

ATTACHMENT Question 3 - YOUTH BULLYING PREVENTION TASK FORCE MEMBERS

Name	Agency	Ward or State
Marcus Allen	DPR	MD
Patrice Bowman	OSSE	Ward 7
David Taylor	MPD	unknown
Ellie Canter	Turning the Page	Ward 6
Kristal Dail	DOH	Ward 6
Yuliana Del Arroyo	OSSE	VA
Kafui Doe	OSSE	MD
Celina Gerbic	The Trevor Project	Ward 2
Daniel Goodwin	CFSA	unknown
Suzanne Greenfield	OHR	Ward 1
Sharra Greer	Childrens Law Center	Ward 2
Ambus Harper	DBH	Ward 4
Willa Jones	Elsie Stokes PCS	Ward 5
Terrance Laney	LGBT Affairs	Ward 1
Sislena Ledbetter	UDC	MD

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Adam Lustig	DCPS	Ward 1
Allan Marcus	DPR	MD
Preston Mitchum	BYP100	MD
Marie Moll	LAYC	Ward 1
Monica Palacio	Office of Human Rights	Ward 4
Alexander Rose-Henig	Basis Charter School	Ward 7
Linda Ryden	DCPS, teacher	Ward 3
Judith Sandalow	Children's Law Center	Ward 1
Kanya Shabazz	Playworks	MD
Omotunde Sowole-West	OSSE	MD
Jennifer Thompson	DPL	Ward 6
Mark Thomas	DPR	MD
Cecilia Thomas	DPR	Ward 5
Zillah Wesley	DCPS	Ward 4
Rochanda Hiligh-Thomas	Advocates for Justice	Ward 4
Audrey Williams	Public Charter School Board	MD

February 2, 2018

The Honorable David Grosso
Chairman, Committee on Education
Council of the District of Columbia
1350 Pennsylvania Avenue, N.W.
Washington, DC 20004

Dear Chairman Grosso:

In response to the Committee on the Education's performance oversight questions related to the Mayor's Youth Bullying Prevention Task Force, I respectfully submit the enclosed information.

Thank you for the opportunity to provide prehearing responses to your questions related to the Mayor's Youth Bullying Prevention Task Force FY17 performance.

Sincerely,

Suzanne Greenfield
Director, Citywide Youth Bullying Prevention Program
DC Office of Human Rights

cc: Gianelle Rivera

Encl.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
The Youth Bullying Prevention Task Force



Responses to Fiscal Year 2017 Performance Oversight Questions

Bullying Prevention Task Force

Committee on Education
The Honorable David Grosso, Chairman
Council of the District of Columbia

February 15, 2018

Committee on Education
John A. Wilson Building
1350 Pennsylvania Avenue, NW
Washington, D.C. 20004

Bullying Prevention Task Force FY17 Performance Oversight Questions

Q1. Describe the FY17 goals of the Bullying Prevention Task Force. Was the Task Force successful in meeting its FY17 goals? If not, please describe what prevented the Task Force from meeting its goals.

The Mayor's Youth Bullying Prevention Task Force's primary goal in FY17 was ensuring compliance with the Youth Bullying Prevention Act (see Q2 for information on other goals). The Task Force, together with the Youth Bullying Prevention Program (YBPP or the Program) at the Office of Human Rights (OHR), was successful in achieving this goal. The Task Force and YBPP worked on compliance with all covered agencies, grantees, and schools. As a result, all ten (10) DC agencies covered under the Act remain compliant, and have updated Points of Contact (POCs) for each agency. To date, all but two local education agencies have submitted anti-bullying policies that comply with the Youth Bullying Prevention Act. DC Public Schools and the DC Public Charter Schools Board provided updated POCs (as required by regulations) for each school with a compliant policy. We have worked to transition the approach we took with grantees of the Trust to the United Way, and continue to ensure that all grantees of the United Way have compliant bullying prevention policies. All grantees are offered training and support around implementation for their sites.

Additionally, the YBPP worked with, and will continue working with, the Office of the Deputy Mayor for Education (DME), which is now housing The Office of Out Of School Time (grantees of the city) and working with the University of the District of Columbia (UDC) to provide professional development and training. YBPP will continue to work with DME to support grantees in the new system.

