

Application for Funding – Cover Page

Applicant Agency

Business Name	Dickinson Public School District	Street Address Including City, State, and ZIP Code	444 4th Street West, Dickinson, ND 58601
Contact Person	Keith Harris	Title	Assistant Superintendent of Student Engagement & Educational Climate
Phone	701-456-0002	Email	kharris@dpsnd.org
Authorized Representative	Marcus Lewton	Title	Superintendent
Phone	701-456-0002	Email	mlewton@dpsnd.org
Federal Employer Tax Id #	45-6001585	Unique Entity Identifier #	HZMUTGXHL4H6
Dates of Active Registration in System for Award Management			August 5, 2025

Targeted Intervention(s) to be Implemented	Behavior Academies, Restorative Practices, and Collaborative Problem Solving
Total Amount of Funding Request	\$99,076
Willing to Accept Less Funding (Y/N)	Yes
Evidenced-Based Program/Services (Y/N)	Yes
Name and Source of Evidenced-Based Program/Services	Behavior Academies, Solution Tree/John and Jessica Hannigan. Collaborative Problem Solving, Think Kids & J. Stuart Ablon, PhD. Restorative Practices, Restorative ND
School(s) or School District to be Served	Dickinson Public School District
Estimated Number of Youth to be Served	4,100
Estimated Number of Minority Youth to be Served	1,230

Signature Marcus Lewton
Signature of the Person Submitting this Form

Name Marcus Lewton
Name of the Person Submitting this Form (print)

Date of Signature January 16, 2025

Dickinson Public Schools North Dakota Juvenile Justice State Advisory Group Program Narrative

A. Description of the Project

Dickinson Public Schools (DPS), which serves 4,100 K-12 students in Stark County, will use North Dakota Juvenile Justice State Advisory Group funding to implement Behavior Academies, Restorative Practices, and Collaborative Problem Solving on district-wide scales. These evidence-based, student-centered interventions will foster safe, supportive, and productive learning environments by collectively developing expected academic and social behaviors while holding youth accountable for inappropriate and/or disruptive behavior. A description of each program is as follows.

Behavior Academies: The Behavior Academies model helps schools replace problematic or disruptive behaviors (i.e. harassment, intimidation, bullying, etc.) with essential skills that students can use to find success in life. DPS administrators, educators, and support staff will use the Behavior Academies model to address their own beliefs about students' challenging behavior; influence students' mindsets and help them learn research-based behaviors and corresponding life skills to increase motivation and engagement; implement the core components of initial, ongoing, and exit behavioral sessions; and build customizable Behavior Academies at each DPS school.

Restorative Practices: Restorative Practices provide a shift away from a punishment-based system of accountability for addressing actions that harm a school community to a proactive, problem-solving approach where the parties involved in a fight or disagreement share their experience of what happened, discuss who was harmed by the event and how they are hurting, and come to a consensus for what the offender can do to repair the previous harm. DPS uses Restorative Practices to improve school climates by reducing problematic school behaviors, decreasing in-school and out-of-school suspensions, and helping students enhance their self-regulation, advocacy, and communication skills.

Within the context of this grant, DPS will use funds to deliver updated coaching for new staff members in partnership with Restorative ND, a firm that facilitates training and provides resources for companies to use restorative practices in problem-solving and community-building capacities. This coaching will support and supplement, not supplant, the district's existing work with applying Restorative Justice, which has helped create positive school cultures where students have agency to resolve challenges.

Collaborative Problem Solving: Collaborative Problem Solving (CPS) is a trauma-informed, evidence-based practice proven to reduce challenging behaviors and improve student relationships with peers and adults in their schools. CPS encourages adults to take a compassionate mindset and embrace the truth that kids do well if they can – rather than the more common belief that kids would do well if they simply wanted to. Flowing from this simple and freeing philosophy, the CPS process begins with identifying triggers to a child's challenging behavior and the specific skills they need help developing. The next step involves partnering with the child to build those skills (i.e.

problem-solving, flexibility, communication, etc.) and develop lasting solutions to problems that work for everyone. In summary, Collaborative Problem Solving offers a guiding philosophy and a corresponding set of assessment tools, a planning process, and a robust intervention that builds relationships, reduces challenging behavior, and builds skill.

Data used to determine the necessary interventions includes referrals for behavior incidents, teacher observations, and school climate surveys used by each DPS school as they work to implement the five levels of being a Marzano High Reliability School.

In terms of existing strategies to improve school climate and promote positive student behaviors, DPS uses a Response To Intervention At Work (RTI-At Work) framework to enhance the academic, social, emotional, and behavioral competence of all students, increase attendance, improve classroom performance, and reduce bullying and other behaviors that result in disciplinary referrals.

