

Approval to Apply for Grant

A copy of all grant applications must be submitted to the Curriculum Office.

1. Obtain your principal's signature on this document.
 - a. **Prior to submitting your request**, send original and completed grant application to Curriculum Office at the Administration Building.
 - b. **Include signed/approved** copy along with original grant application to the funding source.
2. Once Assistant Superintendents review the grant and sign this form, a copy of the signature page will be returned to the building principal.
3. In order to accept a successful grant of \$2500 or more, Board approval is required.

Project Title: School-Based Restorative Justice Program-DCE Restorative Center

Funding Source: WI DOJ

Name(s) of Grant Writer(s):

Name	Signature	Email
<u>Gina Lehman</u>		<u>gilehman@dce.k12.wi.us</u>

Amount Requested: \$ 100,000 Total Project Cost: \$ \$100,000


Targeted Age Group/Grade: K-12 School: District Wide

Date of Request: 1-30-25


Signatures:

Principal Approval: Yes No _____

Assist. Superintendent of Learning: Yes No 

Assist. Supt. of Business/Personnel: Yes No 

All grants having a **value of more than \$2,500** shall be accepted by the Board. The Superintendent may accept gifts of lesser value for the Board.

Superintendent Approval: Yes No 

School Board Clerk: Yes No _____

The D.C. Everest Area School District Federal Tax Number is 39-6007952.

Approved 2/7/2022

WISCONSIN DEPARTMENT OF JUSTICE

DOJ USE ONLY

Applicant Hereby Applies to the DOJ for Financial Support for the Within-Described Project:

<u>Receipt Date</u>	<u>Award Date</u>	<u>Subgrant Number(s)</u>
		-- 19537

SUBGRANT #: 19537

SHORT TITLE: School-Based Restorative Justice Program

1. Type of Funds for which you are applying.	Juvenile Justice (Fed. 16.540 JF) JJ Formula: School-Based Restorative Justice Programs (2022)		
2. Applicant	Name Of Applicant:		County: Marathon
	D C Everest Area School District		
	Street Address: 6300 Alderson St		
	Address Line 2:		Address Line 3:
	City: Weston	State: WI	Zip: 54476-3906
3. Recipient Agencies	D C Everest Area School District		
4. Signatory	Name: Casey Nye		Title: Superintendent
			Agency: D C Everest Area School District
	Street Address: 6300 Alderson St		
	Address Line 2:		Addr Line 3:
	City: Weston		State: WI Zip: 54476-3906
	Phone:	Fax:	Email: cnye@dce.k12.wi.us
5. Financial Officer	Name: Chris Nichols		Title: Director of Finance
			Agency: D C Everest Area School District
	Street Address: 6300 Alderson St		
	Address Line 2:		Addr Line 3:
	City: Weston		State: WI Zip: 54476-3906
	Phone:	Fax:	Email: cnichols@dce.k12.wi.us
6. Project Director	Name: Gina Lehman		Title: Director of Student Services
			Agency: D C Everest Area School District
	Street Address: 6300 Alderson St		
	Address Line 2:		Addr Line 3:
	City: Weston		State: WI Zip: 54476-3906
Phone: 715-359-4221	Fax:	Email: gilehman@dce.k12.wi.us	
7. Brief Summary of Project (Do Not Exceed Space Provided)	<p>Short Title (may not exceed 50 characters) School-Based Restorative Justice Program</p> <p>The D.C. Everest Area School District in Weston, WI, is seeking the school-based restorative justice grant to strengthen school connectedness, reduce formal justice system involvement, and address ethnic and racial disparities in discipline. Serving over 6,000 students across 11 schools, DCE is committed to creating a restorative environment that emphasizes accountability, healing, and relationship-building.</p> <p>By implementing restorative justice practices, we aim to help students take responsibility for their actions, repair harm, and reintegrate into the community. We will engage students and families in this process, tailoring practices to the needs of our community. Additionally, DCE will collaborate with local partners to expand restorative justice education and resources.</p> <p>Supported by a dedicated school board, administration, staff, and families, DCE is committed to fostering a restorative and inclusive school culture.</p>		

Master Budgets:

Line Item Details for D C Everest Area School District

YEAR 1

PERSONNEL

Justification: A more detailed outline can be found in the budget narrative.

