



EARSS Systems Development Grant

2025 End of Year Reporting

Recap: EARSS Systems Development Grant Team Meeting - Platform Change Friday, May 16



Agenda

- Glows and Grows
- End of Year Report
- Meeting Tracker
- Question and Answers

GLOWS and GROWS

- NAME
- DISTRICT / SCHOOL
- Focus of grant
- One Glow and/or Celebration
- One Growth Opportunity



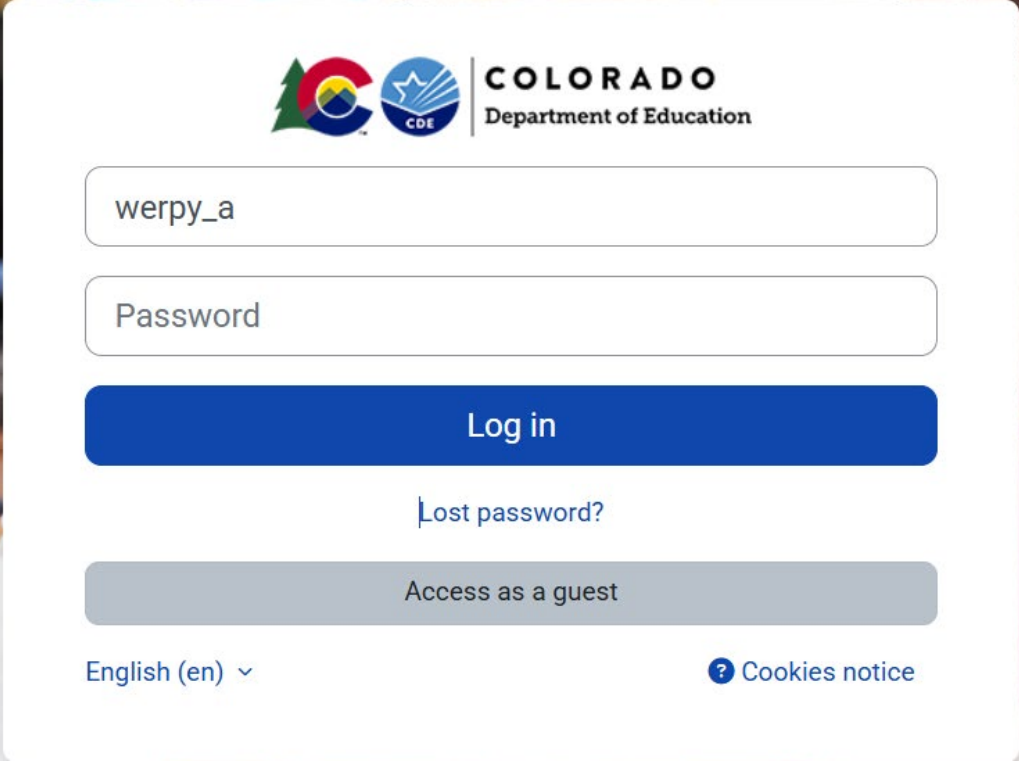



Colorado Education Learning Management System





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 **COLORADO**
Department of Education

werpy_a

Password

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Access as a guest

English (en) ▾ [? Cookies notice](#)



Welcome back, Amy! 🖐️

Course overview

All ▾

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Accessibility

100% complete



Dropout Prevention and Student Re-Engagement

EARSS System Development Grant

Welcome Page



EARSS System Development Grant

Welcome

[Collapse all](#)

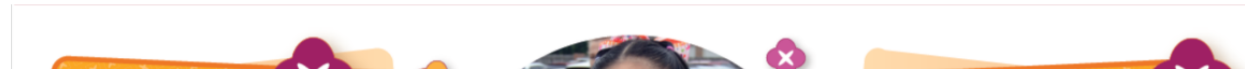
The Expelled and At-Risk Student Services (EARSS) grant program at the Colorado Department of Education (CDE) is authorized by Colorado Revised Statute (C.R.S.) 22-33-205 to assist in providing educational and supportive services to students who have been expelled, are at-risk of expulsion, are truant, are at-risk of becoming habitually truant, and/or are considered chronically absent.

The purpose of this 18-month opportunity, called the EARSS System Development Grant, is targeted to support capacity building to minimize exclusionary discipline or attendance issues including to minimize court actions regarding attendance. Planning will include collaboration with school and district staff, students, family members, and may include staff from the judicial system, local police department, and outside agencies.

[Orientation Slides 2025](#)



[Contact Information](#)





End of Year Report: Logic Model

Logic Model

in Google Sheets

Contact Amy to
receive Microsoft
Word version



- ×
- ▼ **Adams-Arapahoe 28J**
 - The EARSS Review Leaders...
 - Summary of Grant Activity (...)
 - Logic Model
 - Resources
- ▼ **Eagle County RE-50**
 - Eagle County RE-50 Restor...
 - Summary of Grant Activity (...)
 - Eagle County Logic Model**
 - Resources
- ▼ **South Conejos RE-10**
 - The South Conejos School ...