Q2. Describe the goals for the Bullying Prevention Task Force for FY18.

The Task Force was initially scheduled to sunset in August of 2015, but as part of the FY16 Budget Support Act, it was renewed for three more years. As a result, the Task Force will expire in August 2018. The extension in 2015 provided the following goals for FY16-FY18:

- a. Appropriately engage the parents and guardians of youth in covered entities in supporting bullying prevention;
- b. Create a referral list of community-based programs that mitigate bullying and address identified behavioral health needs to all covered entities; and
- c. Support the collection of evidence based school climate data to ensure full implementation of the law.

The Task Force accomplished progress in each of these new areas of work.

- a. Appropriately engage the parents and guardians of youth in covered entities in supporting bullying prevention.**

In 2016, the Task Force, in partnership with YBPP at OHR, released a parent pamphlet (in multiple languages) that provides guidance for parents on how to best support their children and how to work with their school to address bullying. The parent pamphlet outlines the law and provides parents and guardians a step-by-step process for supporting their students. It also contains information for outside resources and best practices for de-escalating concern and focusing on student safety. This past year, YBPP provided parent trainings in eight

schools to help parents better understand what bullying is and how to best work with their schools to address it. Last year, the Program worked directly with twenty four families to address concerns in schools and ensure that all students are receiving the supports needed.

b. Create a referral list of community based programs that mitigate bullying and address identified behavioral health needs to all covered entities.

The four-year National Institutes of Justice (NIJ) grant, awarded to OHR, as well as Child Trends and OSSE, has assisted the Task Force with fulfilling this goal. The NIJ grant provides funding to train and support a Certification and Advisory Board (CAB).

One of the main deliverables of the CAB is to identify and vet local resources to support school needs. The CAB is also funded to create a platform for sharing that information. The CAB consists of members of the Task Force and OHR, which oversees the overall activities of the grant. In order to achieve these deliverables, the CAB and YBPP have worked to identify specific school needs and are now working to then vet the identified local resources and supports. Once this is accomplished, the CAB will create a platform for sharing the information.

c. Support the collection of evidence based school climate data to ensure full implementation of the law

From the Task Force's beginning in 2012, it has advocated for comprehensive, cross-sector, evidence-based school climate data. The Task Force is committed to bringing this data directly to schools to inform each school's unique needs. There is no one-size-fits-all response to bullying and building a positive school climate. Schools must be given the appropriate data to make decisions that will benefit their own communities. In September 2015, the National Institutes of Justice (NIJ) awarded a four-year research grant to Child Trends, OHR, and OSSE to focus on school climate and violence prevention in District schools through implementation of the evidence-based Safe School Certification Program (SSCP). SSCP is a framework designed to develop schools' capacity to implement evidence-based programs to prevent violence and improve school safety, a key element of school climate. SSCP is a three-year technical assistance model that fully aligns with the model policy created by the Task Force. The model does not dictate what schools should be doing, but rather helps them understand what is and is not working in their current activities and how to shift their focus to better address the needs of their communities. The grant will also provide funding for schools to engage with new evidence-based programs that respond to their needs.

There are 18 cross-sector schools in the pilot and they are in their second cycle of collecting school climate data through the U.S. Department of Education School Climate Survey (ED-SCLS). Each school receives a detailed report, including data analysis that shows schools how they rate compared to other schools in the pilot as well as national norms. This pilot will create the opportunity for the District to understand the importance of this data and build the capacity at OSSE to both collect and support schools in interpreting the data and matching needs with evidence-based programs. Five schools have passed the first check point and are eligible to receive funding. Two received funding at the beginning of the school year and the other three just received approval.

Q3. Provide a list of the current membership of the Task Force including each individual's name, affiliated organization, and ward of residence.

See Attachment Q3 – Youth Bullying Task Force Members.

