Expelled and At-Risk Student Services (EARSS) Grant
Applications Due: Wednesday, November 3, 2021, by 11:59 pm

Part IA: Cover Page - Applicant Information

Lead Local Education Provider (LEP)/BOCES Information			
LEP/BOCES/Facility School Name:	Douglas County School District		
LEP/BOCES/Facility School 4-Digit Code:	0900	**County:**	Douglas
Mailing Address:	620 Wilcox Street, Castle Rock, CO 80104		
Website:	www.dcsdk12.org		

Type of Education Provider [check box below that best describes your organization or authorizer]
☒ School District   ☐ BOCES   ☐ Facility School   ☐ Charter School Institute   ☐ Other (Describe)

Title of Proposed Program, or Primary Focus   EARSS 2022-2025 Program

This refers to descriptive name or acronym for the proposed program chosen by the applicant if other than the "EARSS 2022-2025 Program".

Identify Students Applicant Proposes to Serve in Accordance with Grant Purpose
☐ Expelled Students   ☐ At Risk of Expulsion/Suspension   ☐ Truants/Habitual Truants   ☒ All Listed

Region [indicate region of Colorado this program will directly impact]
☒ Metro   ☐ Pikes Peak   ☐ North Central   ☐ Northwest
☐ West Central   ☐ Southwest   ☐ Southeast   ☐ Northeast

Served Schools/Districts [For school-based direct services] List all schools impacted by this funding – additional rows may be added. Facility schools are exempted from providing this information. BOCES will list districts to be served.

Renaissance Secondary School		

Authorized Representative Information [Must be employed by applicant]			
Name:	Laura Gorman	**Title:**	Grant & ESSA Coordinator
Telephone:	720-433-1257	**E-mail:**	Laura.Gorman@dcsdk12.org

Program Contact (Initial EARSS Program Manager) Information [Must be Employed by Applicant]			
Name:	Brittnee Pierse	**Title:**	Business Director
Telephone:	720-689-6125	**E-mail:**	brittneep@rensec.org

Fiscal Manager Information [Must be Employed by Applicant, Different from Program Contact]			
Name:	Laura Gorman		
Telephone:	720-433-1257	**E-mail:**	Laura.Gorman@dcsdk12.org

Students to be Served	
How many EARSS-elgible students do you anticipate serving each year of the grant?	60
Will the proposed program provide educational services to EARSS students from more than one school district (through agreements with that student's home district)? [This means the applicant will serve students while enrolled in a district other than its own. Facility schools and BOCES will most likely check Yes.]	☐ Yes ☒ No

If Yes, Provide Names of Districts to be Served [Additional rows may be added]		

Previous Grant Information	
EARSS Grant Funding History	☒ Never funded or funded more than 5 years ago ☐ Currently funded (includes 2020-2021) ☐ Previously funded in the Past 5 Years

Funding Request		
2021-2022	$10,034.67	6 month Planning Period (Maximum available $100,000)
2022-2023	$180,000.00	Projected Year 1 of Implementation
2022-2023	$180,000.00	Projected Year 2 of Implementation

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

Part IB: Recipient Schools Information

Complete and attach after Cover Page. If needed, additional copies of this page should be attached to include each school receiving EARSS services. If multiple schools are utilizing funds, all schools must be listed.

Recipient School Information			
School Name:	Renaissance Secondary School	**School Code:**	7244
Mailing Address:	3954 Trail Boss Lane, Castle Rock, CO 80104	**Charter School:**	☒ Yes ☐ No
Principal Information			
Name:	Amy Stuart		
Telephone:	720-689-6124	**E-mail:**	amys@rensec.org

Part IC: Executive Summary

Renaissance Secondary School will implement a newly formed Student Support Team, composed of a Student Support Specialist, a Student Support Assistant, and a school counselor, to coordinate and provide research-based interventions to 60 at-risk students. Intervention strategies include Multi-Tiered Systems of Support, restorative practices, support plans and contracts, counseling services, and credit recovery. The program will reduce chronic absenteeism, improve academic performance, and provide behavioral supports to students at-risk of expulsion or who are chronically absent.

Part ID: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the **Expelled and At-Risk Student Services Grant**, and conditions associated with the receipt of program funds.

