., show positive interest in kids, and actively engage them in dialogue. When aggressive behavior is observed or reported, adults intervene consistently and submit a written behavior report. Investigations are completed to determine consequences earned, according to the behavior rubric, and students are coached through a *Reflection Process*. Parents receive positive phone calls from staff, who demonstrate warmth and collaboration, even when kids have chosen aggressive behavior. Students behave non-aggressively toward peers and are actively engaged in learning.

Michigan Model for Health

Improving School Climate Through Coordinated School Health

Purpose: Give school-aged children the knowledge and skills to practice and maintain healthy behaviors and lifestyles.



Unique contribution: This comprehensive K-12 health education curriculum gives students skills that help support the overall safe school culture such as managing strong feelings, when and how to get help, resolving conflict, etc. Giving students these skills and the opportunities to practice them help support systems of change schools want to implement.



Critical Components of the Programmatic Intervention:

The NEEDS that are addressed through this intervention are: The Michigan Model for Health provides age-appropriate lessons addressing the most serious health challenges facing school-aged children, including social and emotional health; nutrition and physical activity; alcohol, tobacco and other drugs; personal health and wellness; safety; and HIV. Health education helps students attain health knowledge and skills that are vital to success in school and the workplace, such as setting personal health goals, resolving conflicts, solving complex problems, and communicating effectively. Research shows that effective health education also helps students perform better in their other studies.

Some indicators of this NEED are:

- Any incidence of bullying in the school
- Students making consistently poor health choices
- Michigan Profile for Healthy Youth (MiPHY) data will indicate to a school their greatest needs. Although a health education curriculum should be comprehensive, this data will assist schools in identifying what area(s) students need the most support and skill building.
- Drop-out rates, absenteeism, teen pregnancy rates, staff absenteeism, special education data

The CRITICAL FEATURES of this intervention are:

- Teacher training
- Skills based instruction
- Family Involvement
- Social-Emotional Unit
- Guided Lesson Procedures
- Center for Disease Control & Prevention Identified Risk Behaviors
- Additional Researched Based Health Topics

Vision of this in Action- Implementation of this intervention has the potential to support a safe school climate. The vision is that it is not implemented only at the high school level. The curriculum is an evidence-based K-12 curriculum that when implemented at all grade levels allows for the opportunity to practice and build on knowledge and skills from the previous years, addressing the whole child. The teacher provides the direct instruction but the entire school staff must have training to understand the necessity of the content being taught and the systems approach so all are able to provide students with information and resources. Parents need to be partners and on board and policies need to be in place and enforced.

Parent Engagement

Improving School Climate Through Coordinated School Health



Purpose: Achieve successful partnerships with parents to maximize students' overall well-being and academic success.



Unique contribution: An opportunity to create an inclusive environment where through knowing and understanding the family, the schools serve the holistic needs of students.

Components of the Practice:

The NEEDS that are addressed through this intervention are:

Student academic success
Student well-being (physical, emotional, social)

Some indicators of this NEED are:

Low participation in parent teacher conferences and school events.
Parents apathetic and often non responsive.
Disconnected from the educational experience.

The CRITICAL COMPONENTS of this intervention are:

- Commitment to full partnerships with parents/caregivers
- Transparent Relationship – Be willing and able to speak and hear the truth
- Share responsibility for student success – Operate without blame or criticism
- Embrace individuality – An absence of focusing on fixing or changing
- Genuine and demonstrable appreciation.

Vision of this in Action: Happy and successful students. Parents as engaged participants in policy and decision making. Two way communication between home and school. Attendance at parent teacher conferences and other school events. Working through conflict constructively. Increased volunteerism. Respect shown to students, teachers, parents and other staff. Quote from S3 parents *What I love about this school is how diverse it is*. When asked who is responsible for your child's learning, the parent responded, *Everyone of us are teachers*. When asked about a partnership with school a parent responded, *[Teachers] spend more time with kids and are a partner with a thankless job*.

