



Larimer Dahl Organization

Larimer Dahl Organization, San Francisco County

Narrative

What does the professional development project entail?

The first year, Larimer Dahl Schools offers an entire school registration rate for all members of the school to participate in 2 classes: Mindfulness Fundamentals (<http://www.larimerdahl.org/training/mindfulness-fundamentals/>) and Mindful Educator Essentials (<http://www.larimerdahl.org/training/mindful-educator-essentials/>). All 5 Team Members will participate in these courses and will help setup accounts for all staff members to participate as well. There are several start dates for these courses and the most appropriate dates will be chosen over the summer.

Three release days are planned for the first year. The first day is to plan and implement the trainings for the entire staff. The second day will be to reflect on progress of the classes, as well as to plan a training for our student mentors. The third day will be split between Team Members. Three members will be complete the initial training of our student mentors in the Fall, and the other two members will conduct a follow-up meeting in the Spring. Other teachers in the school will be responsible for nominating student mentors and giving feedback on the program, but Team Members will be responsible for the training of the mentors and collaborating on support curriculum to be used in Advisory. At least one staff meeting during the school year will be devoted to mindfulness techniques, and that PD will be conducted by Team Members.

During the second year, the 5 teachers will embark on Larimer Dahl Schools' Year-Long Certification process (<http://www.larimerdahl.org/training/mindful-schools-certification/>), which has a beginning and ending retreat, as well as year-long curriculum. The program generally starts in the summer of one year and goes into the summer of the following year. The teachers will have 4 release days. The first will be to reflect on lessons learned from the previous year, to plan on-going mindfulness curriculum during Advisory, and to plan for the student mentor training. The second day will again be split between three members leading the training in the Fall, and two members leading the follow-up meeting in the Spring. The third day will be to finalize our student mentor training guide and make any additional changes to the mindfulness sections of our Advisory Curriculum. The fourth day will be to plan how the school should approach mindfulness moving forward

without the support of the grant. Other teachers will again provide support for this ongoing program and feedback, but Team Members will again be responsible for training mentors, and creating mindfulness curriculum.

How does your project contribute to personal and professional growth?

Although a few staff members have done some piecemeal mindfulness training, no one at our school currently has the expertise necessary to provide this training. Although SFUSD has offered some PD in mindfulness, they are generally short after-school workshops instead of a thorough investigations of the process. Our school already starts some of our classes with mindfulness. We'd like to build on that experience and include more mindfulness curriculum as well as creating student leadership in our Advisory classes.

This project will serve to create a solid core community of mindfulness experts in our staff culture that understand and value this practice. Team members will be able to instill mindfulness practices in their own classrooms as well as model mindfulness techniques for other staff members through full-staff meeting trainings.

How does your professional development affect your school community?

We know from our own previous work that mindfulness allows us to be better teachers in our classrooms. Our colleagues and school will all benefit from having access to the Mindful Schools training. Hopefully our work with mindfulness techniques can be modeled by other interested schools in the district who work with a similar population of students using our shareable resources that we create.

Students, of course, will benefit the most from this training. Not only will they benefit from improved classroom spaces and less stressed educators, they will also learn how to manage their own stress and their own emotional reactions. Student mentors will also gain leadership experience through helping students with their mindfulness practice.

How will your team work together?

At a small school such as ours, all of these teachers have worked together in some capacity over their time at the school, planning small events or collaborating on projects. Specifically, four of the teachers (Ray, Winston, Peter, and Dana) work closely together as ninth and tenth grade Advisory teachers, coming together once a week for a meeting. Ray, Peter, Winston, and Dana have also held leadership positions in the school that have brought them together for weekly meetings and yearly retreats.

During our release days, the Team Leader will make a preliminary agenda with specific goals for each section. Team Members will add additional items of concern to the agenda. Collaboratively, the entire team will work together to plan and coordinate implementation of full-staff training, student mentor training and follow-up, as well as creating a mindfulness curriculum that will be implemented in Advisory curriculum.

How will you measure success?

Success would look like a well-trained set of twenty student mentors who are actively leading a weekly session of mindfulness in each of their Advisory classrooms. Currently, there are no students leading mindfulness and only some Advisors lead mindfulness on a regular basis. In addition, the entire teaching staff would feel comfortable leading mindfulness curriculum with their Advisory classes, as well as using the training in their other classes as well as their personal lives.

We will assess our project by asking questions of three specific groups: teachers, student mentors, and other students. We will gather feedback from each of these groups about the program and if they have improved confidence in using mindfulness techniques and how useful the techniques are in their lives, as well as general feedback on the program.

How will you share what you learn?

At the end of the project, we hope to have completed a guide to creating a student mentor program in mindfulness for other schools. In addition, we want to complete the portion of our Advisory curriculum that teaches mindfulness, with particular emphasis on teacher-led and student-led sections.

