

Colorado Student Wellness Grant
Applications Due: Friday, April 2, 2021, by 11:59 pm

Part IA: Cover Page - Applicant Information

| Lead Local Education Provider (LEP)/BOCES Information | | | |
|---|---------------------------------------|-----------------|--|
| LEP/BOCES Name: | Douglas County School District Re-1 | LEP/BOCES Code: | 0900 |
| Mailing Address: | 620 Wilcox St., Castle Rock, CO 80104 | | |
| Type of Education Provider | | | |
| [check box below that best describes your organization or authorizer] | | | |
| <input checked="" type="checkbox"/> School District(s) <input type="checkbox"/> BOCES <input type="checkbox"/> Charter School Institute <input type="checkbox"/> Facility Schools | | | |
| Region | | | |
| [indicate region of Colorado this program will directly impact] | | | |
| <input checked="" type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast | | | |
| Recipient Schools | | | |
| [list all schools impacted by this funding – additional rows may be added] | | | |
| Renaissance Secondary Charter School | | | |
| | | | |
| | | | |
| Authorized Representative Information | | | |
| Name: | Laura Gorman | Title: | ESSA & Grant Coordinator |
| Telephone: | 303-387-0093 | E-mail: | Laura.Gorman@dcsdk12.org |
| Program Contact Information | | | |
| Name: | Brittnee Pierse | Title: | Business Director |
| Telephone: | 720-689-6125 | E-mail: | brittneep@rensec.org |
| Fiscal Manager Information | | | |
| Name: | Laura Gorman and Rebekah Brooks | | |
| Telephone: | 303-387-0093 | E-mail: | Laura.Gorman@dcsdk12.org Rebekah.Brooks@dcsdk12.org |
| Amount of Funding Requested: | \$40,000 | | |

| Previous Grant Information | |
|---|---|
| [The following information will be verified by CDE and considered in the funding decision.] | |
| Has the applicant district or school received previous Student Wellness funding from CDE? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Did the applicant receive previous Student Wellness funding for the 2015-2018 grant cycle? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Did the applicant receive previous Student Wellness funding for the 2018-2021 grant cycle? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If previously funded, were funds expended in a timely manner? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If previously funded, were any unspent funds reverted back to CDE? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If Yes, enter the year(s) and amount(s) of reverted funds below: | |
| Year(s): | Amount(s): |

Part IB: Recipient Schools Information

Complete and attach after Cover Page. If needed, additional copies of this page should be attached in order to include each participating school.

| Local Education Provider Information | | | |
|--------------------------------------|---|-----------------|---|
| LEP/BOCES Name: | Douglas County School District Re-1 | LEP/BOCES Code: | 0900 |
| Recipient School Information | | | |
| School Name: | Renaissance Secondary School | School Code: | 7244 |
| Mailing Address: | 3954 Trail Boss Lane, Castle Rock, CO 80104 | Charter School: | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| Principal Information | | | |
| Name: | Amy Stuart | | |
| Telephone: | 720-689-6124 | E-mail: | amys@rensec.org |

Part IC: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application Colorado Student Wellness Grant, and the receipt of program funds.

On _____ (date) _____, 2021, the Board of _____ (district/BOCES/CSI) hereby agrees to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education the evaluation information required in the Mid-Year Report (**Attachment C**) and the End-of-Year Report (**Attachment D**) of the Request for Proposal.
- 2) The grantee will work with and provide requested data to CDE for the Student Wellness Grant within the time frames specified.
- 3) The grantee will be required to attend two, one-day, training/meetings in the Denver metro area.
- 4) Grantees will be required to attend monthly virtual collaborative meetings.
- 5) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 6) Funds will be used to supplement and not supplant any funds currently being used to provide student health and wellness services for students in schools and grant dollars will be administered by the appropriate fiscal agent.
- 7) Funded projects will maintain appropriate fiscal and program records and that fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
- 8) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 9) An Annual Financial Report (AFR) will be submitted to CDE on a yearly basis.
- 10) The grantee will maintain sole responsibility for the project even though subcontractors may be used to perform certain services.

