

Colorado School Bullying Prevention and
Education Grant Program 2022-2025

November 1, 2021

HOPE Online Learning Academy Co-Op

9780 Pyramid Court, Suite 100

Englewood, CO 80112

720-402-3000

Colorado School Bullying Prevention and Education Grant Program 2022-2025

Applications Due: Monday, November 1, 2021, by 11:59 pm

Part IA: Cover Page - Applicant Information

Lead Local Education Provider (LEP)/BOCES/Facility School Information			
LEP/BOCES Name:	Douglas County School District	LEP/BOCES Code:	0900
Mailing Address:	620 Wilcox Street, Castle Rock, CO 80104		
Type of Education Provider			
[check box below that best describes your organization or authorizer]			
<input type="checkbox"/> School District <input type="checkbox"/> BOCES <input type="checkbox"/> CSI Charter <input checked="" type="checkbox"/> District Charter <input type="checkbox"/> Facility School			
Region			
[indicate region of Colorado this program will directly impact]			
<input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast			
Recipient Schools			
[list all schools impacted by this funding – additional rows may be added]			
Hope Online Middle School			
Authorized Representative Information			
Name:	Laura Gorman	Title:	Grant & ESSA Coordinator
Telephone:	720-433-1257	E-mail:	laura.gorman@dcsdk12.org
Program Contact Information			
Name:	Susan McAlonan	Title:	Director of Student Services
Telephone:	720-402-3000	E-mail:	susan.mcalonan@hopeonline.org
Fiscal Manager Information			
Name:	Laura Gorman	E-mail:	Grant & ESSA Coordinator
Telephone:	720-422-1257		
Requested Funding			
Year 1 (2022-2023)	\$ 34,912	Year 2 (2023-2024)	\$ 34,912
		Year 3 (2024-2025)	\$ 34,912

Executive Summary
Colorado Department of Education
Bullying Prevention and Education Grant
1580 Logan St. Suite 550
Denver, CO 80203

HOPE Online Learning Academy Co-Op High School and Middle School is a multi-district charter school authorized under the Douglas County Re-1 School District (DCSD) since 2008. Like a traditional brick and mortar school, HOPE students in grades 6-12 attend one of 12 Learning Centers for a full day of instruction consisting of at least 6.5 instructional hours each school day. These Learning Centers are located within ten school districts where an agreement with HOPE exists. The Learning Centers are not separate schools rather, the community-based classrooms where students receive their instruction through a consistent curriculum and program model.

HOPE high school is designated as an Alternative Education Campus (AEC) s. Eligibility is based on having 95% of students with one qualifying risk factor; of the students who attend the in-person learning centers, currently 58% of students have two or more. Indicators include repeated suspensions; expulsion; drug/alcohol use; gang involvement; child abuse/neglect; pregnancy; psychiatric or behavioral disorder; parent/guardian in prison/probation; domestic violence.

The implementation of the grant will include the following objectives:

1. Coordinating bullying prevention efforts across the SC BOCES.
2. Providing PBIS and SEL training to the teachers and administration at schools to make implementation more effective.
3. Encouraging student voice- to get involved in school leadership beyond the Bullying Leadership Committee.
4. Educating parents and community members on what bullying looks like and what they can do intervene and serve as positive role models in students' lives.
5. Providing staff and administrators with the tools and knowledge to continue providing positive interventions and preventions of bullying once the cycle of the grant has ended.

Douglas County RE-1 School District and Hope Online Academy appreciate the opportunity to work with the Colorado Department of Education to improve the resources offered to students in rural school districts and is grateful for the time and consideration given to this application.

Susan McAlonan
HOPE Online Learning Academy Co-Op
Executive Director of Student Support Services
9780 Pyramid Ct, Suite 100
Englewood, CO 80112

Section A: Needs Assessment

1) Describe your need for bullying prevention and education, based on an analysis of data. Address: Frequency and severity of bullying behavior and Family, teacher, community input.

HOPE Online Learning Academy Co-Op High School and Middle School is a multi-district charter school authorized under the Douglas County Re-1 School District (DCSD) since 2008. Like a traditional brick and mortar school, HOPE students in grades 6-12 attend one of 12 Learning Centers for a full day of instruction consisting of at least 6.5 instructional hours each school day. These Learning Centers are located within ten school districts where an agreement with HOPE exists. This unique model of educational programming is designed to provide a blended learning model via a community-directed partnership predicated on a social change theory by [Kavitha Mediratta](#). The Learning Centers are not separate schools rather, the community-based classrooms where students receive their instruction through a consistent curriculum and program model.