Q4. What were the major accomplishments of the Task Force in FY17 and to date in FY18? Include the following:

- a. Specific efforts to engage with the community;**
- b. Efforts to engage with other city agencies, schools, and grantees;**
- c. Bullying policy compliance of city agencies;**
- d. Bullying policy compliance of DCPS;**
- e. Bullying policy compliance of Public Charter Schools; and**
- f. Bullying policy compliance of city grantees.**

a. Specific efforts to engage with the community

As the Task Force is transitioning to sunset, efforts to engage with the community have largely been with the Youth Bullying Prevention Program (YBPP) at OHR and the Certification and Advisory Board (CAB), which was created by the NIJ grant. The creation of the CAB has provided an opportunity to engage new community members in this work. The CAB consists of members from a variety of community-based organizations that are serving youth in the city. The CAB also has several representatives from the Task Force and city agencies. All CAB members have been trained on the Safe School Certification model and systemic issues of bias that effect education as a whole.

b. Efforts to engage with other city agencies, schools, and grantees;

Once a month, all POCs in schools receive an email from the YBPP sharing resources and support. These tips, tools and activities align with the work and approach of the YBPP. There is also an opportunity for the POC to ask questions and request support or resources. A link to an excel spreadsheet is included in the monthly email that identifies the data on bullying that the school is expected to report at the end of the year. Members of the Task Force, which includes the POC's from each agency, also receive the monthly email and all monthly emails are available on the OHR website.

Now that the Office of the DME is in charge of the Out of School Time (OST) program, the Director of the YBPP at OHR has met with DME staff to ensure all grantees are compliant. YBPP has offered to provide training through the UDC institute – similar to the partnership OHR previously had with the DC Trust.

c. Bullying policy compliance of city agencies;

All DC agencies covered by the Act are fully compliant.

d. Bullying policy compliance of DCPS;

DCPS is fully compliant. DCPS uses a policy that covers all of their school campuses and is required to update their individual school Points of Contact with OHR each August.

e. Bullying policy compliance of Public Charter Schools; and

All but two (2) (Somerset and Excel) public charter schools are compliant. YBPP continues to work with these schools to bring them into compliance as soon as possible. It should be noted that Excel is scheduled to close by the end of this academic year. The PCSB regularly includes bullying prevention in the orientation they provide to new schools. PCSB collects POC contact information and shares updates – all schools that do not provide the information to the PCSB are contacted directly.

f. Bullying policy compliance of city grantees.

All grantees that receive funding from the United Way are compliant. As the oversight responsibility transfers to DME, OHR will work with the OST program to ensure compliance and provide more opportunities for training.

Q5. Provide the Committee with an update on the Task Force’s efforts to collect city-wide bullying data. Please provide these efforts for FY16, FY17, and FY18 to date. Have there been any impediments to collecting city-wide bullying data? If so, describe these impediments.

While the Task Force was initially involved in designing what data should be collected, the YBPP at OHR has been leading the effort in collecting and reporting out on the data. Local Education Agencies (LEAs) are required to annually submit incident and other requested data under the Youth Bullying Prevention Act. School year 2015-16 was the first year that incident data was requested. Fifty-two LEAs (81%) submitted incident data for that school year. The regulations for the Act were not finalized until June of 2016; therefore, many LEAs were not fully aware of the data collection method. We continue to work to ensure that all LEAs provide the required data. The monthly email blast that OHR sends to schools POCs includes a data spreadsheet and a reminder of what is required. The next bi-annual report of the program is due in the fall of 2018 and will include school reported incident data, along with other data that will help to best describe the situation in DC.

Q6. Describe any partnerships, collaborations, or initiatives currently underway between the Task Force and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Include the following agencies:

- a. DC Public Schools;**
 - b. DC Public Charter Schools;**
 - c. DC Department of Parks and Recreation;**
 - d. DC Department of Employment Services;**
 - e. DC Department of Human Services;**
 - f. Department of Health;**
 - g. Department of Behavioral Health;**
 - h. University of District of Columbia and UDC Community College;**
 - i. DC State Board of Education;**
 - j. Office of the Ombudsman for Education; and**
 - k. Office of the Chief Student Advocate.**
-
- a. DC Public Schools;**

There are DCPS schools participating in the NIJ study. Additionally, the Task Force has partnered with Major League Baseball and ESPN to bring the program *No Bully* to DC schools, through a grant.

b. DC Public Charter Schools;