The Colorado Department of Education may terminate a grant award upon thirty days' notice if it is deemed by CDE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application, or if the program is generating less than satisfactory results.

Project modifications and changes in the approved budget must be requested in writing and be approved in writing by the CDE before modifications are made to the expenditures. Contact Matt Freeman (Freeman_M@cde.state.co.us) and Shannon Milliken (Milliken_S@cde.state.co.us) for any modifications.

| | | |
|---|-------------------|---------|
| Shannon H. Andrus | Shannon H. Andrus | 3/31/21 |
| Name of Organization Board President (School Board, BOCES, Charter School) | Signature | Date |

| | | |
|-----------------------------|-------------|-----------|
| Brittnee Piere | [Signature] | 3/29/2021 |
| Name of LEP Program Contact | Signature | Date |

Note: If grant application is approved, funding will not be awarded until all signatures are in place. Please attempt to obtain all signatures before submitting the application.

Section A: Health Advisory Council

1. Beginning with the 21-22 school year, Renaissance will implement a Health Advisory Council (HAC) to keep the school accountable in the implementation of our Student Wellness Program using the WSCC model. The following members will be responsible for the ten components of the WSCC:
 - Health Education - Health Coordinator / PE Teacher (to be hired)
 - Physical Education and Activity - Health Coordinator / PE Teacher (to be hired)
 - Nutrition and Environmental Services - Brittnee Pierse & Brandon Birdwell
 - Health Services - School Nurse (new hire not related to grant) & Jodie Lamb
 - Counseling, Psychological, and Social Services - Jan Ruddy & Sandi Rohde
 - Social and Emotional Climate - Lisa Bain
 - Physical Environment - Brandon Birdwell
 - Family Engagement - Amy Stephens
 - Community Involvement - Amy Stephens
 - Staff Wellness - Tom Smith (not related to grant funding)
2. Given we are a charter school, our HAC will serve in both an advisory capacity and as the body responsible for implementing components of the Student Wellness Program.
 - Q1: Establish members and communicate the purpose of the HAC, introduce the Health Coordinator. Each member will be asked to research and understand their component of the WSCC model.
 - Q2: Members report out an overview of their component of the WSCC model. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter's work. The HAC will provide feedback, and those agreed upon will be added to the work plan.
 - Q3: Members report out progress on work plan activities including challenges, things that have worked well, and request and assign support where needed. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter's work. The HAC will provide feedback, and those agreed upon will be added to the work plan.
 - Q4: Members report out progress on work plan activities including challenges, things that have worked well, and request and assign support where needed. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter's work. The HAC will provide feedback, and those agreed upon will be added to the work plan.
 - Once per year, the HAC will assess progress by using data from analysis tools (CDC Health Education Curriculum Analysis) and surveys (HKCS and SmartSource). This assessment will ensure ongoing continuous improvement in the effectiveness of our Student Wellness Program, allowing us to better understand disparities and inequities, and adjust our initiatives accordingly.

Section B: Project Description

1. Current State: The current standing of our school's healthy schools initiatives are outlined below according to the areas of the WSCC model.
 - 1.1. Health Education