EARSS System

▼ **Welcom**

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[Orientation Slides 2](#)

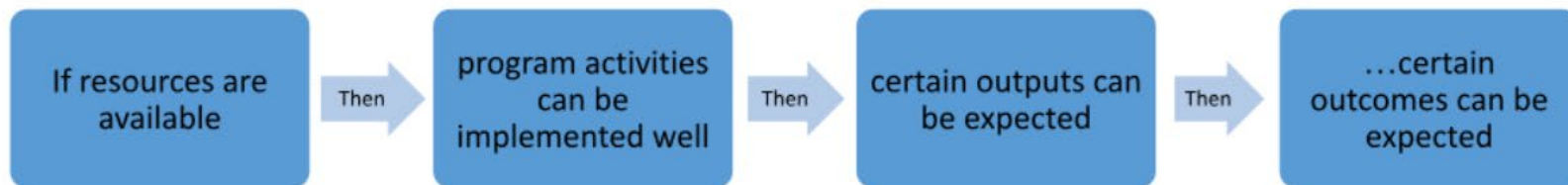


Conta



What is a Logic Model?

A road map for your program. A series of “if-then” relationships connect the components of the logic model.



Guidance Document - [Developing a Logic Model](#)

[Eagle County Logic Model](#) based on application



Eagle County RE-50 Restorative Practices Leadership Team EARSS Review Leadership Team

Theories and Influencing Factors

Problem Statement:

Program Goals/Purpose of Program: The purpose of this program is to create a more equitable, inclusive, and supportive school environment across Eagle County School District (ECSD) by systematically revising discipline policies through a Restorative Practices framework. By engaging diverse stakeholders, including students, educators, and community members the district aims to replace exclusionary discipline approaches with restorative strategies that build community, promote accountability, and address systemic inequities. Through comprehensive staff training, student-centered engagement, and data-informed policy development, the program seeks to foster a positive school climate, reduce disparities in discipline, and ensure that all students feel safe, valued, and heard. The goal is to revise policies that enhance student accountability while simultaneously recognizing and addressing systemic inequities like racism, sexism, and socio-economic disparities.

Currently includes information from RFA

OUTCOMES/ PERFORMANCE MEASURES:	RESOURCES (Staffing; Students; Organizations)	ACTIVITIES	OUTPUT
<input type="checkbox"/> STAFF: By the end of the 2026 school year, the findings from the systemic review will be shared with 100% of staff and staff will collaborate to	<ul style="list-style-type: none"> Restorative Practice District Leadership Team Restorative Practices School level Leadership teams 	<ul style="list-style-type: none"> Train Community partners on RP elements Revise all discipline policies Develop and distribute user-friendly guidance materials and implementation protocols 	<ul style="list-style-type: none"> A revised district discipline policy, code of conduct, and disciplinary protocols Creation of user-friendly documents and a practical implementation protocols
create an action plan regarding changes to be made.		<ul style="list-style-type: none"> Deliver comprehensive training on revised policies and restorative practices to all school staff 	<ul style="list-style-type: none">

Implementation Updates:

- Models and Strategies:** *To what degree are proposed models and strategies being utilized in the program?*

Theories and Influencing Factors

Problem Statement: Eagle County School District's current discipline policies have contributed to inequitable outcomes and inconsistent practices, with limited student voice and minimal use of restorative approaches. These challenges have impacted school climate and student belonging, particularly among historically marginalized groups. A comprehensive, restorative, and inclusive policy revision is needed to create a more equitable and supportive learning environment.

Program Goals/Purpose of Program: The purpose of this program is to create a more equitable, inclusive, and supportive school environment across Eagle County School District (ECSD) by systematically revising discipline policies through a Restorative Practices framework. By engaging diverse stakeholders, including students, educators, and community members the district aims to replace exclusionary discipline approaches with restorative strategies that build community, promote accountability, and address systemic inequities. Through comprehensive staff training, student-centered engagement, and data-informed policy development, the program seeks to foster a positive school climate, reduce disparities in discipline, and ensure that all students feel safe, valued, and heard. The goal is to revise policies that enhance student accountability while simultaneously recognizing and addressing systemic inequities like racism, sexism, and socio-economic disparities.