COST

Position Family Engagement Coordinator-part-time

Name

Description of your computation: \$35,000 including benefits

Source: Federal

35,000.00

Position Restorative Justice Coordinator/Instructor - part-time

Name

Description of your computation: \$55,000 including benefits

Source: Federal

55,000.00

Personnel

Year 1 Total:

90,000.00

TRAVEL (INCLUDING TRAINING)

Justification: Professional Development and Training

COST

Purpose of Travel Professional Development and Training

Location TBD

Item n/a

Description of your computation: 5,000

Source: Federal

5,000.00

Travel (Including Training)

Year 1 Total:

5,000.00

SUPPLIES & OPERATING EXPENSES

Justification: Money to continue to fund the Everest Vape Diversion Program - such as School Resource Officer overtime staffing, materials, and resources

COST

Supply Item Everest Vape Diversion Program Funds

Description of your computation: SRO overtime, staffing, materials, and resources

Source: Federal

5,000.00

Supplies & Operating Expenses

Year 1 Total:

5,000.00

YEAR 1 TOTAL: 100,000.00

12. Sections:

A BUDGET NARRATIVE

1. Please describe how the items detailed in your budget will help you achieve your specific program goals and objectives and relate to the overall program strategy or implementation plan.
2. Be specific and include a description for each budget item.
3. The description should support or justify the items in the budget detail and not simply duplicate the budget detail computations.

RESPONSE:

See the attached file for a document detailing the budget.

BUDGET NARRATIVE - RELATED ATTACHMENTS:

<u>File Name</u>	<u>File Description</u>
Budget for Restorative justice Grant - Strategic Planning .docx	School Based Restorative Justice Budget Narrative

B AGENCY PROFILE

Please fill out the Determination of Suitability Special Condition Applicability Form found at the end of the grant announcement PDF. Attach a copy of the completed form to this section. Note: To attach a document to your Egrants application you must type "See Attached" in the text box to enable the document attachment tool.

RESPONSE:

See attached.

AGENCY PROFILE - RELATED ATTACHMENTS:

<u>File Name</u>	<u>File Description</u>
Agency Suitability Form.pdf	Agency Suitability Form

C PROJECT NARRATIVE

1. Describe the problem or issue this grant will serve to solve or diminish. Use local data to provide evidence the problem exists, demonstrate the size and scope of the problem, and document the effects of the problem on the target population and community. Identify any unique factors about the community impacted by the problem described.
2. Describe your project in detail, including the steps, activities, and inputs needed to implement this plan. Inputs should reflect the items included in the budget detail.
3. Describe how the project will address or solve the problem. Describe how the project will respond to the problem and unique factors of the impacted community.
4. Describe how you will collaborate with stakeholders, partner agencies, and the community on this project and what agencies/groups. Explain how each stakeholder or partner agency or group will contribute to the project's implementation and success. If schools in your district have Student Resource Officers, you are required to address the current policies and procedures governing their responsibilities. Additionally, you are strongly encouraged to incorporate best practices for SROs into your program design such as training for SROs, technical assistance to update policies regarding student discipline and the involvement of law enforcement.
5. If applicable, describe whether the program or practice is evidence-based or promising and if so, identify the evidence-based practice clearinghouse citation or provide relevant supporting research.
6. If applicable, describe the GJJC priority focus areas relevant to the intended project (listed below). Do not simply list the priority areas. They must be fully integrated into your program design to be awarded points for this criterion.
 - i. Serve youth in rural communities. Rural areas are those outside of a metropolitan statistical area.
 - ii. Provide gender specific services, including for girls and those who identify as Lesbian, Gay, Bisexual, and Transgender (LGBT).
 - iii. Provide alternatives to detention for status offenders, survivors of commercial sexual exploitation, and others, where appropriate, such as home-based or community-based services or treatment for those youth in need of mental health, substance abuse, or co-occurring disorder services at the time such juveniles first come into contact with the juvenile justice system.
 - iv. Strengthen the families of delinquent and other youth to prevent juvenile delinquency. This includes involving relatives and extended family members when appropriate.
 - v. Where appropriate, engage family members in the design and delivery of juvenile delinquency prevention and treatment services.