- 1.1.1. School-Connect, a high school social emotional learning (SEL) curriculum, is delivered at the 9th grade level.
- 1.1.2. Current staffing levels allow implementation of this curriculum at the 9th grade level only. Lack of funding precludes Renaissance from developing and deploying a comprehensive health education program for grades 6 - 8, and 10 - 12.
- 1.1.3. Current partnerships for health education are internal and informal, including the teacher delivering the SEL curriculum, the Counselor, the Social Worker, and the Assistant Principal.
- 1.1.4. Health education is currently not coordinated beyond the SEL curriculum delivered to all 9th graders.
- 1.2. Physical Education & Physical Activity
 - 1.2.1. Physical education is offered at all grade levels, but not currently required in our middle school curriculum. In high school, physical education requirements exist as part of graduation requirements.
 - 1.2.2. The Health Coordinator position will offer two additional physical education courses daily as part of our elective offerings that are currently not offered due to staffing / funding constraints.
 - 1.2.3. Several options for physical extracurricular activities are offered including Volleyball, Basketball, and Running Club. In the past we've partnered with other charter schools and Front Range area leagues. Additionally, Renaissance partners with the Douglas/Elbert County Health & Hope Center each year to participate in the Turkey Trot. For both 2018 and 2019 our staff won the "Fittest Flock" award. In 2017 we tied for having the largest team in terms of participants.
 - 1.2.4. Current practices around physical education and activity are informal. Our staff often incorporates physical activity into the classroom. Our advisory crews can often be seen going for walks, doing yoga, playing volleyball, and even going for special outings, such as skiing or ice skating as part of their crewbuilding. Students also always have the opportunity for physical movement during their lunch hour.
- 1.3. Nutrition Environment and Services
 - 1.3.1. Student lunch is catered by MyKidsLunch; meals do not include pre-packaged convenience foods. MyKidsLunch offers many home-cooked, from-scratch recipes with home-style cooking. Milk is hormone-free and sourced from Meadow Gold Dairy. Allergen friendly meals are served. Students who qualify for the National Student Lunch Program receive free or reduced priced lunches. MyKidsLunch was selected as the caterer at the recommendation of a licensed nutritionist (parent volunteer) after an extensive search of options in our area in 2017. Unfortunately while the lunches are healthy, most students opt not to purchase &/or eat the lunches provided by MyKidsLunch. Many students bring their own lunch from home. Water fountains and water bottle fillers are located in five areas throughout the school to ensure that students are able to properly hydrate throughout the school day.
 - 1.3.2. Current resources preclude us from investigating alternative options that could be just as healthy and more popular with students. The lack of a formal Health Education program precludes us from delivering instruction regarding nutrition and healthy lunches.

- 1.3.3. MyKidsLunch is our current primary nutrition partnership. We also partner with our authorizer, DCSD, to qualify families for free & reduced lunch using the Family Economic Data Survey form, given we do not participate in the National School Lunch Program.
- 1.3.4. There is no coordinated programming, instruction, nor policies related to nutrition.
- 1.4. Health Services
 - 1.4.1. We currently contract with a school nurse consultant; the nurse trains three office staff members to serve as Health Assistants in the Health Room, trains all staff in health and safety policies and procedures, works with families to create, review, and update Health Care Plans, and oversees administration of student medications. Clinical services are primarily delivered to students via the trained Health Assistants. All staff members hold First Aid and CPR certifications.
 - 1.4.2. Current funding allows for compliance of required Health Services.
 - 1.4.3. Our authorizer, DCSD, serves as our current primary partner for Health Services.
 - 1.4.4. No coordination exists between currently offered Health Service providers and our Student Wellness Program.
- 1.5. Counseling, Psychological and Social Services
 - 1.5.1. Renaissance currently staffs three licensed employees to provide counseling, psychological, and social services to our students in need. These individuals identify, track, and provide direct care to students with emotional, behavioral, mental health, or social needs. They also provide mental health resources and education to families.
 - 1.5.2. Current funding allows for compliance of required Counseling, Psychological, and Social Services.
 - 1.5.3. Our authorizer, DCSD, serves as our current primary partner for Counseling, Psychological and Social Services. We also partner with Safe2Tell Colorado.
 - 1.5.4. The staff member delivering the School-Connect SEL curriculum to 9th grade students coordinates informally with our counselor, psychologist, and social services team.
- 1.6. Social & Emotional School Climate
 - 1.6.1. Renaissance strives to provide a social and emotional school climate where students feel safe, welcome, and a sense of community belonging; we call this belonging Crew. Our disciplinary model of Restorative Practices reinforces the sense of Crew. Students are graded on their "Habits of Crew" just as they are graded on their academic progress. According to a Spring 2019 survey, 84% of our students said that it was absolutely true or mostly true that they had at least one trusted adult at Renaissance that they could go to if there was a problem.
 - 1.6.2. Cultivating a sense of Crew does not necessarily require funding, but rather speaks to our values, the values of staff, and how staff models those values for our students.
 - 1.6.3. Current partnerships include Safe2Tell Colorado, Sources of Strength, Project Happiness, and Facing Homelessness, Denver.
 - 1.6.4. Adventure Education voyages foster a sense of Crew, as does our daily Advisory period. The culture of Crew is informally modeled and incorporated into all aspects of our programming.
- 1.7. Physical Environment
 - 1.7.1. Our school provides a safe and welcoming physical environment for our students to learn. The Renaissance building, constructed in 2016-17, was designed to be