HOPE high school is designated as an Alternative Education Campus (AEC) s. Eligibility is based on having 95% of students with one qualifying risk factor; of the students who attend the in-person learning centers, currently 58% of students have two or more. Indicators include repeated suspensions; expulsion; drug/alcohol use; gang involvement; child abuse/neglect; pregnancy; psychiatric or behavioral disorder; parent/guardian in prison/probation; domestic violence. Each year approximately 25% of students who enroll are new to HOPE. Currently, 148 students are new. Of the 148 new students, 2% were identified as prior dropouts and 25% were students previously enrolled in HOPE in prior years. A multi-step analysis of risk indicators for students who have dropped out in the past two years was conducted to identify factors most frequently associated with dropping out. We found attendance, credit deficit, poor grades, school mobility and homelessness are all predictors of dropping out.

The CDE student data for 2020-2021, reports the school had 1090 students. This year, HOPE has a student population between 2,000-2,500 students, with the additional enrollment of over 1000 new students from an online school that closed. Administration continues to grapple with identifying all new students to get an accurate count.

A typical HOPE high school student is a person of color, lives in poverty, is learning English as a second language and has a history of school failure in their previous school including expulsion, suspensions, truancy, failing grades, learning gaps, are dramatically behind in credits, and/or have experienced trauma. With this high need population. HOPE's services have continued to increase to support these students. For many students HOPE is a school of "last resort" because students have exhausted all other alternatives to complete high school. As new students enroll they are asked "Why did you choose HOPE?" and every student/family reports one or more: bullying, past trauma, not having needs met, and/or in-person learning challenges. Often students have additional family challenges such as parents who are incarcerated, substance abuse in the home, etc. Many of the parents reported that their students were bullied in their last school. Almost 90% of parents of special education students indicated that social pressure is a primary form of bullying among them. Administrators have also noted that all students need mental health services on some level which is often the underlying reason for choosing HOPE.

The Learning Centers seem to be a fairly safe place for students, however administrators reported some gang presence in some of the learning centers that is having a negative impact.

Administrators believe that the students' outside environment and experiences are negatively impacting student engagement and their sense of belonging, leading to bullying behaviors. Parents consistently bring concerns to administrators regarding bullying behaviors happening online and in the community. Often the concerns and reports are based on suicide and mental health needs or pertain to sexual harassment. There is a need from staff and families to teach students strategies on how to handle and address bullying behaviors. Their eagerness to speak out against bullying indicates a desire for change in school culture.

During the 2018-2019 school year, there were 47 referrals made for bullying behavior, K-12. In 2019-2020, there were 26, with a drop due to the elementary school separating from the centers and not being included in the count. Last school year, 2020-2021, there was one reported incident, due primarily to Learning Centers going virtual as a result of COVID-19 restrictions. The majority of referrals and parental concerns revolve around cyberbullying. Bullying behavior often happens after school hours and negatively impacts the school day and school community. While there are not clear steps for community and family to give input into the bullying prevention and education program, the BIT will include family and community members and continue to look for avenues to expand their input.

2) Briefly identify current and previous attempts to reduce the frequency and severity of bullying behavior. HOPE implements daily critical thinking and Social Emotional Learning (SEL) class periods for students, delivered by the Center Directors to reduce the frequency and severity of bullying behavior. Programs and curricula provided include: SEL/Advocacy curriculum provided through Generation Schools Network, Empowering Minds, Brain Wise, Random Acts of Kindness, Project Alert, and Who You Are Matters. Administrators reported there is a need for SEL curriculum to establish consistency among all centers. Currently, recommendations and resources for providing SEL are provided by the center's mental health team composed of center directors, school liaison, school social worker, and school psychologist. Twice a week, this block is focused specifically on SEL utilizing resources and a range of curriculum provided by the mental health teams. In addition, this team supports centers by providing ongoing in-person daily support and crisis response. HOPE encourages family involvement by hosting family and student engagement events over the course of the school year, encourages parent participation at parent teacher conferences, and when volunteer opportunities are available, parents are encouraged to volunteer. Each site also sends frequent newsletters to families.

Areas for continued improvement include a need to identify and respond to bullying behavior utilizing research-based strategies. There is a need for creation of targeted Tier II & III interventions based on individual student needs rather than a Tier I support response. There is a need for programs that engage families and communities in a more thoughtful way to support efforts to reduce the frequency and severity of bullying behavior. With systems in place, including a clear system for reporting and addressing bullying behaviors, HOPE can provide a more consistent approach for resolving issues.

3) Describe efforts to provide a positive school climate to serve as a foundation for effective bullying prevention. All positive school climate efforts at HOPE are based on the center's four core pillars and the vision of the school. HOPE utilizes Restorative Justice practices and SEL curriculum (see question 2) for supporting positive student relationships. The centers provide

opportunities for students and families to connect at community events held throughout the year. In addition, each center holds its own award certificate and system.