RESPONSE:

See attached. Prompts E. and F. are sprinkled within prompts A., B., C., and D.

PROJECT NARRATIVE - RELATED ATTACHMENTS:

<u>File Name</u>	<u>File Description</u>
Restorative Justice Grant.pdf	Restorative Center Project Narrative

D DMC REDUCTION PLAN

Racial and ethnic disparities are present in Wisconsin's juvenile justice system at specific points of contact: arrest, diversion, pretrial detention, secure confinement, and transfers to adult court. Reducing these disparities is a goal of the GJJC. Subgrantees are encouraged to incorporate reduction activities to their grant-funded programs. Please describe the following:

1. Whether there are racial and/or ethnic disparities in the local juvenile justice system or at a specific point of contact in your community. Use local quantitative and qualitative data where possible.
2. Whether and how your proposed program will reduce racial and/or ethnic disparities in the juvenile justice system or at a specific point of contact.

RESPONSE:

DMC REDUCTION PLAN - RELATED ATTACHMENTS:

<u>File Name</u>	<u>File Description</u>
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E GOALS AND OBJECTIVES

Complete and attach the Goals and Objectives Table. Note: To attach a document to your Egrants application, you must type "See Attached" in the text box to enable the document attachment tool. In the Goals and Objectives Table, describe the following:

1. Specify at least three SMART (specific, measurable, attainable, realistic, and time-bound) goals, objectives and action steps. Your goals should connect to the items detailed in your budget and Project Narrative.
2. Describe how you will collect data and document progress towards achieving stated goals.
3. Describe how you will use the data and documentation collected to evaluate and improve program implementation.

RESPONSE:

See the attached document. It was written out instead of following the table format.

GOALS AND OBJECTIVES - RELATED ATTACHMENTS:

<u>File Name</u>	<u>File Description</u>
Restorative Center Goals and Objectives.docx	Goals and Objectives

14. Approval Checklist:

- A. Have you, the grant recipient, had any discrimination findings after a due process hearing on the basis of race, color, religion, national origin or sex within the last 5 years? (federal EEOP required response)
- Yes

No

B. If yes, have the discrimination findings been reported to the Office of Civil Rights as required for all recipients of Federal funds? (see <http://www.ojp.usdoj.gov/ocr/>). If no, a copy should be forwarded to: Wisconsin Department of Justice, Attn: EEOP, 17 West Main Street, PO Box 7857, Madison, WI 53707-7857 (federal EEOP required response)

Yes

No

N/A

C. Have you utilized the DOJ Administrative Guide located on the DOJ website? (grants-admin-guide-2018.pdf)

Yes

No

D. Would you like someone from DOJ to contact you?

Yes

No

E. Are you a state or local government agency; AND have 50 or more employees; AND applying for \$25,000 or more? If yes, you are required to prepare and implement an Equal Employment Opportunity Plan (EEOP) or Certification form (if applicable). A copy of your EEOP federal approval letter must be submitted to DOJ. (More information may be found at <http://www.doj.state.wi.us/grants/grantee-civil-rights-information>) (federal EEOP required response)

Yes

No

N/A

F. If this application is \$25,000 or more, did your business or organization (including parent organization, all branches, and all affiliates worldwide) receive in the previous fiscal year (1) 80% or more of your annual gross revenues in US federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements?; AND (2) \$25,000,000 or more in annual gross revenues from US federal contracts, subcontracts, loans, grants, subgrants, and/or cooperative agreements? (required by The Federal Funding Accountability and Transparency Act)

Yes

No

N/A

G. If you answered yes to the previous question, does the public have access to information about the compensation of the senior executives in your business or organization (including parent organization, all branches, and all affiliates worldwide) through periodic reports filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. 78m(a), 78o(d)) or section 6104 of the Internal Revenue Code of 1986? If you answered no to the first part of this question; you must attach to this application the full names and compensation of the top 5 highly compensated individuals of your organization as required by The Federal Funding Accountability and Transparency Act.