There are also PCS schools participating in the NIJ study. Additionally, the Task Force has partnered with Major League Baseball and ESPN to bring the program *No Bully* to DC schools, through a grant.

c. DC Department of Parks and Recreation;

There are no current partnerships between the Task Force and DPR.

d. DC Department of Employment Services;

There are no current partnerships between the Task Force and DOES.

e. DC Department of Human Services;

The Task Force has partnered with DHS to provide anti-bullying training for the Parent & Adolescent Support Services (PASS) program.

f. Department of Health;

OHR has partnered with DOH to create a series of evidence-based lessons (in a novella format) for students in 5th through 8th grade to develop skills around engaging in social media and building healthy relationships online. Child Trends is creating the lessons based on an evidence-based program that addresses teen pregnancy through the lens of individual goal setting and behavior. Child Trends has completed a literature review and a series of focus groups with school staff and parents. The framework and lessons being developed align with the DC health standards. We will be ready to pilot and test the lessons this spring. In the fall of 2018, the lessons will be available for free to DC schools, agencies, and nonprofits and OHR will provide a “train the trainer” model to assist in implementation.

g. Department of Behavioral Health;

There are no current partnerships between the Task Force and DBH.

h. University of the District of Columbia and UDC Community College;

There are no current partnerships between the Task Force and UDC.

i. DC State Board of Education;

There are no current partnerships between the Task Force and the DC State Board of Education.

j. Office of the Ombudsman for Public Education; and

YBPP continues to coordinate with the Office of the Ombudsman for Public Education regarding specific cases and referrals and has also provided training for the staff of the Ombudsman’s office on the Youth Bullying Prevention Act.

k. Office of the Chief Student Advocate;

The Bullying Prevention Program participated in the Safe Passage campaign of the Office of the Chief Student Advocate. The Program continues to share referrals and support the participating families in a coordinated way. Additionally, the Program plans to hold a joint community event on bullying prevention for parents in early spring.

Q7. Describe the training and support available to schools, agencies, and grantees to assist with bullying policy implementation and compliance.

All schools, agencies, and grantees can use the Bullying Prevention & Intervention in DC Educational Institutions Training Toolkit, which addresses the legal, as well as philosophical, approach taken in the city to address bullying. The Toolkit is comprehensive, flexible, and establishes a fundamental structure to build on. There is no one size approach to preventing bullying, but a solid understanding of the law, with a framework and approach that is flexible and based on the current climate and realities of a school, is the strongest path for a school, grantee, or agency to follow. Last year, the Program provided over 20 trainings based on the Toolkit, including trainings for schools, the Children's Law Center, DC Scores, the American Muslim Public Health Association, and Children's National Hospital. The Program also hosted a webinar with the American Psychological Association.

Q8. What resources and supports are needed to increase bullying policy compliance among the District's schools, agencies, and grantees?

We have not found resistance from agencies, schools, or grantees to creating bullying prevention policy. The challenge is in making the policy an active part of the culture of the school, agency, or organization. Implementation requires changing hearts and minds about how we understand and address bullying; correctly identifying the needs and then having the right tools available to change the behavior of the student engaging in bullying and supporting the child who has been targeted. It takes time and resources to fundamentally change how we address concerns.

Q9. What resources are needed to help schools, agencies, and grantees focus on bullying prevention?

We need to build capacity in both how we respond to individual incidents and how we support prevention. Schools must treat every report of bullying in a consistent and thoughtful manner. While that includes taking the time to fully investigate and understand the concern, and determine if in fact it is bullying, schools must insure that students who are, or feel, targeted have a safety plan (physically and emotionally) during the investigation. Access to behavioral, as well as social emotional supports, are critical to success in this part of the work.

Prevention work should be incorporated into whatever whole-school program or framework the school is using to address behavior and support students, such as Response to Intervention (RtI), Positive Behavioral Interventions and Supports (PBIS), Second Step, or Responsive Classroom. Additionally, in order to build positive school climates, we must collect valid and reliable school climate data.

Q10. Describe the challenges the Task Force has faced in changing the culture among the District's schools, agencies, and grantees.