With the support of the grant, the centers can work toward streamlining their system with the help of the Bullying Prevention Team (BIT). An explanation of school-wide expectation is not yet established but will be created and implemented. Currently, HOPE has a Response to Intervention (RtI) process and a [Multi-Tiered System of Supports \(MTSS\) Framework](#), but it is identified as an area that needs improvement. Staff and families will benefit from more awareness and strategies to help support students' SEL and bully prevention efforts.

With the Bullying Prevention grant, HOPE will be able to continue a bullying prevention/SEL curriculum for the next three years. All staff including administration, counselor, and center leaders will be required to attend all of the BP/SEL professional development planned. Through the Bullying Prevention Grant, HOPE will promote Positive School Climate by fulfilling the following expectations:

1. Revisit School Climate elements for further development and improvement
2. The school will support all aspects of safety including physical, social, emotional, identity, and academic safety.
3. All adults will understand, monitor, and recognize bullying behaviors and respond to and provide intervention when a situation of bullying behavior is identified.
4. Staff actively supervise students in common Learning Center areas.
5. Staff foster positive relationships between all members of the school community.

Section B: Program Description

1) Clearly indicate: The evidence-based best practice for preventing bullying that will be implemented; and How the evidence-based program will address the school's needs.

The following implementation strategy is articulated for work that employs data, evidence-based strategies and curriculum in a common approach that allows for joint learning around the work and commonalities as students move between schools and districts. It also allows for customization based on individual school/district data and chosen approaches and allows for integration of various school/district efforts and curriculum into an implementation framework and MTSS creating cohesion in approach. Because a positive school climate is foundational to effective bullying prevention, it is imperative to draft a BPEG Practice Profile defining the core component of school climate as the experience of students, families, and staff within a school that is marked by feelings of safety, trusting relationships, and a sense of belonging for all. HOPE, the Implementation Coach (IC) and BIT will follow the BPEG Cohort 3 Roadmap to meet all requirements and ensure fidelity.

HOPE will frame their Bullying Prevention Program around Colorado's 8 Practices of Positive Behavioral Interventions and Supports (PBIS). The IC and BIT will adopt these practices as they move through their work.

- Establish Administrative Leadership: state, district, and school leaders' active support
- Developing team-based implementation plans with strategies and protocols that enable bullying prevention across both special and general education staff and include a Multi Tiered Support System (MTSS)
- Define Behavioral Expectations: concrete, positive behaviors that every student can remember

- Teach Behavioral Expectations: explain, model, practice, and process
- Acknowledge and Reward Appropriate Behavior: for students and adults
- Monitor and Correct Behavioral Errors: consistent consequences for a continuum of behaviors
- Use Information for Decision Making: who, what, when, where, and how often
- Use Approaches and Strategies: to prevent bullying that are supported by research, matched to need, and culturally responsive
- Build Collaboration: with schools and community

HOPE will implement Evidence-Based Practices:

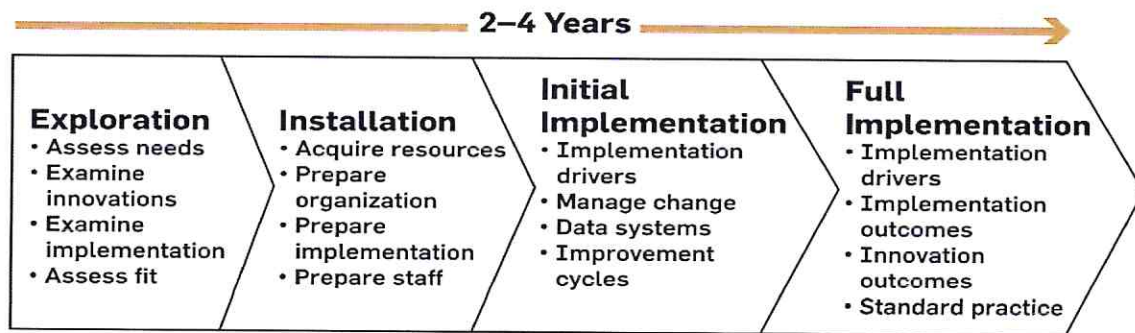
1. Staff will implement evidence-based bullying prevention practices using tiered model of support. Tier I: SEL Advocacy curriculum and Expect Respect for all students. Through an MTSS process, students are referred for possible behavioral support within the MTSS system. The Response to Intervention Team (RIT, looks at student data and determines what interventions are needed), parents, teachers, counselors, and administration determine the best intervention to support students which could include counseling, behavior contracts, incentives.

2. Staff will receive training through quarterly professional development to learn and implement an evidence-based bullying prevention curriculum schoolwide such as the GSN [SEL Advocacy](#) curriculum or [Second Step](#). During the 2018-2019 school year, Dr. Lee Morgan, Assistant Professor at the University of Northern Colorado, completed research on the effectiveness of the GSN program. He found that GSN’s interventions lead to significant gains in relationship skills, social awareness, and responsible decision-making. To access the report, click [here](#).