environmentally conscious. The ReverseFlow HVAC system utilizes ultraviolet light and filters for sterilization. Air handlers are directly connected to the fire alarm system, allowing quick shut off in case of an emergency. The HVAC system is professionally maintained and certified twice per year to ensure proper functioning. The building was also designed with a focus on the outdoors; classrooms are centered around an open courtyard and students travel throughout the buildings by use of open-air breezeways. The open-window concept affords all of our classrooms access to natural light and fresh air during the school day. Our central Castle Rock location is within close proximity (walking distance) to a variety of community parks that staff and students utilize during the school day. We recently added a bouldering wall in our gymnasium, and an outdoor classroom funded by a combination of parent fundraising and grant funding.

- 1.7.2. Current funding allows for compliance of required maintenance associated with the building and physical environment.
 - 1.7.3. We partner with our parent community to look for additional ways to improve and maintain the physical environment of our building.
 - 1.7.4. Our elective offerings include Stewardship, a course built around the daily maintenance upkeep of our physical environment. Existing budget policies and Executive Limitations set by our Board of Directors ensure that the facility is properly maintained to support a healthy physical environment for students.
- 1.8. Family Engagement
- 1.8.1. Renaissance encourages family engagement by inviting parents to sit on various committees, including but not limited to the Parent Crew Committee (PTO) and the School Accountability Committee (SAC). Additionally, volunteer hours are required as part of our enrollment policy (non-COVID times). We also seek out experts in our parent community who can provide unique elective opportunities or serve as guest speakers.
 - 1.8.2. Current funding is adequate for family engagement with current initiatives.
 - 1.8.3. Our partnerships include the various internal committees that parents are invited to serve on. Those committees often seek external opportunities for additional fundraising partnerships.
 - 1.8.4. Committee participation is formally fostered by requesting nominations, hosting elections and by issuing regular communications that report meeting agendas and minutes. The partnership with parents who serve as experts is more informally driven by school staff.
- 1.9. Community Involvement
- 1.9.1. Many of the initiatives that improve our Social & Emotional Climate organically lend themselves to partnerships that encompass the greater community. Sources of Strength and Project Happiness focus on service learning opportunities that serve the greater community.
 - 1.9.2. Typically, community partnership does not require funding per se.
 - 1.9.3. Current partnerships include Sources of Strength, Project Happiness, Facing Homelessness, and Blankets of Hope.
 - 1.9.4. Many of our Social & Emotional Climate initiatives informally and organically result in Community Involvement.

2. Data to support needs:

- 2.1. Despite being a small charter school with an average enrollment of 335 students, up to 10% of our student body has required a suicide assessment or threat assessment in any given year. The 2020-21 school year demonstrates an increasing trend of significant needs within our student population. The following data represents the number of students at Renaissance who required either a Suicide Assessment, Threat Assessment, or both:
- 2017-18, 8 Suicide Assessments & 3 Threat Assessments
 - 2018-19, 25 Suicide Assessments & 8 Threat Assessments
 - 2019-20, 8 Suicide Assessments & 6 Threat Assessments
 - 2021-20 (As of 4/1/2021), 18 Suicide Assessments & 13 Threat Assessments

- 2.2. Many of our students have verbally expressed the desire and need for more health education. In particular, the 9th grade SEL curriculum has opened up many conversations and presented opportunities for students to request additional support. Recognizing that our school-specific data is limited, Renaissance will participate in the upcoming Healthy Kids Colorado Survey. Data collected will be utilized in developing the Student Wellness Program for the 21-22 school year. Additional data available from Tri-County Health Department in partnership with Healthy Kids Colorado suggests that additional student wellness programming is needed; Douglas County has given [the following statistics](#) for our youth for 2020:

- 27.6% report poor mental health
- 15.4% considered suicide
- 49.4% reported no physical activity
- 15.4% reported being electronically bullied
- 16.1% reported binge drinking
- 13.5% are currently using marijuana
- 30% are currently vaping (a 257% increase since 2013)
- 11.9% report having no one to talk to when feeling sad/anxious/depressed

3. Equity

- 3.1. Douglas County is an affluent, predominantly white and anecdotally conservative population, and as such the disparity is exaggerated for students who do not fit into these categories. This disparity often results in alienation and increased mental health needs - particularly for the LGBTQ+ community. According to the [Tri-County Health Department, of the LGBTQ+ students who were surveyed](#) 75% felt sad/hopeless for 2 weeks or more in the last month, 58% considered suicide in the last year, and 81% reported using marijuana in the last 30 days. Additionally, Renaissance also supports a disproportionate share of the Special Education population in DCSD. While the state of Colorado reported that 10.9% of students were enrolled in Special Education programs (2019), nearly half of the students (46.5%) enrolled at Renaissance participate in Special Education. Specifically, 21.6% of our student body has an IEP, 14% have 504, and 10.9% have ALP. Many of these students also suffer from mental or behavioral health disorders.
- 3.2. The Health Coordinator will be charged with development, implementation, and oversight of the Student Wellness Program, utilizing the WSCC. Part of that development will include the identification and resolution of health disparities.

4. Identifying Strategies

- 4.1. Renaissance will employ two strategies in the development of a Student Wellness Program, based on the components of the WSCC model. At present, the two least developed components of the WSCC are Health Education and Physical Education & Activity. The primary strategy to address this need is to hire a Health Coordinator. The Health Coordinator will be charged with developing a comprehensive health and physical education program for all grades, 6 - 12. The secondary strategy deployed in the development of a Student Wellness Program is to create and implement the HAC as described in Section A.
- 4.2. The hiring of a Health Coordinator will allow us to address the two least developed components of the WSCC model, health education and physical education & activity, by developing a comprehensive health and physical education program for all grades, 6 - 12. Utilization of the HAC will provide ongoing collaboration without any additional expense, and ensure that all components of the WSCC are part of our Student Wellness Program.
- 4.3. Both the Health Coordinator and the HAC will first seek to identify known disparities in our student population, and then consider and document the impact on those known disparities with each strategy employed.
- 4.4. The Health Coordinator and the HAC will be responsible for employing strategies aligned with evidence-based practice.
- 4.5. Both the Health Coordinator and the HAC will be charged with improving opportunities for underrepresented &/or marginalized student populations for each new strategy employed.
5. Policy and implementation
 - 5.1. Hiring a Health Coordinator will create the capacity to develop evidence based programming for the comprehensive health and physical education program. Once developed, as a small charter school Renaissance is well-suited to implement policy with relative ease. We have one Head of School, one Assistant Principal, and a small staff population.
 - 5.2. Both the HAC, and the grant reporting will organically create systems necessary to support the implementation of the Student Wellness Program.
6. Strategies to support school-level communication
 - 6.1. Communication will be tailored to each audience. Relevant audiences include the students, staff, families, internal partnerships including both Renaissance staff and our authorizer (DCSD), and greater community partnerships. Both written and verbal communication will be distributed via a wide variety of channels, including but not limited to newsletters, direct letters, social media, vidoes, and internal staff memorandums.
 - 6.2. To support the WSCC approach, communications will address all of the relevant audiences, including the students, staff, families, internal partnerships including both Renaissance staff and our authorizer (DCSD), and greater community partnerships.

Section C: N/A

Section D: Student Wellness Work Plan

Focus on School Level Policies, Programs, and Practices

One-year SMART Objective (*Specific, Measurable, Achievable, Relevant, Time-phased*):

By May of 2022, we will have designed and piloted a successful Student Wellness Program at Renaissance Secondary School.