The approach taken by the city with the YBPA required a full transformation of how we address bullying, both in terms of responding to incidents and engaging in prevention. Research defines bullying as a behavior that is "intentional, repeated, and includes a power imbalance." Investigations must first determine, if in fact, it is a case of bullying. While that determination is being made, safety plans for students who are or feel targeted must

be put in place. Unlike conflict, bullying should not be addressed with mediation or other conflict resolution interventions. Addressing bullying requires understanding the root causes of the behavior and putting in place interventions or supports to change the behavior. It also requires schools to ensure students who have been targeted are supported in the follow up of the investigation. Making sure each and every point of contact knows how to do this work, is fully supported by their school, and has the resources to follow through takes time.

We also know from research that the best way to prevent bullying is not to do it through an isolated anti-bullying program (and certainly not an assembly) - but instead to address school climate issues. Building a positive school climate for all students (engaged academically, supported emotionally and safe physically) is the goal. That is why research based valid school climate surveys are critical. But it is not enough to collect the data you need to know how to use it. Schools must engage in this intentional work in a systemic way in order to make real and lasting change.

This transformation takes time, leadership, resources, and appropriate data.

- a. **In the Task Force’s responses to FY16 Performance Oversight pre-hearing questions, you described two challenges/goals: “Encouraging the use of evidence-based prevention approaches that are integrated within schools’ broader initiatives and behavioral frameworks” and “Supporting schools in implementing supportive disciplinary practices and warn educators of the consequences of overreliance on exclusionary discipline for bullying incidents.” Describe the progress, if any, made on these issues in FY17 and FY18 to date.**

Encouraging the use of evidence-based prevention approaches that are integrated within schools’ broader initiatives and behavioral frameworks: All schools participating in the NIJ study are given the supports, tools, data, and framework to look broadly at what is going well and how they want to improve going forward. We aligned that grant with the thinking of the Task Force and the approach taken by the Youth Bullying Prevention Act of 2012. Schools are encouraged to use what they already have in place to address behaviors and look at what evidence based strategies are available to improve the outcomes. The grant provides direct funding for schools who take this approach.

Supporting schools in implementing supportive disciplinary practices and warn educators of the consequences of overreliance on exclusionary discipline for bullying incidents: Through the case work and the training for schools and parents, YBPP engages in the conversation around discipline and how effective it is in addressing bullying. Understanding that suspension does not change behavior is the first step. The question YBPP continues to explore with schools is what does actually work and how to keep all students safe while we are addressing the underlying causes.

Q11. Identify all legislative requirements (both local and federal) that the Task Force lacks sufficient resources to implement properly.

At this time, there are no legislative requirements that the Task Force lacks sufficient resources to implement properly.

Q12. Identify any statutory or regulatory impediments to the Task Force’s operations.

At this time, the Task Force has not identified any statutory or regulatory impediments to the Task Force’s operations.

Q13. Provide an update on the Task Force’s work to help implement the Youth Suicide Prevention and School Climate Survey Amendment Act of 2015.

The Task Force was not named in the Act. However, the Youth Bullying Prevention Program at the Office of Human Rights participated in the Office of the State Superintendent of Education’s Mental and Behavioral Health Collaborative Working Group. YBPP provided language for the sections on bullying prevention and provided feedback on the larger document and participated in all meetings.

Q14. The FY17 Budget Support Act expanded the scope of the Bullying Prevention Task Force. Discuss activities associated with the expanded scope of the Task Force, how the expanded scope might improve schools and youth servicing agencies in the District of Columbia, and any restraints on implementing the new scope. Please give specifics on the following:

- a. Engaging parents and legal guardians of youth in covered entities;**
- b. Providing referrals to parents and legal guardians of community-based programs or resources that mitigate bullying and address behavioral health needs;**
- c. Providing consultation and review evidence-based school climate data;**

Please refer to the response to Question 2.

Q15. Does the Task Force have the necessary resources it needs to execute its duties? If not, please describe why.

The Task Force is sufficiently resourced to fulfill its duties and responsibilities.