3. HOPE will implement evidence-based bullying prevention practices using the Active Implementation Frameworks (AIF) from [Implementation Science](#) to include training, coaching, data systems, etc., as illustrated below. The IC will support HOPE through each stage: exploration, installation, initial implementation, and full Implementation. The IC will collaborate with all stakeholders to improve bully prevention strategies and to increase social-emotional learning competencies such as communication, self-management, relationship skills, and social awareness through research-based practices such as:

- Integrating Positive Behavior Intervention Supports ([PBIS](#)) framework with specific focus on [Bully and Harassment Prevention in Positive Behavior Support: Expect Respect](#)
- Engaging the community in understanding [how to help children with bullying](#)

Figure 1. Implementation Stages



2) Describe: The process for designating/hiring an Implementation Coach that will provide support to school(s) regarding grant implementation; and the creation or integration of the BPEG Implementation Team (BIT) into a team at each school. HOPE Online Academy plans to hire an external IC to oversee grant management responsibilities and the creation and sustainability of the BIT. The ideal IC will have significant experience in teacher training and leadership coaching, school climate interventions, survey implementation, data analysis, and grant management. The IC will be responsible for creating a BIT consisting of a school-designated liaison, administrator, at least 3 teachers, one parent from each of the eight centers, and one student from each of the eight centers. The team will complete the Self-Assessment 2.0 at least once each school year and use results to implement strategies within the centers.

The IC will facilitate meetings of the BIT who will focus efforts on providing training and PD to teachers as necessary, administering surveys and guiding data analysis, and handling all grant reporting and fidelity measures. The work of the IC will be guided by a school-designated liaison, who will be responsible for scheduling BIT activities, proposing any schoolwide policy changes deemed necessary over the course of the grant, and generally guiding program implementation. The IC will work closely with the BIT to ensure responsiveness to HOPE staff and students and advise administration as well as the sustainability of the grant beyond the BPEG timeline.

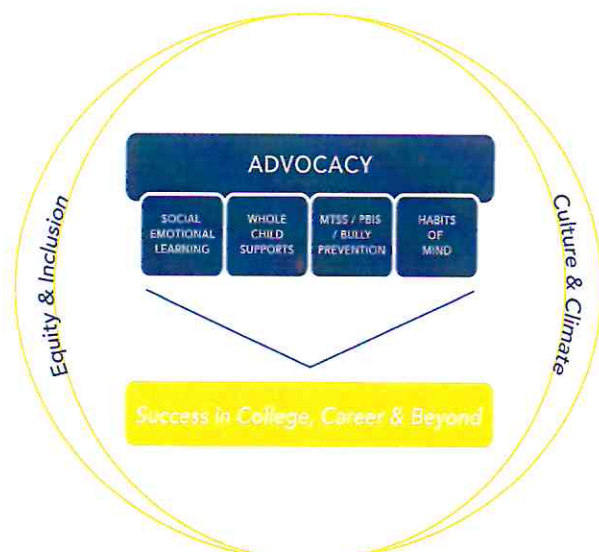
In addition, the IC will conduct weekly site visits (in-person or virtual) to build school leaders' capacity. Through trusting relationships with school-level leadership and the IC will work to solve problems the schools encounter while holding school leaders to a high level of accountability around implementation. The IC will:

- Lead monthly BPEG Implementation Team meetings for each center in the grant
- Monitor short-term and long-term goals for strengthening the bullying prevention
- Support centers with bullying prevention program implementation fidelity
- Support schools with developing and/or improving school climate
- Support implementation of effective data meetings, data analyses, and use
- Work with center leadership team to actively support BPEG activities
- Maintain regular communication with CDE
- Participate in monthly Implementation Coach meetings with CDE
- Monitor budget to ensure funds are drawn down in a timely manner

3) Clearly describe the methods that will be used to ensure implementation fidelity of the chosen evidence-based best practice in bullying prevention as required by the chosen program.

HOPE has chosen the [evidence based SEL Advocacy Program](#) (or similar) which employs a step by step process for program implementation to ensure replication of the success referenced here that includes:

- Assessment (DESSA, Indigo, student and



teacher surveys, implementation rubric)

- Goal setting (school data informs logic model)
- Professional development to embed practices, protocols and prepare for unit content
- Coaching, observations and progress monitoring
- Curricular units (5 lessons with activities + a project), visual media, etc.
- Additional Resources:
 - Guide to Advocacy Implementation
 - Monthly SEL Forums to address common challenges, problems of practice and build teacher/Advocate capacity
 - Monthly SEL Newsletters to highlight best practices and provide resources
 - Schoology with SEL resources, discussions, past forum links, etc.
 - Family Night planning and/or facilitation