Yes

No

N/A

15. **Attachments:**

List of Attachments required for submission of this Application for funding:

Section: Agency Profile

File Name

Agency Suitability Form.pdf

File Description

Agency Suitability Form

Section: Budget Narrative

File Name

Budget for Restorative justice Grant - Strategic Planning .docx

File Description

School Based Restorative Justice Budget Narrative

Section: Goals and Objectives

File Name

Restorative Center Goals and Objectives.docx

File Description

Goals and Objectives

Section: Project Narrative

File Name

Restorative Justice Grant.pdf

File Description

Restorative Center Project Narrative

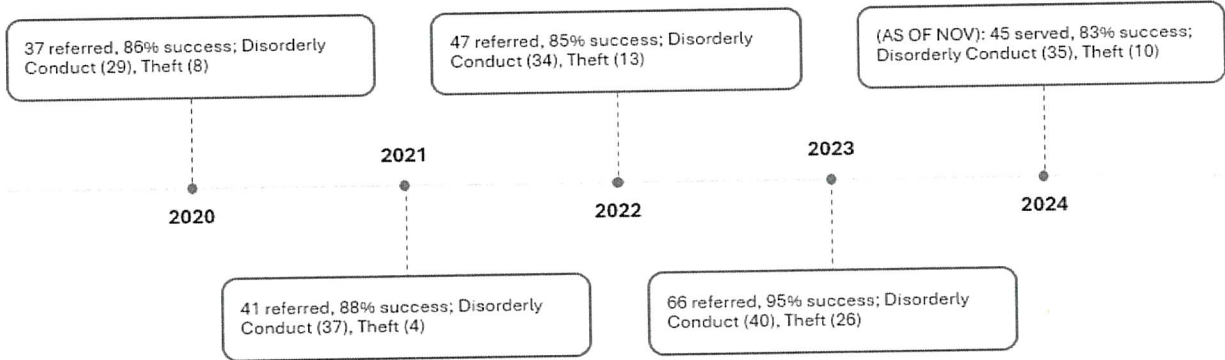
PROJECT NARRATIVE

A. PROBLEM DEFINITION

Restorative justice is a topic of current interest in the educational world. Due to the Evidence-Based research on restorative justice, DC Everest is working hard to implement a full-time Restorative Center. Our district is doing its best to address suspendable behavior instead of just punishing the offender while also focusing on healing the relationship and repairing the wrong caused by the behavior. With our recently implemented Restorative Center, there are some setbacks our district is facing in keeping the center maintained. DC Everest's Restorative Center is a pilot program, just opening on December 1, 2024. We are in the process of seeing if this center is something that helps our students and if we can secure funding for the center. Currently, we do not have enough funding for the center, which is limiting the capacity of the benefits of the center. We want a fully implemented and staffed Restorative Center that serves as a structured, supportive alternative to suspension that will allow students to address the root causes of their behaviors, develop skills for positive engagement, and successfully reintegrate into the school community.