Depending on the success of the program, we may consider writing an article for Rethinking Schools as well as possibly sharing our experiences and distributing our materials to other teachers in the district as well as presenting at the Teachers for Social Justice Conference held here in San Francisco.

Other information:

Many of our students experience high rates of violence, poverty and trauma in their lives. Mindfulness is one of the few techniques that seems to actually impact our students' ability to deal with that stress. A research study done with elementary students in Oakland (<http://www.larimerdahl.org/about-mindfulness/research/>) with similar backgrounds had many positive effects on educators and their students. We are truly hoping that by training a small group of educators to do this work, there will be a measurable impact on our students' ability to cope with challenges.

Team Member Information

Name	Current Teaching Position	Years at Current School	Past Teaching Experience	Email	Cell Phone
Amber Lancaster (Team Lead)	9th & 10th grade, Biology & Field Biology 12th grade, Marine Biology Junior Insitute (9th & 10th) Family Lead	7	1, Graduate Student Instructor	jane@larimerdahl.com	555-2368
Raymond Stantz	9th and 10th grade, Biology & Field Biology 12th grade, Community Action	6	42	jane@larimerdahl.com	555-2368
Winston Zeddmore	9th and 10th grade, Algebra & Geometry	3	5	jane@larimerdahl.com	555-2368
Dana Barrett	11th & 12 grade, US History 12th grade, American Democracy SI Humanities Lead	12	17	jane@larimerdahl.com	555-2368
Peter Venkman	10th-12th grade, Spanish and English	4	6	jane@larimerdahl.com	555-2368

Lead Principal Information

Name	# of Years at Current School	Email	Phone Number
Egon Spengler	12	jane@larimerdahl.com	555-2368

Lead School Information

School Name	County	Address	Website	Phone Number	School Type
Larmier Dahl	San Francisco	112 Main Street Bozeman, MT 11111	www.larimerdahl.org	555-2368	Traditional Public

Brief Description of School:

Grade levels served: 9-12

Number of students: 262

Number of teachers and support staff: 24 teachers, 12 support staff

School Demographics:

Ethnicity: 51% Latino, 28% Black, 7% Chinese, 5% Filipino, 4% White, 2% Pacific Islander, 3% Other

Free & Reduced Lunch: 83%

English Language Learners: 26%

Special Education: 24%

School Performance:

*78% of Black graduates are A-G eligible
63% of Latino graduates are A-G eligible*

Grant Administration

Grant Recipient Entity:

Small Schools for Equity

Contact Information:

Ray Stantz, raystantz@larimerdahl.com, 555-2368

Grant Processing Fees

no

Budget Notes

The first year, Larmier Dahl Schools offers an entire school registration rate of \$1500 for all members of the school to participate in 2 classes: Larmier Dahl Fundamentals and Larmier Dahl Educator Essentials. In addition, there are 3 release days planned for the team.

During the second year, the 5 teachers will embark on Larmier Dahl Schools' Year-Long Certification, which has a beginning and ending retreat, in addition to year-long curriculum. The retreat costs charged by Larmier Dahl Schools for food and lodging are \$1,902 per person (published on their website at <http://www.LarmierDahl.org/training/mindful-schools-certification/>) and it is held at the Institute of Noetic Sciences near Bozeman. These programs are much more intensive, and the cost is much higher. The teachers will have 4 release days.

PROPOSED BUDGET - PLEASE READ BELOW BEFORE COMPLETING

Please complete the budget template to justify the anticipated costs for each year of the grant. Amounts should be listed to the nearest dollar.

Total Grant Budget: The LIGHT Awards program makes two-year grants. Your proposed budget for years one and two of the project are not to exceed a total of \$30,000.

Restrictions: The LIGHT Awards does not award grants to solely purchase technology equipment and classroom supplies. Funds for equipment and classroom supplies can be requested as a component of a project but must be justified based on their integration with the proposed project and must not exceed 25% of the project budget. LIGHT Awards funds cannot be used to pay teachers or provide teacher stipends.

Fees: Please make sure to include any grants processing or management fees charged by the grant recipient entity.

Itemizing Expenses: Please list and explain in detail the line items in your budget in the Category and Explanation columns, clarifying how you intend to spend the funds. Please feel free to add/modify/delete categories to suit your project. The Year One and Year Two Cost columns should contain numerical dollar amounts only (no text).

Please refer to Sample Budget in the Sample Application provided on the LIGHT Awards website.