The GSN Advocacy Program is supported by a variety of tools ([Logic Model](#), [Continuous Improvement Cycle](#), [Curriculum](#)) to help guide implementation toward accomplishing the goals of HOPE established in the logic model. The IC will train teachers and staff in PBIS and Advocacy and oversee implementation to ensure fidelity to the program, troubleshooting any barriers through by using the tools above to problem solve around the data collected. The IC will:

- Support establishment of a Bullying Intervention Team.
- Conduct quarterly committee and staff trainings
- Support administration of the Safe Schools Safe Community Bullying Questionnaire schoolwide.
- Lead weekly meetings (virtual or in-person) to hold staff discussion group meetings to develop and refine a process for problem-solving around collected data.
- Support the introduction of the school rules against bullying.
- Support the review and refine the school's supervisory system.
- Work with leadership to create a school kick-off event to launch the program.
- Involve parents and community members by building trusting relationships through the BIT involvement.
- Help to spread anti-bullying messages and principles of best practice in the community.

4) Fully describe how families and the community will be included in bullying prevention efforts. Address how information will be shared regarding policies/ ongoing prevention and education efforts to reduce the frequency of bullying/strategies for including families and the community in school bullying prevention implementation.

Because family, school, and community partnerships (FSCP) are shown to reduce the likelihood of bullying and improve the buy-in of all stakeholders, we understand the imperative behind effectively developing and taking advantage of FSCPs. Currently, the administration at HOPE Online Academy reports that parent involvement, including survey participation, has been a challenge. Despite the [rich evidence](#) and support for family engagement in education, schools continue to struggle to move beyond random acts of engagement to systemic, integrated, effective, and sustainable family engagement practices that are central to school based initiatives and improvement efforts. One effective practice HOPE sees is the importance of supporting families' communication and aspirations with students rather than focusing on event attendance, which for some low-income families is challenging due to transportation and work

schedules. Developing meaningful systems of integrated communication is one of the strategies HOPE will address.

Involving students in the planning process will also encourage parent buy-in. Students who are meaningfully involved with the BIT can recruit other students to these events, which may include community events, Parent Nights and bullying prevention training sessions. These students can help encourage their parents to attend. These events will also give the school the opportunity to reach out to local community members and businesses to encourage their attendance and to speak out on bully prevention efforts and supports. HOPE will use all parent contact time, such as parent-teacher conferences, to continuously inform parents about bullying prevention efforts and engage them with materials (such as refrigerator magnets) to promote their efforts. Inviting community leaders to participate in the school's conversations surrounding bullying prevention policies will allow them to understand the role they play in modeling positive behaviors and building positive relationships. To increase family participation, the IC will work with the BIT to announce BPEG events on current social media pages, online Bulletin Board, and on center announcements. Families of all eight centers will be encouraged to attend and take an active role in the bullying prevention efforts. HOPE will implement the use of additional parent resources from sites such as [StopBullying.gov](https://www.stopbullying.gov), as recommended by CDE. Resources from this site may include: Bullying and Trauma, Digital Awareness training for parents; Preventing Cyberbullying with specific strategies for parents.

5) Address how: Student leadership will be included in the implementation of bullying prevention strategies and Student voice will be included in the development of bullying prevention strategies. Per CDE's *Best Practices and Model Policy*, "often, bullying is a covert act that may escape the immediate notice of teachers or other adults in the school. Students themselves are the ones who experience bullying and thus may have the best understanding of its nuances within the unique context of each school. When students are able to become part of the solution by influencing peer norms, they can have a strong impact." HOPE currently has various methods in place to involve student voice and choice in their anti-bullying efforts. School staff and administration recognize students that are making a positive difference in school culture. The school also hosts events to celebrate students who meet their core values, calling attention to school leaders and to engage them in the implementation of bullying prevention strategies. A student-led committee will be established (through an open call to interview with the Student Services Director) in the Spring of 2022 to allow students who have been bullied the opportunity to talk with others that have experienced bullying as an outlet to share, seek guidance, discover new coping strategies, etc. Within this committee, it is the hope that by empowering them, some students will step up and act as mentors to other students. Yet, what must be taken into consideration is that student mentors can often be faced with the challenges involved when comforting or giving advice because they themselves have not received proper training. The school would like to give those mentoring students better training and tools, via the [Kids Working it Out](#) or [The Leader in Me](#). In using professional guides, trained students who understand how to manage conflict successfully can transform their schools into safer and kinder places to learn. Students involved in the BIT will be involved in the synthesizing of survey results and will be able to bring their perspective as students (along with what they hear from their peers) into the conversations and decisions the BIT will make. This structure will

improve student voice which will send a clear message to students that their voices are both desired and important to school administrators. The school will also use the Random Acts of Kindness curriculum through the SEL Advocacy program that gives students tools to step up and speak out when they see bullying or other forms of negative behaviors.