Bully-Free Schools: Circle of Support (BFS)

Implementation Checklist

PHASE 1: Laying a Strong Foundation

- Conduct the BFS Staff and Student Surveys.
- Identify stakeholder roles for the BFS Leadership Team.
- Arrange for SAPE/BFS consultant to provide Leadership Team with orientation to BFS approach.
- Conduct a review of related programs, curricula and other prevention/intervention initiatives.
- Analyze survey data and other existing behavioral data.
- Create a preliminary plan and timeline based upon data analysis to guide initial action steps for BFS

PHASE 2: Preparing for Implementation

- Choose a positive acronym for your BFS initiative
- Create a detailed Implementation Plan.
- Develop an Evaluation Plan.
- Provide training to the BFS Leadership Team.
- Provide training to the entire school staff.
- Provide training/coaching for staff members who will conduct the Investigation and Reflection steps of the Individual Intervention Process (IIP).
- Conduct Parent Awareness sessions.
- Create parent and community partnerships.
- Create a formal link between the BFS Leadership Team and Building School Improvement Team, and other relevant groups.
- Review school's code of conduct, student handbook, policies and procedures to ensure alignment with BFS.
- Develop a Rubric-based Intervention for Peer Aggression.
- Implement a comprehensive health curriculum.
- Provide opportunities for targeted social/emotional learning and skill-building for students who need additional support.
- Implement class meetings.
- Maintain communication with SAPE/BFS-trained consultant.
- Develop a plan for an official "launch" of BFS to the school community.

PHASE 3: Launch Full Implementation and Ensure Sustainability

- Fully implement all components and strategies of BFS
- Hold periodic meetings with BFS Leadership Team to monitor progress and determine future needs.
- Conduct a periodic review of key aspects of BFS once it has been fully implemented for a few months. (Note: the BFS Post Implementation Self-Assessment can be a useful tool.)
- Maintain communication with a SAPE/BFS-trained consultant who can provide technical support as needed.

Coordinated School Health Implementation

The Process

A step by step guide to using a coordinated school health framework.

1. Form a Coordinated School Health Council

The Coordinated School Health Council should include representatives from all eight components of coordinated school health, including parents and students. A team leader should be selected to lead the group and keep it organized. Administrative buy-in is essential.

- a. Create a vision and mission
- b. The eight components of CSH

2. Assess Needs and Resources

- a. Student data - MiPHY
- b. School data – HSAT, staff surveys
- c. District data - HSRC
- d. Parent/family data – parent surveys
- e. State level data – SHPPS, Profiles
- f. Community resources – Community Meetings

3. Create an Action Plan

- a. Data driven decision-making (prioritize highest needs)
- b. Workplans and SMART Goals
- c. Address Eight Components of Coordinated School Health
 - I. Nutrition Services
 - II. Family and Community Involvement
 - III. Healthy School Environment
 - IV. Counseling, Psychological and Social Services
 - V. Health Services
 - VI. Physical Education
 - VII. Health Education
 - VIII. Health Promotion for Staff
- d. Connect to School Improvement Plan – Coordinated School Health IS School Improvement
- e. Communicate your Plan

4. Implement Plan

5. Evaluate Impact

Adjust the plan as needed, addressing additional components of coordinated school health

6. Celebrate Progress!

7. Re-Assess Needs and Resources

Eliminating Barriers for Learning- Year 2 Implementation (Lauren Kazee, MDE)

- Look at MiPHY survey data to identify areas of concern relating to mental/social-emotional health (i.e. depression, suicide, school connectedness)
- Become familiar with student population demographics (i.e. poverty levels, homelessness, transiency, foster care) to identify areas of need
- Provide an onsite school staff professional development training day
- Pre and Post-test evaluation provided to attendees
- Explore and develop connections with community mental health supports and/or other necessary resources (i.e. memorandums of understanding)
- Identify responsible school personnel and develop processes for student referrals (i.e., referral protocols, flow charts, referral forms)
- Develop and implement a building level school mental health policy
- Establish a plan to implement training actions steps (i.e., teams, school-wide, etc.)
- Evaluate effectiveness of implemented training action steps