On _____(date)_____ , 2021, the Board of _____(applicant)_____
hereby applies for and, if awarded, accepts the state funds requested in this application. In consideration of the receipt of these grant funds, the Board agrees that the General Assurances form for all state funds and the terms therein are specifically incorporated by reference in this application. The Board also certifies that all program and pertinent administrative requirements will be met. In addition, grantees that accept the Expelled and At-Risk Student Services funding agree to the following assurances:

1. The applicant will annually provide the Colorado Department of Education with an Annual Performance Report, which may also include a mid-year report, that at a minimum includes:
   - Numbers of students served, student outcomes, and progress on performance measures.
   - This will also include providing State Assigned Student Identifiers (SASIDs) for students who participate in the Expelled and At-Risk Student Services Program through a secure data collection system provided by CDE.
   - PII will be collected, used, shared, and stored in compliance with CDE's privacy and security policies and procedures.
2. The applicant will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
3. Funds will be used to supplement and not supplant services currently in place.
4. Funded projects will maintain appropriate fiscal and program records and fiscal audits of this program will be conducted by the grantees as a part of their regular audits.
5. The applicant will inform CDE of personnel changes with the program manager or fiscal manager for the grant.
6. If any findings of misuses of these funds are discovered, project funds will be returned to CDE.
7. The grantee will maintain sole responsibility for the project even though contractors 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.

Name of Organization Board President (School Board, BOCES, Charter School/Facility School*)	Signature	Date

Name of Organization Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director, Facility School Executive Director)	Signature	Date

Brittnee Pierse Name of Program Contact	Signature	11/8/2021 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.

* If facility school does not have a governing board of directors, state N/A.

Part II: Narrative

Renaissance Secondary School serves 330 students in grades 6-12. Renaissance's population of students who are at-risk for expulsion or who are chronically absent is 120, or 36% of the student population. Renaissance intends to serve 60 of those students through the EARSS-funded program. Students will be selected randomly for the program from the EARSS-eligible population. Renaissance will continue to track all EARSS-eligible students, including those not selected for the program as a control group to assist in evaluating the effectiveness of the program.

Section A: Needs Assessment
Disciplinary Trends

After noticing an alarmingly high rate of behavior incidents in the beginning of its first year (2017-18), Renaissance began to implement more disciplinary actions in response to student behaviors in the spring of 2018. The school also began to implement restorative practices and Multi-Tiered Systems of Support ("MTSS"). As a result of the interventions, Renaissance saw a significant decrease in the number of behavioral incidents over the next three years in grades 6-12.

	2018-19	2019-20	2020-21
Behavioral Incidents resulting in office referrals	855	329	155

However, for the first time in three years, the school is noticing a marked increase in behavior related incidents in the 2021-22 school year.

	2018-19	2019-20	2020-21	2021-22
Behavioral Incidents resulting in office referrals (through October 1)	169	86	30	116

In 2019-20, 27 students comprised 41 suspensions. Ten of the 27 students received multiple suspensions. In 2020-21, 11 students were suspended. Three of the 11 students received multiple suspensions, for a total of 14 suspensions. In the first three months of 2021-22, the school has already suspended 15 students.

	Weapon	Disruptive	Alcohol/ Drugs	Tobacco	Willful Disobedience	Assault	Harassment	Destruction of Property	Inappropriate language/ threats	Total
2019-20	1	4	7	3	8	9	4	2	3	41
2020-21			1	1	1	1	4		6	14

In 2019-20, one student was expelled. No other students have been expelled from Renaissance to date.

Based on data from the 2021-2022 school year, Renaissance has identified 21 students who are EARSS-eligible because they are at-risk of expulsion. Renaissance defined students as **at-risk of expulsion** as those who have already been suspended, as well as students who have been referred to the office for behavior incidents at least three times in the preceding three months.

Current Services (At-Risk of Expulsion)

Renaissance employed a full-time dedicated behavior specialist in 2019-20 to assist with addressing student behaviors. The specialist provided behavior support planning, restorative practices, and led MTSS for students who would have met the criteria for the EARSS grant. Due to budgetary constraints, the position was eliminated. Although the current Assistant Principal and other staff members still utilize these practices, none are able to devote adequate time to the full services Renaissance believes would be helpful to assist students at risk of expulsion.