One problem we are facing due to the lack of funding is the absence of specialized staff members. Having specialized staff members will allow us to run the center so students effectively with the goal of working with our students in restorative practices, therapeutic interventions, and academic learning to foster personal growth, accountability, and community connection. Due to limited funding, the restorative center is currently supported by a district administrator who is assigned one day a week, pulling them away from their primary role at the school. While this arrangement is manageable for now, it does place additional strain on the administrator's responsibilities, and teachers are beginning to feel the impact. We believe that the restorative justice provider should be an individual who is able to establish strong relationships with all partners and have the flexibility to meet with youth in school and community settings. We also believe that having a designated instructor will allow us to incorporate the evidence-based curriculum of The 7 Mindsets so that we can support the students at our center by teaching mindset-based empowerment and mental health learning solutions in a healthy climate and culture. This curriculum would help our students develop a mindset that promotes personal responsibility, empathy, and positive relationships. We have access to the curriculum; however, with the lack of personnel, completing these lessons with students is challenging. The lack of funding and the pulling of an administrator will not allow us to maintain the Restorative Center at this rate. In addition, Marathon County lost its restorative justice program on January 16, 2025, due to funding. Since the Marathon County program is no longer available for our school resource officers to refer students to, we are hoping this grant would allow us to create an in-house program that would work in partnership with the Mountain Bay Metro Police Department. This would allow us to expand our services to include students who were referred for vaping, AODA, truancy, disorderly conduct, etc., through our juvenile justice system. This grant would also provide us with the people and resources needed due to an expected increase in population at the Restorative Center.

Last year, we had a total of **498 days of suspension**, resulting in **209,160 minutes of lost instruction** for students that stemmed from an array of behaviors of AODA incidents and/or major disruptive behaviors. In addition, the following data was collected from our School Resource Officers, in partnership with the Marathon County Restorative Justice Program. The following timeline was a referral made to the Restorative Justice Program.



SRO Vape Diversion Program

	SH 2023-2024	JH 2023-2024	MS 2023-2024
Enrolled in Program	11	10	4
Completed Program 3 students did not complete any portion of the program and chose to receive a citation.	9	10	3

SRO Data

SH 2023-2024	JH 2023-2024	MS 2023-2024
Vape-37 Disorderly Conduct-15 Possession of THC-28 Truancy-26 Alcohol-4 Misc.-12 non-white:33/190 17.36% SPED: 32/190-16.84%	Vape-23 Disorderly Conduct-10 Possession of THC-2 Truancy-0 Alcohol-0 Misc.-2 non-white:8/35 22.85% SPED: 10/35-28.57%	Vape-3 Disorderly Conduct-1 Possession of THC-0 Truancy-2 Alcohol-0 Misc.-1 non-white:1/7-14% SPED: 5/7-71.4%

B. DETAILS OF PROJECT

Our first priority in the project is to hire an instructor and coordinator to operate the center. Next, we aim to make the center's operating hours more flexible, such as being open Monday through Friday from 7:30 to 2:30, to provide more opportunities for students facing suspension. The next step in implementing a fully functioning restorative center is to expand the program, so it is available for students facing suspension, disorderly conduct, and truancy.

C. OUTCOMES OF SOLVING THE PROBLEM

This grant would benefit the DC Everest Restorative Center by providing students the opportunity to still have an educational experience if suspended from school and have the opportunity to repair the wrong caused by the behavior. With staff specific to the center, we could better tailor an education-based curriculum to different minority students, such as our subpopulations of underrepresented youth. Additionally, this grant would provide the ability to open the restorative justice program full-time, relieving the administrators and opening up the center to more students. Currently, only students with at least two consecutive days of out-of-school suspensions are eligible for the restorative justice center. The center is only open if a student is nominated in advance, removing the option for same-day referrals. The money for this grant would be used to hire an employee to run the restorative justice center so it can be open full-time, providing more opportunities for students to get the help they need and administrators to return to their assigned duties. The long-term center will provide a more stable environment for students referred to the center by encouraging participation in restorative practices such as healing, repairing harm, and building accountability. Additionally, it will provide access to social-emotional and mental health support addressed to the student's needs. A full-time center will help strengthen partnerships with the families by fostering engagement with the families to reinforce student growth. The benefits of this program are that students will better manage conflict and build empathy and accountability for their actions. We expect the restorative center to provide students with a way to heal and learn from their past mistakes while continuing their education and reintegrating back into their schools.