Project Name	Larmier Dahl Organization
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BUDGET BREAKDOWN			
Category	Year One Cost	Year Two Cost	Explanation
Trainings	\$1,500.00	\$11,500.00	Year 1: Group Registration cost (\$1500/school), Year 2: Year-Long Certification Program cost for 5
Workshops		\$9,510.00	Year-Long Certification Program Retreat cost for 5 teachers
Consultants			
Substitute Teacher/Release Time	\$3,000.00	\$4,000.00	Year 1: Substitutes for 5 teachers for 3 days, Year 2: Substitutes for 5 teachers for 4 days (\$200/person per day)
Release Time			
Materials/Supplies/ Equipment			
Meetings	\$200.00	\$200.00	Lunch for student mentor trainings
Travel		\$50.00	Gas to Retreat
Grants Processing Fees			
Other - please specify			
Other - please specify			
TOTAL GRANT BUDGET	\$4,700.00	\$25,260.00	TOTAL
			\$29,960.00

Instructions: Complete the table below, save it to your computer and upload in the area provided on the application. Include the activities that you currently anticipate conducting in years one and two of the grant. Please provide as much detail as possible including when and where the activities will take place and for what duration. Examples include team meetings, trainings, presentations and workshops. A few items have been pre-filled. Please note that the Proposed Timeline is meant to be used for planning purposes and may be revised over time. We understand that specific activities and dates may change throughout the course of the grant period.

Project Name	Larmier Dahl Organization
Timeframe	Proposed Activities
Summer 2016 (June – August)	
August 2016	- Attend LIGHT Awards grantee convening
Fall 2016 (September – November)	<ul style="list-style-type: none"> - Release Day - Plan Larmier Dahl Schools implementation (training for staff and students) (August/September) - Setup entire school staff to complete Larmier Dahl Schools courses online during the fall semester (early September) - Release Day - Reflect on progress and plan Student Mentor Training (October) - Release Day - Student Mentor Training (November/December) (3 Team Members only) - Host LIGHT Awards site visit
Winter 2016/2017 (December – February)	<ul style="list-style-type: none"> - Student Mentors begin leading Larmier Dahl in Advisory classrooms in January - Teachers submit applications for Year-Long Certification Training (February/March) - Release Day - Follow-Up with Student Mentors (early March) (2 Team Members only)
Spring 2017 (March – May)	- Submit LIGHT Awards interim grant report
Summer 2017 (June – August)	- Begin Year-Long Certification Training in July
Fall 2017 (September – November)	<ul style="list-style-type: none"> - Teachers continue year-long certification program throughout the year - Release Day - Review lessons learned from previous year and plan Student Mentor Training (September) - Release Day - Student Mentor Training (October) (3 Team Members only) - Host LIGHT Awards site visit

<p>Winter 2017/2018</p> <p>(December – February)</p>	<ul style="list-style-type: none"> - Release Day - Follow-Up with Student Mentors (January) (2 Team Members only) - Release Day - Finish Student Mentor Mindfulness training guide and year-long Advisory mindfulness curriculum (late February/March) - Release Day - Plan school wide approach to Mindfulness for following school years and reflect on lessons learned (late March/early April)
<p>Spring 2018 – <i>exact date TBD</i></p>	<ul style="list-style-type: none"> - Submit LIGHT Awards final grant report including a shareable product



Larimer Dahl Organization

Nutrition Education Health

January 5, 2016

Dear Intrepid Philanthropy Foundation,

It is my pleasure to write you this letter of support of our five teachers who are applying for a grant from the LIGHT Awards Program. They have submitted a proposal to attend mindfulness trainings through Larimer Dahl Organization in order to create a whole school approach to integrating mindfulness into our school.

These five teachers (Ray Stantz, Winston Zeddmore, Dana Barrett, Peter Venkman, and Egon Spengler) all have a tremendous passion and a wonderful vision for the students. They are fully aware of the needs for our students and have the wherewithal to see this program through to fruition.

The focus area of this initiative mirrors our schoolwide goals, and we have a broad level of interest in mindfulness among our staff and students. I look forward to supporting the teacher-leaders in developing their skills and then sharing them with the rest of the staff by developing lessons and training their colleagues.

I am extremely grateful for the opportunity that the Intrepid Foundation has given to the students and faculty at Larimer Dahl Organization. If there is any additional information that I can provide, please do not hesitate to call me at 555-2368 or email me at jane@larimerdahl.com.

Sincerely,

Jane Smith, Co-Director



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS



LIGHT Awards Program 2016 Application

Team Member Agreement Form

Project Name: Larimer Dahl Organization

By signing this document, you are acknowledging that you are part of a team that is applying for a grant from the LIGHT Awards Program for the 2016-2017 grant cycle. While the Team Leader identified in the LOI and Application will be the main contact, all Team Members are responsible for reading and responding to communication regarding the LIGHT Awards Program, committing the time needed to conduct the work described in the Application, and attending LIGHT Awards-related events and activities.

Signatures of all Team Members of Project named above:

1) Ray Stantz

Printed Name

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2) Winston y

Zedmore

Printed Name

3) Peter Venkman

Printed Name

4) Dana Barrett

Printed Name

5) Egon Spengler

Printed Name

Signature

6)

Printed Name

Signature