Q16. List and describe any grants awarded in part or in whole to the Bullying Prevention Task Force during FY17 or to date in FY18. Include:

- a. Grant Number/Title;**
 - b. Approved Budget Authority;**
 - c. Expenditures (including encumbrances and pre-encumbrances);**
 - d. Purpose of the grant;**
 - e. Grant deliverables;**
 - f. Grant outcomes, including grantee performance;**
 - g. Any corrective actions were taken or technical assistance provided;**
 - h. Bullying Prevention program and activity supported by the grant; and**
 - i. The source of funds.**
- a. Grant Number/Title;**
NIJ Grant 2015-CK-BX-0016; Improving School Safety in the District of Columbia: Evaluating the Safe School Certification Program (Primary Grantee: Child Trends, Inc.)
 - b. Approved Budget Authority;**
Total budget \$3,837,189 (DC-OHR Subgrant Total: \$180,000), 2016-2019
 - c. Expenditures (including encumbrances and pre-encumbrances);**
As of January 10, 2018, OHR has invoiced \$70,900 in funds from its Subgrant to hire a consultant to recruit CAB members to provide the training and support for the CAB to fulfill its requirements.

d. Purpose of the grant;

The purpose of this project is to evaluate implementation of the Safe School Certification Program (SSCP), a framework designed to develop schools' capacity to implement evidence-based programs to prevent bullying and improve school safety, a key element of school climate. SSCP is three-year technical assistance model that involves a school certification process to incentivize schools to participate in capacity building efforts. This project has three overarching goals:

- Evaluate the effectiveness of the SSCP in developing schools' capacity to reduce bullying and other violence and improve students' senses of school connectedness and belonging.
- Investigate the processes and challenges of implementing the SSCP model.
- Build capacity within D.C.'s systems to sustain school climate improvement.

e. Grant deliverables;

DC OHR is responsible for the following deliverables:

- Quarterly progress and financial reports;
- Report on the status of participating schools' portfolios and selection of schools for subgrants due August 2017, August 2018, and August 2019
- Identification of local resources and guidance for technical assistance specialists with the Safe School Certification Program (ongoing); and
- Participation in quarterly team calls (ongoing).

f. Grant outcomes, including grantee performance;

In School Year 2016-17 we recruited 26 public and public charter schools to participate in the pilot. We collected school climate data using the Department of Education School Climate Survey (EDSCLS), a reliable and valid survey made available for free to LEAs and SEAs by the federal Department of Education. The EDSCLS uniquely covers all domains and subdomains outlined in the definition of school climate measurement under the *Youth Suicide Prevention and School Climate Measurement Act of 2015*. Specifically, EDSCLS includes measures on Engagement (Cultural and Linguistic Competence; Relationships; School Participation), Safety (Emotional Safety, Physical Safety, Bullying/Cyberbullying, Substance Abuse, Emergency Readiness and Management), and Environment (Physical Environment, Instructional Environment, Mental Health, Discipline). Every school that participated received a detailed, individualized data report outlining how students perceive each of these subdomains, how their school compared to other schools in the pilot sample, and how perceptions varied by grade, race/ethnicity, gender, and sexual orientation.

We observed tremendous variation in, both, overall school climate among these 26 schools, as well as specific areas of individual need. Prior to this school year, the U.S. Department of Education provided benchmarked scale scores to provide a more-specific metric by which to understand the current status of school climate in our schools.

For the current school year (2017-18), we attempted to collect data in each of these schools again. Unfortunately, 9 schools discontinued participation in the project. We did recruit one additional charter school for participation, for a total of 18 schools currently in the project. We are nearing

completion on data collection for this school year and will be once again providing reports to the participating schools, including information about their progress from last year to this year and their alignment to the Department of Education benchmark scores.

In addition to the data collection, schools are provided assistance for completing the benchmarks of the Safe School Certification framework. Specifically, half of the participating schools receive assistance from technical assistance specialists and the other half are provided guidance documents and other information. All schools are eligible to show progress on this framework and receive funding to support evidence-based programs and practices that align to areas identified as needing additional support in their school climate data. As of January 2018, seven schools have submitted workbooks, and five schools have completed the first checkpoint of the framework, showing they have made progress on establishing a leadership team to consider school climate issues; establishing a student leadership team to ensure students have a voice at the table; considering their EDSCLS data in decision-making; and building buy-in to improve school climate issues among their community. Two of these schools have been awarded subgrant funding from OSSE and three others are currently in the process of applying for those funds. The five schools represent a mix of those receiving technical assistance and those who are not as well as a mix of public and public charter schools. DC-OHR is primarily tasked with overseeing the Certification Advisory Board (CAB) which reviews each of the schools' submitted workbooks.