D. COLLABORATION

The D.C. Everest Area School District's School-Based Restorative Justice Program will collaborate closely with key stakeholders, including students, families, school staff, administration, and community partners, to ensure the success of the Restorative Center. Students will be actively involved in their own restorative process, with staff providing individualized support to help them address the root causes of their behaviors, stay engaged academically, and develop the skills needed for long-term success. Families will be engaged through structured check-ins to discuss their child's progress, strategies for continued support, and reintegration planning, ensuring a strong partnership in the process. School staff, including administrators, restorative center staff, and teachers, will collaborate to implement restorative practices, facilitate conflict resolution, and monitor student outcomes. The district administration and school board will provide oversight and resources, while community partners will expand

support networks, offering additional services and resources to reinforce student growth. Through ongoing communication, feedback, and coordination with these stakeholders, we will continuously improve the program to meet the needs of all students.

It's important to emphasize that this program will positively impact all students at the D.C. Everest School District. By addressing behavioral challenges and shifting how students respond to conflict, we'll create a more focused and productive school environment for everyone. With fewer distractions, stronger conflict resolution skills, and more time dedicated to academic learning, the program will help resolve issues and serve as a proactive approach to preventing future challenges, benefiting all students across the district.

We will also partner with the Mountain Bay Metro Police Department and our School Resource Officers to ensure the success of our program. Currently, the D.C. Everest School Resource Officers (SROs), in partnership with the Mountain Bay Metro Police Department, operate under unified expectations that emphasize safety, relationship-building, and restorative approaches to student support. Their responsibilities include proactive safety measures such as daily exterior door checks, routine building walk-throughs, and presence at large school events. SROs foster positive student and family relationships by greeting students in the morning, engaging with them during lunch, and providing constructive, strength-based communication with families. Additionally, they collaborate with school administration and student support teams to address attendance concerns, behavioral interventions, and threat assessments using a restorative lens, focusing on prevention, accountability, and reintegration rather than solely punitive measures. In addition, we have partnered with our local law enforcement agency, the Mountain Bay Metro Police Department, to implement an Everest Vape Diversion Program. This grant would allow us to continue to fund this program and pay for SRO overtime for staffing purposes, materials, and resources. By collaborating with our stakeholders and the community, we can provide students with a valuable opportunity to continue their academic journey while actively making amends and learning from their experiences.

CALL TO ACTION

By supporting DC Everest's Restorative Justice program with a grant amount of \$100,000, you can directly impact the well-being and future outlook of the students in the community by enabling us to address problem behavior, foster accountability, and restore relationships while eliminating exclusionary policies. We encourage you to partner with us to create a meaningful change in juvenile justice and delinquency prevention.

GOALS and OBJECTIVES

Applicant Agency: D.C. Everest Area School District **Grant Number:** 19537

Program Title: School-Based Restorative Justice Program-DCE Restorative Center

Vision: To create a restorative, inclusive, and healing-centered environment where students can reflect on their actions, receive social-emotional and academic support, and build the skills needed for long-term success.

Mission: To provide a responsive and rehabilitative space where students engage in restorative practices, therapeutic interventions, and academic learning to foster personal growth, accountability, and community connection.

GOALS:

Restorative Center Goal for June 2026:

By June 2026, we will have a fully implemented and staffed **Restorative Center** that serves as a structured, supportive alternative to suspension. The center will provide students with the opportunity to address the root causes of their behaviors, develop skills for positive engagement, and successfully reintegrate into the school community.

Reduction in Recidivism & Improved Student Outcomes:

By June 2026, at least 75% of students who complete the Restorative Center program will not receive another behavior referral resulting in suspension within the same school year, demonstrating the center's effectiveness in promoting accountability, behavioral change, and successful reintegration.

Restorative Engagement & Reintegration:

By June 2026, at least 100% of students referred to the Restorative Center will complete a restorative process (e.g., mediation, restorative circles, or conflict resolution) before reintegrating into their home school environment.

Family & Community Engagement:

By June 2026, at least 90% of families of referred students will participate in a structured check-in process (via phone, virtual meeting, or in-person meeting) to discuss their student's progress, strategies for continued support, and reintegration planning.