To complement its use of RTI-At Work, Dickinson is in the process of implementing the Marzano High Reliability Schools framework as a district-wide and school-wide improvement system. The framework defines five progressive levels of performance that a school must master to become a high reliability institution where all students learn the content and skills they need for success in college, careers, and life. These five levels include 1.) Safe, Supportive, and Collaborative Culture; 2.) Effective Teaching in Every Classroom; 3.) Guaranteed and Viable Curriculum; 4.) Standards-Referenced Reporting; and 5.) Competency-Based Education.

DPS has also implemented the Full-Service Community Schools model at Heart River Elementary School, Prairie Rose Elementary School, and Dickinson Middle School. This model establishes schools as a centralized hub from which students and families can develop links to resources, opportunities, and support networks in their area that promote academic success and holistic development.

By implementing Behavior Academies, Restorative Practices, and Collaborative Problem Solving, Dickinson Public Schools expects to strengthen students' self-management, social awareness, and social-emotional learning skills, support positive school climates, and address unexpected behaviors with fair, logical responses that hold youth accountable without being overly punitive.

B. Project Planning, Design and Implementation

To bring the Behavior Academies model to Dickinson Public Schools, the district will have each school's Building Intervention Team participate in three in-person coaching sessions from John and Jessica Hannigan, the authors of Behavior Academies: Targeted Interventions That Work. This coaching will increase each school's capacity to implement their Behavior Academy with fidelity to the core model. Discussion topics will include using referrals to identify student needs, monitoring data to track effects on student behavior, and prioritizing ways to address skill development amongst students.

To support Restorative Practices programming, DPS will partner with Restorative ND for refresher training for existing staff members, and introductory training for new staff, on how to use restorative circles and restorative conferences to build, maintain, and repair relationships within the district's educational community. Participants will gain experiential practice for using restorative justice in the classroom, engaging students in active learning, and introducing students to restorative practices through the circle process. Participants will also receive tips on how to train and coach others in the use of restorative practices and/or restorative circles to enhance programmatic sustainability for DPS well into the future.

Finally, to implement Collaborative Problem Solving, DPS will have four staff administrators participate in a "Train the Trainer" professional development model. The district will conduct a screening process to identify specific staff members to be trained. In the context of this program, the staff members will participate in an introductory training session that highlights the key components of Collaborative Problem Solving. They will come to understand what really causes challenging behavior or unmet expectations in others, and will also discover the limitations of motivational approaches as a solution to unwanted behaviors. From there, they will learn how to identify the root causes of challenging behaviors, along with ways to address them using a relational, replicable, and trauma-informed approach. They will be able to assess an individual's thinking skills and tailor interventions based on goals, skill and relationship building, and addressing problems. Lastly, they will participate in lectures, role-play, case studies, and breakout sessions to apply their collaborative problem solving skills and become certified as trainers so they can conduct introductory and foundational training within the district for new staff members.

To support its current widescale school improvement initiatives (i.e. RTI-At Work, Marzano High Reliability Schools, and Full-Service Community Schools), DPS is implementing the Social Skills Improvement System intervention to facilitate the development of students' prosocial skills and reduce problem behaviors in the classroom. The program uses modeling, role-playing, and positive reinforcement to improve common social behaviors that a nationally representative sample of teachers identified as important for classroom success to drive student engagement.

The district's administrative leaders, such as their Superintendent, Assistant Superintendent of Student Engagement and Educational Climate, and Director of Student Services, are highly supportive of the proposed application for North Dakota Juvenile Justice State Advisory Group funding to promote Dickinson's overarching mission: to prepare all learners for life-long success through a safe, collaborative, and innovative learning community.

To benefit its students, families, and the greater Dickinson community, DPS has strong partnerships in place with the Best Friends Mentoring Program and the West Dakota Parent and Family Resource Center. Best Friends matches adult mentors with DPS students so they can participate in a wide variety of positive, developmental experiences and reinforce positive behaviors and self-confidence, and the West Dakota

Parent and Family Resource Center provides family engagement activities and lessons that focus on building a nurturing home life for students and their families.

The district's project implementation timeline is as follows.

- February 2025: Receive notice of grant award; sign and return grant contract.
- March 2025 - April 2025: Begin contracting with service providers and scheduling dates and times for programming and/or training sessions. Develop and administer a screening tool for identifying staff members who will be participating in Collaborative Problem Solving training.
- May 2025: Complete planning for program implementation.
- June 2025 - August 2025: Continue participating in Collaborative Problem Solving training and Restorative ND training.
- September 2025 - December 2025: Hold first two Behavior Academies coaching sessions. DPS will roll out and implement the programs at each school building. Participating staff members will begin preparing for certification in the Collaborative Problem Solving course.
- January 2026 - March 2026: Staff will begin work to become certified in the Collaborative Problem Solving course. DPS will refine their delivery of services to improve school climates and prevent juvenile justice system involvement.
- April 2026 - June 2026: Staff will be certified in Collaborative Problem Solving.
- July 2026 - August 2026: Staff will complete the Collaborative Problem Solving Trainer Certification course to maximize the program's benefits.
- September 2026 - December 2026: Hold third and final Behavior Academies coaching session. Complete refresher Restorative ND training for new and/or existing staff.