g. Any corrective actions taken or technical assistance provided;

We expanded the pilot to include high schools serving 9th and 10th grades, as well as schools serving 7th and 8th grades, in order to secure participation from a sufficient number of schools.

h. Bullying Prevention program and activity supported by the grant; and

DC OHR's role on the grant is to manage and oversee the local "Certification and Advisory Board" (CAB) component of the Safe School Certification implementation. The CAB will be made up of volunteers currently serving on the Mayor's Youth Bullying Prevention Task Force. The CAB serves two primary functions for the Safe School Certification Program. First, the CAB provides ongoing guidance for participating schools and the technical assistance specialists to identify local resources available to schools to address identified needs and concerns. Second, the CAB is ultimately responsible for reviewing portfolios submitted by participating schools and provides feedback on progress towards achieving the eight key elements of the SSCP and select schools to receive grants administered by OSSE. DC OHR's subgrant covers the cost of a part-time contract consultant to coordinate these activities.

i. Source of funds.

National Institute of Justice, Comprehensive School Safety Initiative

Q17. List and describe any pilot programs on which the Bullying Prevention Task Force is currently overseeing, or partnering with other agencies or outside entities. Include:

- a. Purpose of the program;**
- b. Program deliverables; and**

c. Program outcomes.

a. Purpose of the program (DOH funded program on building healthy relationships online);

Currently, the Task Force is not overseeing any pilot programs. However, as part of its work on the YBPP, OHR fields reports and requests from various stakeholders across the District. Overwhelmingly, across the past four years, as technology plays an ever-increasing role in the negative behavior schools must address, schools and parents have requested support around cyberbullying and students and technology. In the focus groups YBPP has convened, youth have expressed that they wished they understood at age 12 what they now know at 17 about the implications of their online interactions and behavior. In response to these consistent concerns, YBPP has partnered with DOH to create a series of evidence-based lessons for students in 5th through 8th grade to develop skills around engaging in social media and building healthy relationships online.

b. Program deliverables; and

With the support of funding by the Department of Health, OHR had contracted with Child Trends to create a series of interconnected lessons, in a novella format, that can be used with youth to build their capacity to have healthy and safe interactions and relationships through technology. Child Trends has also completed a literature review and a series of focus groups with school staff and parents.

c. Program outcomes.

This series of lessons described in part (b) above, which are fully aligned with the DC Health standards, will be created over the spring and tested in schools. After feedback is incorporated we will provide a train the trainer opportunity for school, agencies and grantees to learn how to use the lessons. The lessons themselves will be available for all schools, agencies and grantees for free in the fall of 2018.

Q18. The Bullying Prevention Task Force currently is slated to sunset in August of 2018. Based on the current work, much of which is happening under the auspices of the CAB, is there any reason for the Council to change that? How can the Council and executive agencies ensure that the sunset of the Task Force is not seen as an indication that bullying is not still an urgent challenge?

The Task Force played a critical role in the District adopting a new and research-based approach to bullying; creating a model policy that has been almost universally adopted by all covered entities; and engaging in the promotion and creation of materials to explain the work of bullying prevention. These are all accomplishments the Task Force is proud to have achieved.

As the Task Force moves forward, the work lies in supporting schools, agencies, and grantees to build their capacity to fully embrace this work, which YBPP has undertaken and will continue to do in FY18 and beyond. Additionally, a new Task Force on School Mental Health was established in FY17, which included DOH, DBH, the Council, and DME. This new task force will play a crucial role in moving bullying prevention and intervention issues forward. Comprehensive mental and behavior supports that are trauma-informed and researched-based are critical to supporting both students who are targeted and students that target others.

While the Task Force is slated to sunset, the YBPP at OHR is not sun-setting. Because YBPP continues to build on the foundations laid out by the Task Force, we feel confident that the issue of bullying will continue to be addressed. The Task Force and the YBPP at OHR are committed to the urgency around supporting youth and addressing bullying in the District.