OBJECTIVES:

1. **Restorative Practices:** Facilitate healing, repair harm, and build accountability through mediation, circles, and conflict resolution strategies.
2. **Social-Emotional and Mental Health Support:** Provide access to counseling, skill-building sessions, and individualized support to address students' emotional and behavioral needs.
3. **Educational Continuity:** Ensure students stay engaged with their coursework, receive academic support, and transition smoothly back to their classrooms.
4. **Family and Community Involvement:** Strengthen partnerships with families, mentors, and community organizations to reinforce student growth and prevent repeated disciplinary concerns.

This **Restorative Center** will serve as a model for shifting from punitive discipline to a restorative approach, empowering students with the tools to succeed both academically and socially.

ACTIVITIES:

How will students be nominated for the RC?

- If a student has a behavior referral that results in a multi-day out-of-school suspension, the building administration has the option of sending students. Not all students would be required to attend the RC.
- During parent contact about the behavior referral, and if the student would be a good fit for the RC, the administrator will review the RC and offer the option to the parents. Parents can decline to have their student attend the RC. The student would then have a traditional out-of-school suspension.
- The building administrator would complete this form by the end of the school day of the behavior referral.
- A referral form will be automatically generated when the form is submitted. The form will be shared with the referring administrator and the staff who will be at the RC.

Additional Resources/Forms

- Parent Communication
- Staff Communication on what Restorative Center Overview
- Restorative Staff Center Checklist
- Everest Restorative Center Resource Guide

Describe how you will collect data and document progress towards achieving stated goals:

Describe how you will use the data and documentation collected to evaluate and improve program implementation:

To ensure the Restorative Center is effectively meeting its goals and supporting students' behavioral, social-emotional, and academic growth, data collection and documentation will be systematically analyzed to inform continuous improvement. The following strategies will be used:

1. Tracking: Student Participation and Engagement

- Data Collected:
 - Number of students referred to the Restorative Center
 - Completion rates for restorative discussions, BASE Education Modules, wellness activities, academic work, and exit conferences
 - Student feedback on their experience and the perceived effectiveness of interventions
- Evaluation & Improvement:
 - If completion rates are below expectations, staff will assess barriers to engagement and adjust programming, such as modifying session structures or increasing staff support.
 - Adjustments to BASE Education Modules will be made based on student needs and effectiveness in addressing specific behavior patterns.

2. Trends in Behavior: Measuring Behavioral Change and Recidivism Rates

- Data Collected:
 - Percentage of students who do not receive another behavior referral leading to suspension after attending the center
 - Types of repeated infractions for students who re-offend
- Evaluation & Improvement:
 - If the recidivism rate exceeds 25%, interventions will be reviewed to determine if additional support (e.g., mentoring, extended follow-up, or increased parent collaboration) is needed.
 - Staff will assess whether additional social-emotional learning (SEL) topics should be incorporated into the program.

3. Feedback: Ongoing Staff Reflection & Program Adjustments

- Data Collected:
 - Staff reflections on program strengths and areas for growth
 - Trends in behavior referrals and student outcomes
 - Feedback from school administrators and teachers
- Evaluation & Improvement:
 - Monthly staff debrief meetings will be held to discuss program effectiveness and necessary modifications.

By systematically collecting and analyzing data on student participation, behavioral outcomes, academic progress, family involvement, and staff insights, the Restorative Center will continuously evolve to maximize its impact, reduce suspensions, and promote student success.

School-Based Restorative Justice Program-DCE Restorative Center
\$100,000
Grant Start April 1, 2025 - June 30, 2026

Expenses	Cost	Notes
Restorative Justice Coordinator/Instructor - part-time	\$55,000 including benefits	The position will start in May 2025 and conclude in June 2026. This will allow collaboration time in working with the coordinator with our Director of Student Services to ensure the program runs smoothly when students arrive in September 2025.
Family Engagement Coordinator-part-time	\$35,000 including benefits	The position will start in September 2025 and conclude in June 2026.
Continue to fund the Everest Vape Diversion Program - School Resource Officer overtime staffing, materials, and resources	\$5,000	The program will run 2x per month, and it will include working with families outside of School Resource Officer school duty time.
Professional Development and Training	\$5,000	Both positions will involve specialized training in restorative practices, conflict resolution, family engagement, and trauma-informed approaches.
*If awarded the grant, we will make a more comprehensive budget.		