What data will you collect that will indicate the objective has been achieved?

Renaissance will utilize the CDC's Health Curriculum Analysis Tool to assess the effectiveness of our programming, as well as utilizing data from Healthy Kids Colorado surveys.

| Activity | Implementation Benchmark | Date to be Completed (In chronological order) | Job Title of Person Responsible |
|--|---|--|--|
| Hiring of Health Coordinator | Job is posted within 10 days of grant award | 07/01/2021 | Executive Director |
| Introduce Health Coordinator to the Renaissance Community & its Partners | An introduction is communicated via multiple channels | 08/13/2021 | Family Engagement Liaison |
| Establish the Health Advisory Council with a staff member to represent each of the WSCC components. | Establish members and communicate the purpose of the HAC, introduce the Health Coordinator. Each member will be asked to research and understand their component of the WSCC model. | 10/15/2021 | Health Coordinator |
| Health Coordinator will design a comprehensive health and physical education program for grades 6 – 12. The program will include course descriptions and credit designation, along with middle school to high school vertical integration. | Course descriptions & credit assignments complete | 10/15/2021 | Health Coordinator |
| Update the master schedule to include the courses associated with the comprehensive health and physical education program. | Students are offered new courses for the second quarter | 10/15/2021 | Executive Director |
| Introduce members of the HAC to the Renaissance Community & its Partners | An introduction is communicated via multiple channels | 10/29/2021 | Family Engagement Liaison |
| Quarter 2 Meeting: Members report out an overview of their component of the WSCC model. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter's work. The HAC will provide feedback, and those agreed upon will be added to the work plan. | Each member fully understands their component of the WSCC, and the goals of the HAC | 12/31/2021 | Health Coordinator |
| Complete Mid-Year Program Report | Mid-Year Program Report Questions are answered | 1/31/2022 | Business Director & Health Coordinator |
| Quarter 3 Meeting: Members report out progress on work plan activities including challenges, things that have worked well, and request and assign support where | Each member has brought forth one new activity for consideration | 3/25/2022 | Health Coordinator |

Section D: Student Wellness Work Plan

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|--|--|-----------|--|
| needed. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter’s work. The HAC will provide feedback, and those agreed upon will be added to the work plan. | | | |
| Quarter 4 Meeting: Members report out progress on work plan activities including challenges, things that have worked well, and request and assign support where needed. Each member will develop one new activity to bring forth for consideration to the HAC each quarter based on the prior quarter’s work. The HAC will provide feedback, and those agreed upon will be added to the work plan. | Each member has brought forth one new activity for consideration | 5/30/2022 | Health Coordinator |
| Once per year, the HAC will assess progress by using data from analysis tools (CDC Health Education Curriculum Analysis) and surveys (HKCS and SmartSource). This assessment will ensure ongoing continuous improvement in the effectiveness of our Student Wellness Program, allowing us to better understand disparities and inequities, and adjust our initiatives accordingly. | Data has been gathered and reviewed | 5/20/2022 | Health Coordinator |
| End-of-Year Program Report | Mid-Year Program Report Questions are answered | 6/30/2022 | Business Director & Health Coordinator |

Section E: Budget Narrative

1. Renaissance proposes to utilize the entirety of grant funding to hire a Health Coordinator. The Health Coordinator will develop and implement the comprehensive health and physical education program as part of the larger Student Wellness Program. Salary expense allocated to the grant will be \$30,275. PERA expense associated with the allocated salary is \$6,327, and the health insurance premium for the grant allocated portion is \$3,398.
2. The entire cost of the development of the Student Wellness Program is approximately \$53,364 for 1 FTE. The grant funds will cover \$40,000. Renaissance will provide a 33% match to establish a \$40,000 salary plus benefits for the Health Coordinator.

Renaissance will apply for additional funding in years 2 & 3 to sustain this program. Renaissance plans to add enrollment for the next several years; by year 4 we anticipate that the Health Coordinator position will be funded with per pupil revenue resulting from increased enrollment.

Section F: Electronic Budget Workbook

See Budget Workbook file