Michigan Model Implementation (Support and Training from Michigan Comprehensive School Health Coordinators' Association)

- Meet with your local health coordinator to discuss training options and support services
- Look at MiPHY survey data to target the curriculum
- Validate the certification and endorsement of the teacher(s) providing the MM instruction
- Send certified/qualified teacher(s) to Michigan Model (MM) training
- Implement MM curriculum with fidelity in the targeted student population ("The national standard for measuring fidelity is 80%, which has been shown by researchers to result in good outcomes for skill-based programs emphasizing social and emotional health).
- Pre- and post-test targeted student population
- Have teachers fill out the MM implementation logs
- Share curriculum content with CSH and SIP team
- Explore connections with Core Content areas
- Implement parent component
- Share MM curriculum goals and outcomes with parent groups
- Evaluate effectiveness of the implementation of MM curriculum
- Update local advisory groups of curriculum implementation and explore opportunities for collaboration and networking

S3 Parent Engagement (Parent Action for Healthy Kids)

YEAR ONE

- All S3 schools receive the two-hour Parent Engagement Professional Development
- Meet with each school principal, liaison, and coach to review report/recommendations

YEAR TWO

Conduct Focus Groups

- Parent Focus Groups
- Teacher Focus Groups

Build a foundation

- Meet with schools to review focus group data
- Identify gaps
- Create a plan

Capacity Building

- Build S3 Parent Champion Group
- Build S3 Teacher Champion Group
- Provide resources (effective parent communication samples, informational documents, success story template, surveys, evaluations, etc.) available via web site for staff and parents
- Continue follow up to mini-action plan requests for help
- Share success stories
- October S3 conference breakout for parent leaders

Restorative Justice Practices Implementation Steps for Year 2

- General informational presentation on Restorative Justice (RJ) practices to CSH by S3 Coach
 - Potential restorative approaches to conflicts and challenges involving others:
 1. circles
 2. restorative conferencing
 3. peer mediation
- CSH team reviews MiPHY and BFS survey data to target implementation approach
- CSH team or sub-committee reviews district and building discipline, suspension, and expulsion policies to determine potential for RJ practices
- Develop simple initial action plan for implementation
- Meet with local Center for Dispute Resolution for menu of services and fees to assess level of their capacity and interest to assist with RJ practices/services
- Discuss plan with Strategic Alternatives in Prevention Education (SAPE) consultant to collaborate with BFS implementation
- Develop a detailed action plan (to include obtaining administrative, superintendent, and school board permission/support)
- Arrange for staff, student and parent training
- Work with S3 evaluator to develop evaluation plan

Intentional Implementation of the Safe Schools for Sexual Minority Youth Intervention

POLICY

- Review existing district and/or building anti-harassment and anti-discrimination policies to ensure sexual orientation, gender identity, and gender expression are included.
- Revise policy to include sexual orientation, gender identity, and gender expression, if needed. Refer to MDE for examples.
- Disseminate policy to all school personnel and train all school personnel to ensure consistent implementation of the anti-harassment and anti-discrimination policies.

PROFESSIONAL DEVELOPMENT

- Ensure all school personnel (including building administrators, counseling staff, classroom teachers, coaches, etc.), are trained to be culturally inclusive related to issues affecting Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students. Require school personnel to attend the *A Silent Crisis: Creating Safe Schools for Sexual Minority Youth* day-long regional workshops.
- Conduct additional in-services for building staff about best practices for ensuring all students, including those who are LGBTQ, can achieve academic success.

ASSESSMENT

- Review available data sources that provide information about the experiences of LGBTQ students in your school, district, and/or the state of Michigan.
- Convene a task force of key stakeholders to complete a school safety assessment to identify current successes and opportunities for continued work. (MDE has sample instruments.)
- Have students complete a school safety assessment that identifies current successes and opportunities for continued work.