Race (At-Risk of Expulsion)

Renaissance's data analysis cautiously suggests that there is no disproportionate discipline related to race or ethnicity. In 2019-20, 89% of students suspended were white. The remaining 11% were hispanic. This is proportional to the school's racial breakdown. In the same year, 86% of all the students at Renaissance were white. Nine percent of the students were hispanic.

The school is carefully considering data from the 2020-21 school year which shows a trend toward a possible disproportionate share of hispanic students being suspended. In that year 73% of students suspended were white. The remaining 27% were hispanic. Overall, 84% of students at Renaissance in 2020-21 were white non-hispanic and 10% identified as hispanic. Although Renaissance noted an increase in suspensions among hispanic students, the number of overall suspensions were significantly lower than in 2019-2020 (14); the low sample size may skew the data. Nevertheless, Renaissance is closely analyzing data from 2021-22 to see if this trend continues.

Attendance Trends

Over the past three years, Renaissance has experienced a rate of chronically absent students that is higher than the national average (20% of students in high

school). The following data show both the number of students and corresponding percentage of students in grades 6-12 that have missed more than 10% of classes.

	2019-20	2020-21	2021-22
Chronically Absent (10%)	81 (23%)	65 (21%)	111 (32%)

The school has not filed any truancy petitions in the past three years, due to a lack of capacity and resources.

Current Services (Attendance)

Renaissance has employed a host of school-wide strategies that research has shown to be effective at reducing truancy. Those strategies include being a small school and having an advisory program (Railsback, 2004), a strong service learning program, a safe learning environment, and active learning (Renaissance follows an Expeditionary Learning model) (Smink and Reimer, 2005).

Due to a lack of staff and resources, Renaissance has been unable to provide the level of targeted interventions to adequately address the problem of chronic absenteeism. Staff at Renaissance mail truancy letters to parents, call parents of students who are chronically absent, and establish attendance contracts with students and families. Renaissance hopes to be able to address remaining gaps in intervention with additional staff who can employ strategies proven to be effective at reducing truancy, including providing effective incentives and consequences for missing school, true involvement of parents and family, treating them as "experts in their students lives," and mental health and academic interventions through individualized MTSS meetings. (Reimer and Dimock, 2005).

Race (Attendance)

In the school's analysis of data, Renaissance did not identify disproportionate attendance based on race. As seen in the table below, the racial breakdown of chronically absent students is very similar to the racial breakdown of the school overall.

	White (chronically absent)	White (overall)	Hispanic (chronically absent)	Hispanic (overall)	Black (chronically absent)	Black (overall)	Two or More (chronically absent)	Two or more (overall)
2019-20	90%	86%	6%	9%	0%	<1%	4%	3%
2020-21	86%	84%	9%	10%	0%	2%	3%	3%

Section B: Performance Objectives
Goal 1: Academic

Goal Statement	Students served by the EARSS program will demonstrate improvement in academic achievement.

Selected objective and current level of students achieving these goals	(Objective Option 1) For each of the four years of the grant, 10% of students served by the EARSS program will decrease failing grades for one or more core classes as measured by (i.) comparing report cards from baseline to year end.			
Explain why the selected objective (and measurement, if more than one option) were prioritized over other options. Identify who was involved, by role or title, in selecting the objective measure.	Renaissance's Head of School, in collaboration with the Instructional Leadership Team, prioritized objective option 1 because the school has identified that students who receive failing grades in core classes are significantly more likely to drop-out or fail to graduate within 4 years. By decreasing failing grades for one or more core classes, Renaissance believes it will ultimately reduce the number of students at-risk for dropping out of school or failing to graduate within 4 years from beginning high school.			
Identify who was involved, by role or title, in selecting the objective measure.	Renaissance Head of School Instructional Leadership Team			
Describe the evaluation process to track progress on the performance objectives	Source(s) of Data	Method(s) or Tools to Collect Information and Assess Progress	Frequency of Collection	Who to coordinate data tracking and analysis
	Student report cards, Infinite Campus	Spreadsheet will track number of core classes each student has received a failing grade	Quarterly, so that Student Support Specialist is able to identify students in need of services and coordinate interventions quickly	The Student Support Specialist (hired with grant funds), in consultation with Business Director

Goal 2: Attendance

Goal Statement	Students participating in the EARSS program will show improvement in attendance.
Selected objective and current level of students achieving these goals	(Objective Option 2) For each of the four years of the grant, 15% of students served by the EARSS program will increase school attendance as measured by (i.) comparing school attendance from baseline to year-end.