Restorative Justice Coordinator/Instructor

Position Summary:

The Restorative Justice Coordinator/Instructor will oversee the implementation and daily operations of the district's Restorative Center, a structured, supportive alternative to suspension for PK-12 students. This position will facilitate restorative practices, social-emotional learning, academic support, and reintegration planning for students referred to the center. The coordinator will also collaborate with families, staff, and community partners to promote a restorative approach to discipline, accountability, and student success. Additionally, this role will work closely with the Family Engagement Coordinator to support students' reintegration into their home school environment and address barriers preventing full participation in their education.

Essential Duties and Responsibilities:

- Facilitate restorative circles, mediation sessions, and conflict resolution to address behavioral incidents and repair harm.
- Oversee student engagement in BASE Education Modules aligned with their behavior incidents to support reflection and growth.
- Implement student wellness activities focused on self-regulation, mindfulness, and resilience.
- Collaborate with school counselors, social workers, behavioral specialists, and the Family Engagement Coordinator to provide individualized support and referrals as needed.
- Guide students in restorative discussions regarding their behavior, helping them develop self-awareness, accountability, and positive coping strategies.
- Lead students through a structured goal-setting and exit conference process to prepare them for reintegration into their home school environment.
- Provide structured academic time for students to complete coursework while in the Restorative Center.
- Liaise with teachers to ensure students receive appropriate academic support and accommodations.
- Monitor student progress and provide interventions to keep them engaged in their learning.
- Communicate with families during the referral process, providing an overview of the Restorative Center expectations and options.
- Foster relationships with community organizations and mentors to enhance student support and resources.
- Train and provide professional development opportunities for staff to better understand restorative practices.
- Work collaboratively with the Family Engagement Coordinator to identify students at risk of disengagement and ensure families understand and support the restorative process.

Family Engagement Coordinator

Position Summary:

The Family Engagement Coordinator plays a vital role in strengthening home-school partnerships to improve student attendance, foster a sense of belonging, and enhance academic achievement. This position identifies students and families in need of additional support, provides advocacy guidance, and connects them with resources to overcome barriers to school engagement. Through home visits, collaboration with caregivers, and professional development opportunities, the coordinator works to promote equitable access to education and ensure all families—especially those underrepresented—feel empowered and connected to their child's school experience. Additionally, this role will collaborate with the Restorative Justice Coordinator to proactively prevent disengagement and support students' reintegration after restorative interventions.

Essential Duties and Responsibilities:

- Enhance and strengthen home-school connections by developing opportunities for families to partner with their children's schools to increase attendance, ensure a sense of belonging, and improve academic achievement.
- Identify individuals and/or groups of students who require additional support to improve attendance and engagement, taking the lead on supporting families and students.
- Assist caregivers in developing appropriate advocacy skills when working with students and professionals to increase school engagement and attendance.
- Make visits to family homes to address attendance matters and discuss solutions to barriers that adversely affect school participation.
- Ensure the school keeps abreast of the latest strategies to improve and maintain attendance.
- Support parents/caregivers in promoting the parent-school partnership, particularly for underrepresented students and families.
- Design student and family engagement activities, including ongoing professional development opportunities, to increase student attendance and engagement.
- Collaborate with K-5 families to determine what barriers prevent their children from attending school and connect them to appropriate community resources.
- Assist the Director of Student Services and Restorative Justice Coordinator in implementing, assessing, and coordinating the requirements outlined in the School-Based Restorative Justice Grant to ensure students feel they belong and are connected in their educational environment.
- Work collaboratively with the Restorative Justice Coordinator to ensure families are engaged in the restorative process and support reintegration efforts after students participate in restorative interventions.