CURRICULUM

- Review health education curriculum for relevance and inclusion of LGBTQ youth.
- Work with Sex Education Advisory Board (SEAB) to review and adopt supplemental lessons that address sexual orientation, gender identity, and gender expression.
- Encourage LGBTQ and allied students to participate in the district-wide SEAB.
- Review the entire curriculum (e.g., Social Studies, English Language Arts, etc.), for inclusion of LGBTQ issues within existing curriculum standards and benchmarks.

SCHOOL AWARENESS

- Implement school-wide *Day of Silence* or other events to raise awareness about LGBTQ students, bullying and harassment.
- Facilitate the creation or growth of a student-led club, such as a Gay/Straight Alliance (GSA).
- Identify and purchase fiction and non-fiction library holdings that address LGBTQ youth and/or families to add to the school libraries.
- Identify gender-neutral bathrooms that are available to students and/or staff who feel unsafe in gender-designated bathrooms.

SUPPORTS and REFERRALS

- Identify people within the school that LGBTQ students can talk with, “come out to,” and feel safe and supported.
- Ensure that supportive people and/or safe spaces are clearly identified with a “safe space” sticker or some other visual indicator.
- Develop a referral list of providers in the community (medical and psychological support) who are culturally competent, knowledgeable, and comfortable working with LGBTQ students and/or families.
- Provide supports, resources, referrals, and networking opportunities for parents of LGBTQ students.

S3 YEAR 2 IMPLEMENTATION COST LIST

MDE S3 INTERVENTION MENU

- **Bully Free Schools (BFS)**
- **Eliminating Barriers for Learning (EB4L)**
- **Michigan Model for Health[®] (MM)**
- **S3 Parent Engagement (PE)**
- **Restorative Justice Practices (RJ)**
- **Sexual Minority Youth (SMY)- A SILENT CRISIS: Creating Safe Schools for Sexual Minority Youth**

ADDITIONAL S3 RELATED SERVICES

- **Social/Media Relations**
- **Youth Engagement through Neutral Zone**

Intervention Implementation Cost List

BULLY FREE SCHOOLS (BFS)

- **Trainers:** This would cover the cost of a SAPE consultant/trainer to take a school through the entire implementation process. Initial consultation with SAPE consultant will be at no cost: \$2,000
- **Handouts and Books:** Resource Guide Handbook (minimum of two per school): \$60
- **Participants' Handbook** (one per person): \$10
- **Book:** *Schools Where Everyone Belongs* (Book recommended for PLC book study one per person; required for all members of Leadership Team): \$25
- **Book:** *Teaching with Poverty in Mind* (Book recommended reading, but optional): \$15
- **Stipends / Subs** (up to 18 leadership meetings over a year). Multiply by the number of subs or stipends needed for 18 meetings of all members of the Leadership Team.
- **Materials** (printing for newsletters/mailings-postage, rubric posters, reflection forms): \$200
- **Light Refreshments:** for Leadership Team meetings, parent sessions, staff meetings/trainings.

ELIMINATING BARRIERS FOR LEARNING (EB4L)

- Funded through the Michigan Department of Education (MDE) and is free to S3 funded schools. Activities that complement/supplement EB4L should be approved through MDE S3 Coach and the MDE S3 Mental Health Consultant and support the objectives of EB4L.

Booster

- Funded through the Michigan Department of Education (MDE) and is free to S3 funded schools. Two hour professional development follow-up to EB4L. Will discuss next steps to establishing a positive school climate and building rapport with students.
- **Book:** *Teaching with Poverty in Mind* (Book recommended reading, but optional) \$15

Michigan Model for Health® (MM)

- Costs for purchasing the Michigan Model for Health® (MM) curriculum vary based on the needs of the school. Please contact your Regional School Health Coordinator (www.cshca.org) to discuss your school's needs, training and costs. Activities that complement/supplement MM should be approved through MDE S3 staff and support the objectives of MM.

S3 PARENT ENGAGEMENT (PE)

The consulting services of Barb Flis, Parent Action for Healthy Kids, to help the S3 schools improve parent engagement are offered at no charge.