EOY - 1. Make changes to reflect your work

OUTCOMES/ PERFORMANCE MEASURES:	RESOURCES (Staffing; Students; Organizations)	ACTIVITIES	OUTPUT
<input type="checkbox"/> STAFF: <ul style="list-style-type: none"> • Short Term: 	<ul style="list-style-type: none"> • Restorative Practice District Leadership Team 	<ul style="list-style-type: none"> • Train Middle and Elementary schools (11 schools: up from the initial goal of 7 schools) on 	<ul style="list-style-type: none"> • RP will be implement 11 pilot schools, up for initial goal of 7 pilot schools
<ul style="list-style-type: none"> ○ Completion of comprehensive staff training on revised discipline policies and restorative practices. ○ Increased staff understanding and readiness to implement restorative approaches. <ul style="list-style-type: none"> • Mid-Term: 	<ul style="list-style-type: none"> • Restorative Practices School level Leadership teams • Restorative Practices Policy revision Committee • Student Advisory teams in each of the middle schools 	<ul style="list-style-type: none"> • Tier 1, Tier 2 and Tier 3 of Restorative Practices • Train Community partners on RP elements • Facilitate Restorative Sessions in schools to avoid punitive discipline or HR level interventions • Develop a Restorative Practice 	<ul style="list-style-type: none"> • A revised district discipline policy, code of conduct, and disciplinary protocols • Creation of user-friendly documents and a practical implementation protocols • All administration, school staff, students, families, and community partners are

consistency in addressing behavior through restorative frameworks.

2. Answer Reflection Questions

Implementation Updates:

- **Models and Strategies:** *To what degree are proposed models and strategies being utilized in the program?*
The proposed models and strategies—particularly the integration of Restorative Practices (RP) and a comprehensive staff training framework—are being utilized to a high degree in this initiative. By involving school-based staff in the Restorative Practices Leadership Team (RPLT) and revising key discipline documents through their direct input, the district ensures that the voices of those closest to student behavior are reflected in policy changes. The commitment to training 100% of staff on both the revised discipline framework and RP strategies demonstrates a system-wide implementation approach, rather than a limited or pilot effort. Additionally, the development of user-friendly materials and toolkits shows a clear strategy to support sustainable, consistent application of restorative principles across schools. Overall, the strategies are not only well-defined but deeply embedded in both the policy and practice components of the program.
- **Training:** *Training that has been completed and any training still scheduled including the number of training participants.*
All four middle schools and 3 Elementary schools have been trained in Tier 1,2 and 3 components of RP. Next school year, 4 more elementary schools will be trained (11 schools: up from the initial goal of 7 schools). Additionally, several community partners and parents training have occurred this school year on RP elements. District leadership and all mental health have been trained as well.
- **Challenges:** *Any challenges encountered with executing the plan and how these are being addressed.*
Schools and staff have responded with strong enthusiasm and support for the implementation of Restorative Practices (RP). The overall rollout has been smooth, with minimal resistance or pushback from educators. Staff members have shown genuine interest in the principles of RP and recognize its potential to positively impact school climate and student relationships. The primary challenge thus far has been ensuring consistency in practice, specifically, encouraging all teachers to hold regular, weekly restorative circles. These circles are essential for building and maintaining a sense of community, trust, and mutual respect in the classroom. Continued support, modeling, and accountability will be key to overcoming this hurdle and fully embedding RP into

Submission:

Option 1 - Use Google Doc linked in CELM Classroom

**Option 2 - Email document to Amy Werpy
(werpy_a@cde.state.co.us)**





End of Report: Meeting Tracker



Option 1: Enter Information Online

Summary of Grant Activity (APS) EARSS SDG Summary of Grant Activity (APS) View list

Please maintain a log of all grant activity/meetings. You must maintain a copy of all meeting agendas and/or minutes. While these are not required to be submitted, CDE reserves the right to request a copy.

Visible groups: All participants

List view ▾ Actions ▾

Entries per page 10 ▾ Search Sort by Time added ▾ Ascending ▾ Save settings

Advanced search



Add entry ?

New entry

Date of Meeting

15

May

2025

Meeting Description/Purpose

Number of Staff Present

Number of Students Present

Number of Family (non-student) Present

Other Participants

Supporting document (optional)

- Document each meeting where work is taking place

Supporting documents are optional

As of 5/15 @ 5:00PM

- 132 Meetings
- 727 Staff (some counted multiple times)
- 214 students
- 14 parents
- 36 other

Option 2: Upload Docume

List view ▾

Actions ▾

Import entries

Export entries

Ascending ▾

A	B	C	D	E	F	
1	Date of Meeting	Meeting Description/Purpose	Number of Staff Present	Number of Students Present	Number of Family (non-student) Present	Other Participants
2						
3						

Upload entries from a file

CSV file

Choose a file... Maximum size for new files: 400 MB



You can drag and drop files here to add them.

Field separator

, ▾

Field enclosure

Encoding

UTF-8 ▾

Submit

Cancel

Option 3: Email meeting records to Amy Werpy (werpy_a@cde.state.co.us)

Include:

- Date of Meeting
- Purpose of Meeting
- Number of Participants
 - Staff
 - Students
 - Parents/Family Members
 - Non-Staff/Community Members



Questions??