6) Describe the methods that will be used to ensure sustainability of the chosen evidence-based best practice beyond the life of the grant. How grantees will ensure that grant-funded bullying prevention strategies will be implemented beyond the life of the grant and Integration into school, family, and community systems. Planning for sustainability can span a number of strategies from building internal capacity, to securing new funding, to incorporating effective programs, practices or policies into partnering organizations to ensure continuity. Sustainability will involve managing and leveraging resources (financial and otherwise), and focusing broadly on the community needs, which may shift or change over time. HOPE will adapt to these trends and grow and change with the climate. The following eight key factors which will be put into place through the BPEG grant, will influence whether a service, program or its activities and benefits will be sustained over time:

1. Create an action strategy: Training staff to recognize the signs of bullying and where they often occur will help build a system of accountability that will positively affect school culture for the future. Building anti-bullying efforts from a systemic perspective will ensure sustainability.
2. Assess the environment: research shows that creating a positive culture of kindness and respect is the baseline for sustainability and will strengthen efforts long term. HOPE recognizes that their approach to bullying prevention needs to encompass all aspects of school and community life. It is not enough for just the administration to buy-in and support anti-bullying efforts. Staff, administrators, parents, community members, etc. all must be invested not only in observing and coaching students on their behavior, but they also must make efforts to model positive behavior among one another.
3. Be adaptable
4. Secure community support: Annual assessment of pinpointing resources needed (e.g., thinking about yearly program costs; costs and time commitments required for additional staff training; continued technical assistance from the program developers or another outside source; and continued support from staff and students).
5. Integrate program services into family and community infrastructures: Through the evaluation of services student/family needs the Community Resource and Referral Guide of services will be reviewed annually
6. Build a leadership team: the BIT will continue
7. Create strategic partnerships: Developed through the Resource and Referral Guide and the BIT, these partnerships can expand to include additional stakeholders each year
8. Secure diverse financial opportunities: HOPE will be enrolling an additional 1500 new students between their online and in-person centers this year due to another online school's closure. While HOPE is excited to be able to serve these additional students, we need adequate funding and capacity to build a robust Bullying Prevention Program. Funding will allow for collaboration between the IC and BIT to create a sustainability plan - one that will include building a team of leaders through a BIT lens and focus on

creating strategic partnerships to fully support bully prevention efforts.

Section C: Policies and Practices

1) Describe: The current district bullying prevention and education policy (JICDE) and its key features and How the current district safe school plan will be revised (if necessary) to improve bullying prevention and education. The HOPE [Code of Conduct](#) also outlines the Prevention of Bullying Policy HS-00, defined as “any written or verbal expression, or physical act or gesture, or pattern thereof, that is intended to cause distress upon one or more HOPE students in a Learning Center, on Learning Center grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events shall be strictly prohibited.” Within this policy, “All administrators, teachers, employees, and students share the responsibility to ensure that bullying does not occur at any Learning Center, on any HOPE or Learning Center property, at any HOPE or Learning Center sanctioned activities or events, when students are being transported in any vehicle dispatched by HOPE or a Learning Center, or off school property when such conduct has a nexus to a HOPE or Learning Center curricular or non-curricular activity or event.” The Discipline Policy for such behaviors are outlined in both the HOPE Code of Conduct and [Parent and Student Handbook](#). In addition, the school holds assemblies, student peer mediation programs, parent conferences, separation of students, withholding of privileges, and additional staff training and support.

As part of the additions and possible revisions, HOPE will include recommendations and best practices as outlined in CDE’s Best Practices in Bullying Prevention and Intervention. Specifically, to form or identify a team(s) to coordinate bullying prevention efforts and to dedicate class time to teaching and empowering students in bullying awareness and skills in prevention, appropriate intervention, and reporting. In addition, protocols for how incidents are reported and investigated will be included in the revision. This effort will be guided by the BIT and IC.

2) Describe the following for students accused of engaging in bullying behaviors: The provisions for adequate due process; and Safeguards. HOPE implements restorative practice strategies in each center. After being accused of bullying behavior, a student is treated in the same manner as any other student seen breaking the code of conduct. Safeguards (restorative justice strategies, lack of zero-tolerance policy for bullying) are carried out with opportunities for students to change their behaviors. The following is prescribed by the Code of Conduct:

FIRST OFFENSE: 1. The student and parent(s) or guardian will meet with the Learning Center director or designee. 2. Information on available cultural diversity and relevant counseling programs will be given to students and parent(s) or guardians. 3. Subject to the involvement of HOPE, the student may be suspended or expelled, and law enforcement authorities may be contacted, depending on the seriousness of the offense.