The district will submit quarterly financial reports and progress reports and will also respond to required federal performance measures as directed by the funder to close out the grant once all activities have been completed. Per the RFP guidance, all funds will be fully expended prior to September 30, 2028.

C. Capabilities and Competencies

Roles and responsibilities of key project personnel are as follows.

Superintendent Marcus Lewton will collaborate with district and school staff to gather programmatic data and report to the DPS School Board on the program's overall effectiveness. He will also assist the district's Business Manager with administering the grant and completing all quarterly, annual, and final financial and program reports.

Assistant Superintendent of Student Engagement and Educational Climate Keith Harris will collaborate with district staff to support the implementation of Behavior Academies, Restorative Practices, and Collaborative Problem Solving programming. He will provide overviews of how these programs supplement and align with the district's existing positive school climate initiatives. He will also assist Dr. Lewton with data collection.

Business Manager Stephanie Hunter creates and tracks the annual DPS operating budget; reviews and executes district contracts, fiscal policies, and procedures; maintains financial compliance for state and federal funding sources; supervises the accounting and payroll departments; and serves on the Superintendent's Cabinet, Budget Committee, Facilities Committee, and Classified Council to provide financial expertise as needed. Within the scope of this project, she will follow relevant board policies and applicable state and/or federal laws to execute contracts, obtain necessary programmatic resources with grant funds, and meet reporting requirements.

D. Plan for Collecting Performance Data and How it will be Used for Continuous Quality Improvement

The primary intended outcome of this grant project is to foster safe, supportive, and productive learning environments by promoting positive behaviors while still holding youth accountable for inappropriate and/or disruptive behavior. To measure project performance, the district's Superintendent and Assistant Superintendent of Student Engagement and Educational Climate will gather data related to the relevant program outcome in an Excel spreadsheet. The district will study quantitative (i.e. reduced disciplinary actions, number of training sessions delivered, etc.) and qualitative (i.e. teacher observations of student relationships, written school climate survey responses, roundtable discussions, etc.) data points to develop a comprehensive overview of how the program is affecting students, staff, faculty, and other stakeholders in the DPS educational community.

The district's project team will meet each month to analyze the progress being made toward fulfilling identified goals and outcomes; monitor program data to identify strengths and areas for improvement; and construct quarterly action recommendations to foster continuous growth and improvement. If there are significant positive changes (i.e. steep reduction in bullying or increases in pro-social behaviors) or setbacks (i.e. reduction in effectiveness of restorative practices), these team meetings will be used to develop a plan of action and/or adjustment of resources to address changing student needs.

DPS will report on the following specific performance measures that relate to the intended purpose of grant funding:

- Reduced disciplinary actions, law enforcement citations, and/or suspensions and expulsions
- Promotion of positive student behaviors
- Increased family engagement, attendance, and academic performance
- Improved school climate.

The district will submit quarterly financial and progress reports and complete reporting on required federal performance measures throughout the grant period.

Budget Summary

Applicant: Dickinson Public School District

Project Period: 2025 - 2026

	Grant Request	Match	Total
Budget Categories:			
Personnel	-	-	-
Fringe Benefits	-	-	-
Travel	-	-	-
Supplies	-	-	-
Subaward/Contractual	99,076.00	-	-
Other Direct Costs		-	-
Indirect Costs	-	-	-
Total Grant Funds	99,076.00	-	-

Budget Detail Worksheet and Narrative

Applicant: Dickinson Public School District

Project Period: 2025 - 2026

Personnel				Total Grant Period		
Position	Name	Annual Salary	Grant Allocation %	Grant Request	Match	Total
			#DIV/0!			
			#DIV/0!			
Total Personnel Costs				\$0	\$0	\$0
Personnel Narrative:						

Fringe Benefits				Total Grant Period		
Position	Name	Annual Benefit	Grant Allocation %	Grant Request	Match	Total
			#DIV/0!			
			#DIV/0!			
Total Fringe Benefits				\$0	\$0	\$0
Fringe Benefits Narrative:						

Travel			Total Grant Period		
Purpose	Location	Expense Type (Hotel/Mileage/Per Diem)	Grant Request	Match	Total
Total Travel Costs			\$0	\$0	\$0
Travel Costs Narrative:					

Supplies			Total Grant Period		
Item	Quantity	Per Unit Cost	Grant Request	Match	Total
Total Supply Costs			\$0	\$0	\$0
Supply Costs Narrative:					