In addition to consulting services:

- **Focus Groups**

Description:

- Conduct parent focus group(s)
- Conduct staff focus group(s).

The information received in the focus groups provides indicators of immediate needs to address. There is no cost for the services of Ms. Flis to conduct the focus group, provide a report and meet to discuss findings. The only cost to the S3 grantee is the stipend for the participants and to provide a healthy snack.

Budget Considerations:

- Parent Focus Group (Maximum 5 people per focus group)
- Staff Focus Group (Maximum 5 people per focus group)
- \$30 stipend per person X 10 people: \$300
- Light & Healthy Snacks for each focus group (10 people)

- **Share & Learn for S3 Parent Resource Representatives**

Description:

A day-long session to be held in Lansing, Michigan for Parent Resource Representatives and/or for those people who volunteer in that capacity. This will be an opportunity to share tips, techniques and programs with your job a-likes as well as learn facilitation skills and program design to keep parents engaged and coming back.

Budget Considerations:

- Cost of Lunch and Materials \$25 per person
- Mileage to and from Lansing
- Any sub costs if the Parent Resource person or designee is a teacher.
- Friends and Family Welcome Tool Kit

- **Parent Engagement Toolkit**

The tool kit will provide you with step by step instructions for the front office and/or guard, teachers and staff on how to welcome family and friends to your school. It will also provide guidelines for training of those family and friends who wish to be ambassadors. A Family & Friends logo will be designed as an option for schools. This term Family & Friends is suggested because it is welcoming and all inclusive to those who care about the students in your school.

Budget Considerations:

There will be no cost for the Tool Kit. However you will want to consider some materials to help support your efforts. The Family & Friends logo will be provided to you at no cost or you may use one of your own.

The costs below are estimates of materials with a logo. You may use our printer or a printer of your choice. These items are listed merely to give you an idea of the scope of the tool kit and cost of materials for budget purposes. They are listed in order of importance:

- 1,000 Peel off Name Tabs (4" X 2" 10 per sheet): \$165
- Laminated Poster (approximately 3 ft X 4 ft) white photo gloss, laminated on both side, logo printed on one. Used to post events, honors, etc.: \$165
- Ambassador T-Shirts (Quantity of 50) \$8.50 each
- Sandwich Board (logo at top with space below to post an event – 2' x 3' steel A-frame sign holder with 2' x 3' print, laminated and mounted to coroplast for A-frame sign: \$200
- Yard Signs – 24" x 18", white coroplast, printed on both sides with stepstakes. \$36.70 each (Quantity of 6).

- **Parent Conference on Adolescent Sexuality**

Description:

This year (2012-2013) Parent Action for Healthy Kids will hold a statewide parent conference on Adolescent Sexuality. The conference will help parent gain the knowledge and skill to talk with their teen about sexuality as well as understand their role in supporting the schools efforts to implement an evidenced-based HIV and Sex Education program. The conference will be day long and held on a Saturday in the Detroit Metropolitan area.

Budget Considerations:

Conference fee will be approximately \$40 per parent.

Consider the number of parents you may want to sponsor

Consider including transportation (providing a school bus, or mileage)

- **Talk Early & Talk Often Parent Workshop**

Description:

Talk Early & Talk Often is a two-hour workshop for parents to help them develop the skills to talk with their teen about abstinence and sexuality. Parent Action for Healthy Kids rolled out this program in 2005 at the request of Governor Granholm and it continues today. The evaluations from parents continue to be highly positive. If you would like to host one of these workshops, you will be required to take registrations and advertise. All the materials needed to do this will be supplied. You will be required to pay for the cost of materials.

Budget Considerations:

\$10 per person for materials (30 participants maximum per workshop) & facilitator time and travel: \$500

RESTORATIVE JUSTICE PRACTICES (RJ)

- Costs for Restorative Justice (RJ) Services vary based on the needs of each school. Please work with your S3 Coach to contact your Regional Dispute Resolution Center to discuss your school's needs, training and costs. Activities that complement/supplement RJ should be approved through MDE S3 staff and support the objectives of RJ.