SECOND OFFENSE: 1. The student shall be suspended. 2. A meeting of the parent(s) or guardian and the Learning Center director will be scheduled prior to readmittance to school. 3. The student will be required to participate in counseling or attend a cultural diversity program. 4. Depending on the seriousness of the offense, the Learning Center director may request the student be expelled and may contact law enforcement authorities.

THIRD OFFENSE: 1. A recommendation for expulsion shall be made to HOPE. Depending on the seriousness of the offense, law enforcement authorities may be contacted.

Section D: Evaluation and Reporting

Data-based decision making will provide a continuous improvement process used by the BIT to collect, analyze, and evaluate information to inform decision making at the system and student level. Center staff will be trained and have access to relevant bullying and behavior data. The school collects data on the frequency of students being the target of and witness to bullying. Additional information to support decision making (e.g., location of bullying, type of bullying) are also collected.

1) Describe: The student impression survey that will be used to measure frequency and severity of bullying in the spring of each year; and if the survey will be administered electronically or via paper-and-pencil.

HOPE will utilize an existing Student Affiliate and Parent Affiliate survey and will incorporate an additional two CDE pre-approved questions. This will ensure that each level of school culture is surveyed and administration understands the school climate fully before beginning implementation of programming. Over the course of grant implementation, the survey will be used to track changes in the mindsets of all parties and will help the IC, BIT, and administrators understand how to change and evolve their programming to address areas of weakness based on data trends. The schools will be administering the survey electronically, but will offer a paper-and-pencil version if accommodations are needed.

2) Describe the procedures for: Gaining parent and student opt-in permission to complete the above survey including the language that will be used; and Strategies to advertise the survey and gain at least 60% opt-in permission.

Student Data Privacy is outlined on HOPE's website and includes accessible and printable resources for parents and students, including direct contact information for parents as needed. In Spring 2021, HOPE had a student participation rate of 40% percent. With the help of the BIT and IC, strategies such as advertising the benefits of working and living in a safe, more peaceful and productive environment will be put in place to increase the number of student and parent responses in the survey to 60%. A survey description and opt-in form will be provided to all families during back to school registration. Both online and paper versions, and in their home languages. The form will also note that students and families may discontinue the survey at any time without consequence. Time will be set aside during the critical thinking block at the beginning of the year for the students who opted in to complete the survey. HOPE will enlist the support from the School Accountability Committee and PTO to encourage parents to also complete the survey during back to school nights, fall conferences, and a fall family engagement night.

3) Describe the procedures for the distribution, collection, standardization, and analysis of student impression survey data collected. Address: When the survey will be administered and how data will be reported; and How data will be used to make decisions and inform the prevention efforts.

The Student Affiliate and Parent Affiliate survey will be administered during the Fall of 2022. The survey administration process will include: distribution, collection, and analysis.

Distribution: a) Newly formed BIT will establish date and time for the survey to be administered. b) The IC will develop a process alongside the BIT to ensure 60% opt-in is achieved. c) The BIT will begin advertising the survey to the school and parents one week before the survey is scheduled to be administered. d) During August 2022, the IC will give teachers access to the survey, so they can ensure students who have opted-in can be given it during specified class time. e) The survey will be conducted once a semester to gather feedback and determine any changes that need to occur.

Collection: The survey will automatically collect information in accordance with 22-93-101 § C.R.S., and notify students again that their information is private and anonymous. Once surveys are administered in full, the IC will work with the district to compile the data. Paper surveys will be collected by the teacher/staff member that is administering the survey and turned into BIT.

Analysis: a) The results will then be shared with the IC, BIT, and any other parties the school and IC deem necessary. In following BIT meetings, the results will be analyzed and discussed, and inform decisions to strengthen areas of weakness or concern to modify the approach moving forward. b) Any results or new programming will be shared with the school and community through email, newsletter, school website, and any social media pages owned by the school.

4) Describe procedures that: Ensure the confidentiality of each student's answers to the student impression survey; clarify completion of surveys will be anonymous/ voluntary

The school will maintain its current confidentiality measures as mandated. In addition, when a child opts-in to a survey, the school will inform the child and their parents that their information will continue to be kept private. HOPE will not collect any personally identifiable information such as name, student ID number, date of birth, etc. during the administration of the survey. Students will be made aware at the beginning of the administration process that they are able to opt-out at any time with no negative consequence and that they can skip any answers. This includes ensuring students are knowledgeable that surveys are voluntary and not required. This information will also be included in all informational and advertising materials.

5) Provide a description of any measures other than a student survey that will be used to assess: Bullying frequency; and Bullying severity.

The school will use family and student report measures and office discipline referrals to track progress and monitor any areas of programming that may need adjustment. The data tracking procedures will be developed in the BIT beyond what is collected in Infinite campus. The data will be tracked to compare future progress against past performance. Also used will be the Indigo Assessment, a mid-year advocacy survey. In addition, school wellness surveys will be given annually alongside qualitative teacher reports on bullying frequency, severity and overall school climate.