Subawards/Contracts		Total Grant Period		
Description/Purpose	Computation	Grant Request	Match	Total
Contract with John and Jessica Hannigan of Solution Tree for Behavior Academies Coaching	\$20,000 per coaching session x 3 sessions	\$60,000		\$60,000
Contract with Restorative ND for Restorative Practices Coaching	Yearly school district coaching rate of \$8,500	\$17,000		\$17,000
Collaborative Problem Solving "Train the Trainer" Program for 4 DPS Administrators	Total cost of \$5,519 per person x 4 people; costs laid out in narrative section	\$22,076		\$22,076
Total Subaward/Contractual Costs		\$99,076	\$0	\$99,076

Subaward/Contractual Costs Narrative: A breakdown of the district's contractual costs to participate in Behavior Academies coaching, Restorative Practices coaching, and Collaborative Problem Solving "Train the Trainer" sessions. To bring the Behavior Academies model to Dickinson Public Schools, Dickinson Public Schools (DPS) will have each school's Building Intervention Team participate in three in-person coaching sessions from John and Jessica Hannigan, the authors of Behavior Academies: Targeted Interventions That Work. They are also Solution Tree coaching experts. Said coaching sessions will take place in fall 2025, winter 2025, and fall 2026. The coaching sessions will include a review of each Building Intervention Team's efforts to date, identification of areas that would benefit from improved strategies, and the creation of additional, unique Behavior Academies that will be utilized as Tier II and Tier III interventions. This coaching will be critical to assist each Building Intervention Team in teaching the behavioral skills that students need to be successful both inside and outside of the classroom. Contracting with John and Jessica will cost a total of **\$60,000** (\$20,000 per Behavior Academies coaching session x 3 sessions).

For Restorative Practices training, DPS will contract with Restorative ND to deliver updated coaching for new staff members, as well as refreshers for existing staff members. Participants will gain experiential practice for using restorative justice in the classroom, engaging students in active learning, and introducing students to restorative practices through the circle process. Participants will also receive tips on how to train and coach others in the use of restorative practices and/or restorative circles to enhance programmatic sustainability for DPS well into the future. Contracting with Restorative ND will cost a total of **\$17,000** (\$8,500 per year x 2 years).

Finally, to implement Collaborative Problem Solving, DPS will have four staff administrators participate in a "Train the Trainer" professional development model. The district will conduct a screening process to identify specific staff members to be trained. They will participate in the following Collaborative Problem Solving programs.

Introductory Collaborative Problem Solving Overview: \$39 per person x 4 people = \$156

This training introduces the basic principles of Collaborative Problem Solving (CPS), an innovative and evidence-based approach to understanding and helping kids with challenging behavior. Participants learn a more empathic and accurate understanding of what causes challenging behavior and learn how to effectively respond to unwanted behaviors. This overview provides a foundation for further learning opportunities.

Essential Foundations in Collaborative Problem Solving (Level 1): \$595 per person x 4 people = \$2,380

This foundational training covers all aspects of the approach through engaging lectures, role-play, video examples.

Completing the Collaborative Problem Solving Certification Course: \$2,745 per person x 4 people = \$10,980
 The Certification course is designed for individuals who want to become experts in the Collaborative Problem Solving approach. The course provides highly individualized training and support over six months using online learning and virtual meetings. Participants receive detailed feedback in individual and small group coaching sessions through recordings and case examples from their work. Trainees learn to recognize common mistakes, areas of difficulty, and ways to course-correct in the moment. Upon successfully earning this certification, are approved to conduct Introduction and Parent/Caregiver Classes in their community using the official Think:Kids curriculum and may serve as a mentor on applying Collaborative Problem Solving practices in DPS. Certified individuals may apply to take the Trainer Certification course to become experts in teaching Essential Foundation (level 1) to others.

Completing the Official CPS Trainer Certification Course: \$1,545 per person x 4 people = \$6,180
 This course is intended for individuals interested in providing formal training in Collaborative Problem Solving and small-group coaching. The Trainer Certification course supports learners by providing instruction, practice, and feedback in their use of official Think:Kids training materials. Attendees will complete assignments to further their expertise, including co-training opportunities offering personalized coaching and feedback. Graduates can competently prepare and teach all components of an Essential Foundation (Level 1) training in an equitable, inclusive way.

The total cost of participating in the Collaborative Problem Solving "Train the Trainer" program for DPS is \$22,076. All grant costs for the district come to a total of \$99,076. All programming funded by this grant will supplement, not supplant, existing DPS services and initiatives.

Other Direct Costs		Total Grant Period		
Type	Computation	Grant Request	Match	Total
Total Other Direct Costs		\$0	\$0	\$0

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Indirect Costs			Total Grant Period		
Description	Base	Rate	Grant Request	Match	Total
Total Indirect Costs			\$0	\$0	\$0

Indirect Cost Narrative:

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