A SILENT CRISIS: Creating Safe Schools for Sexual Minority Youth (SMY)

SMY Option 1

- This option would be for S3 schools that want to send a team to an "A Silent Crisis: Creating Safe Schools for Sexual Minority Youth" regional day-long training to build basic awareness. Participants will leave with resource guides filled with information about how to make schools safer and more supportive at all levels. The workshop includes basic information to get everyone on the same page regarding health and educational risks, terminology, implications of personal beliefs on practice, assessing the climate in one's own school, and policy and legal issues. The second half of the workshop focuses on using skills for responding to situations and intervention strategies, and developing an action plan for next steps. This option would be valuable for schools that want to build basic awareness, are self-starters, and can take the information and move to action without additional supports.

Cost:

5-10 slots in day-long training: \$1000

5 resource guides for training participants: \$265

Total: \$1265

SMY Option 2

- This more comprehensive option would include everything in SMY Option 1 and also individualized follow-up support to identify and implement changes that can be made in the school to provide a safer and more supportive climate to all youth including lesbian, gay, bisexual, transgender and questioning youth. This option would be valuable for schools that want to build basic awareness and receive additional support to take the information and move to action.

In addition to the day-long training for 5-10 school staff and 5 resource guides, SMY Option 2 would cover individualized follow-up support, including an onsite planning meeting, an onsite in-service for school staff, individualized technical assistance, and travel for trainers to school sites. Services can be adjusted to meet individual needs.

Cost:

5-10 slots in day-long training: \$1,000

5 resource guides for training participants: \$265

Individualized follow-up support services for school: \$1,735

Total: \$3,000

Additional Budget Considerations:

Light refreshments for meetings and/or staff in-services

Copying costs for meeting materials

Stipends/Subs for onsite meetings and/or in-services

ADDITIONAL SERVICE OPTIONS

SOCIAL/MEDIA RELATIONS

Services offered by Lambert, Edwards & Associates (LE&A) to S3 schools at no cost:

- Communications plan, including counsel on internal and external communications strategies
- Message development as it relates to the S3 Grant
- Media relations related to the S3 Grant
- Social media analysis and recommendations
- Website analysis and recommendations

Additional services offered by LE&A:

- Message development related to school/community outside of S3 Grant: \$1,500
- Media training: \$4,000
- Crisis communications plan and counsel: \$2,000
- Social media content development (ongoing): \$750/month
- Website content development (can work with outside vendor to implement): \$1,500
- Ongoing support on how to implement the initial communications plan: \$2,000/month (post S3 Grant)
- Post S3 Grant communications plan with updated content that include: \$2,500 (phase two internal and external communications strategies)

YOUTH ENGAGEMENT (YE) through Neutral Zone (NZ)

**This is an option for schools to initiate Youth Engagement. Schools are not required to use this option. MDE recommends that you work directly with your S3 coach to customize the Youth Engagement activity/initiative that best meets the needs of your school.*

School Meeting – Assessment and Strategic Planning

- Review research students conducted on issue
- Provide facilitated coaching session to group to develop a work plan for a school reform project Building Liaison, other school staff and student group October
- NZ Trainer (1 day): \$450/day
- Travel for NZ Trainer (@ \$0.55/mile round trip between Ann Arbor and school)

School NZ Coaching Visits

- Provide follow up support on projects
- Provide additional training relevant to student leadership development for conducting project (if useful) observation/feedback sessions
- Begin development of sustainable advisory structure for on-going student engagement. Building Liaison, other school staff and student group
November-April
- (3-5 visits) NZ Trainers (3 days): \$450/day
- Travel for NZ Trainer (@ \$0.55/mile round trip between Ann Arbor and school)

1 Day Summit

- Re-engage youth
- Provide new training
- Share success
- Begin developing structures and strategies for on-going student Advisory, Students/ Building Liaisons & school staff, MDE Coaches, February 2013
- Cost: \$500/School for 2-3 staff and 6-10 student participants