Section E: Budget Narrative and Electronic Budget Years 1-3, \$35,000/year = \$105,000

1) \$15,250: .25FTE hiring or designating an Implementation Coach (GSN) that will be qualified to provide support, ongoing progress monitoring, data analysis, and reporting to CDE of the progress of the bullying prevention best practices.

- a) Monitoring and execution of the distribution, collection, standardization, and analysis of survey data collected.

- b) Monitoring and execution of procedures that ensure the confidentiality of each student's answers to the survey.
 - c) Monitoring and execution of the distribution, collection, and analysis of implementation data that indicate the degree to which the school, leadership team, and school staff implement the evidence-based bullying prevention best practices.
- 2) \$12,000: The cost of implementing evidence-based bullying prevention best practices (e.g., purchasing a curriculum, training). Indigo Assessment costs: students 2000 students x \$6/student = \$12,000
- 3) \$6,000: Family outreach and engagement-Two Family Nights: Educating and/or including students' parents and legal guardians regarding bullying prevention. Dinner @ \$8/per person x 200 x 2 events = \$3,200 + Childcare provided by 2 adults @\$25/Hr x 4 hours x 2 events = \$400, Interpreters \$50 x 2 hours x 2= \$200= Bullying Resources for families (refrigerator magnets, etc), 2,200 = \$6,000. Family night topics:
- a. District policies concerning bullying prevention and education;
 - b. Ongoing efforts to reduce the frequency and intensity of bullying incidents; and
 - c. Strategies for involving families and the community in school bullying prevention.
- 4) \$1,750 LEA Administrative costs (maximum of 5% of total funds).

Expelled and At-Risk Student Services
RFA Match Funding Detail

District/BOCES: School: Facility:		0900 HOPE Online Learning Academy Co-OP 0				
1	2	3	4	5	6	
Program	Budget Object	Match Type	Funding Year	Cost	Description	

Support Program	Salaries (0100)	In-Kind Support	FY21-22	\$16,000.00	.2 FTE Executive Director of Student Support Services to provide grant oversight
Support Program	Employee Benefits (0200)	In-Kind Support	FY21-22	\$3,800.00	.2 FTE Benefits Executive Director of Student Support Services to provide grant oversight
Support Program	Salaries (0100)	In-Kind Support	FY21-22	\$10,000.00	.10 FTE Career Counselor to assist in determination of program elements
Support Program	Employee Benefits (0200)	In-Kind Support		\$2,000.00	.10 FTE benefits Career Counselor to assist in determination of program elements
Support Program	Supplies (0600)	State Dollars	FY21-22	\$2,000.00	meals and travel for steering committee and involved personnel
Support Program	Supplies (0600)	State Dollars	FY21-22	\$1,000.00	Materials and supplies for focus groups and steering committee
Administration	Salaries (0100)	State Dollars	FY21-22	\$5,000.00	.1 FTE HOPE administrative support for scheduling, record and data keeping
Administration	Employee Benefits (0200)	State Dollars	FY21-22	\$1,500.00	Benefits for .1 FTE administrative support
Support Program	Salaries (0100)	State Dollars	FY21-22	\$10,000.00	.2 data specialist to support data collection and analysis with evaluator
Support Program	Employee Benefits (0200)	State Dollars	FY21-22	\$3,000.00	Benefits .2 data specialist to support data collection and analysis with evaluator
Support Program	Supplies (0600)	State Dollars	FY21-22	\$3,000.00	Training facilities, materials and meals for professional development activities
Support Program					

SCHOOL BULLYING PREVENTION AND EDUCATION

Cohort 3 RFA Budget
Year 1 (FY22-23)

Douglas County RE 1

SHEET IS PROTECTED. ALL DATA ENTERED ON BUDGET DETAIL TAB

SUPPORT PROGRAM

Salaries (0100)	\$500.00
Employee Benefits (0200)	\$100.00
Purchased Professional & Technical Services (0300)	\$15,250.00
Other Purchased Services (0500)	\$0.00
Travel, Registration, and Entrance (0580)	\$0.00
Supplies (0600)	\$17,400.00
Other (0800)	\$0.00
Subtotal-Instructional Program	\$33,250.00

ADMINISTRATION - MAXIMUM OF 5%

Salaries (0100)	\$1,250.00
Employee Benefits (0200)	\$412.00
Purchased Professional & Technical Services (0300)	\$0.00
Other Purchased Services (0500)	\$0.00
Travel, Registration, and Entrance (0580)	\$0.00
Supplies (0600)	\$0.00
Other (0800)	\$0.00
Subtotal- Administration Program	\$1,662.00
Grand Total	\$34,912.00