Explain why the selected objective (and measurement, if more than one option) were prioritized over other options. Identify who was involved, by role or title, in selecting the objective measure.	The Renaissance Head of School prioritized objective option 2 because increasing school attendance has been shown to improve academic performance and reduce the risk that students will drop out of school or be expelled from school (Heilbrunn, 2007). The measurement was selected because an overall increase in attendance, as opposed to average improvement or more frequent monitoring, will be a more accurate measurement of whether students are attending school more often, and thus receiving the benefits described by Heilbrunn (2007).			
Identify who was involved, by role or title, in selecting the objective measure.	Renaissance Head of School			

Describe the evaluation process to track progress on the performance objectives	Source(s) of Data	Method(s) or Tools to Collect Information and Assess Progress	Frequency of Collection	Who to coordinate data tracking and analysis
	Infinite Campus attendance reports	Spreadsheet will track number of classes missed for each student and a percentage of classes missed for each student	Monthly, so that the Student Support Specialist is able to identify students in need of services and coordinate interventions quickly	The Student Support Specialist (hired with grant funds) in consultation with Business Director

Goal 3: Behavior or Social Emotional Functioning

Goal Statement	Students participating in the EARSS program will show improvements in behavior and/or social emotional functioning.
Selected objective and current level of students achieving these goals	(Objective Option 3) For each of the four years of the grant, 75% of students served by the EARSS program will improve social-emotional competence as measured by (i) the completion of a specialized program (bullying prevention, restorative practices)
Explain why the selected objective (and	The Renaissance Head of School, in collaboration with the Instructional Leadership Team, prioritized objective

| measurement, if more than one option) were prioritized over other options. Identify who was involved, by role or title, in selecting the objective measure. | option 3. Student completion of specialized, research-based programs is a clear, measurable objective that is within the control of the school, and will directly impact behavior. Programs include research-based SEL curriculum, restorative practices, counseling, anti-drug or anti-vaping curriculum.

The school will continue to track suspensions and classroom removals, with the hope that the intervention strategies will decrease suspensions and removals. However, this goal was not prioritized, as this measure alone may not accurately portray the full picture of success. For example, additional office referrals may indicate that students are being referred to the office and receiving support via restorative practices. In this case, students would be working with the Student Support Team to address challenges, rather than being kept inside the classroom where they are not receiving the targeted interventions at the time they are needed. |
|---|---|

Identify who was involved, by role or title, in selecting the objective measure.	Renaissance Head of School Instructional Leadership Team			
Describe the evaluation process to track progress on the performance objectives	Source(s) of Data	Method(s) or Tools to Collect Information and Assess Progress	Frequency of Collection	Who to coordinate data tracking and analysis
	Student report and verification by member of Student Support Team	Spreadsheet will track programs offered to students and programs completed	Collection of data will be in real-time, as programs are offered and completed.	The Student Support Specialist (hired with grant funds) in consultation with Business Director

Section C: Program Description
Planning Period Timeline

Strategies/Activities	Interim Benchmarks	Timeline	Person(s) Responsible	Time Allocated
Identify and collect data for students determined at risk	Identify students meeting criteria for program	By February 1, 2022	Lisa Bain, AP	1 hour
	Collect data	February 1-March 1, 2022	Lisa Bain, AP	10 hours
Build spreadsheet to collect information and assess progress		By February 1, 2022	Brittnee Pierse, BD	2 hours
Build dashboard linked to spreadsheet to allow for easy monitoring of data		By April 1, 2022	Brittnee Pierse, BD	10 hours
Hire Student Support Specialist ("SSS), School Counselor, Student Support Assistant	Draft job descriptions for SSS, School Counselor, SSA	By February 15, 2022	Amy Stuart, HOS	2 hours
	Post SSS, School Counselor, and SSA positions	By March 1, 2022	Amy Stuart, HOS	30 minutes
	Hire SSS, School Counselor, and SSA	By April 1, 2022	Amy Stuart, HOS	7 hours
Draft Training plan for SSS, SSA		By May 1, 2022	Amy Stuart, HOS	2 hours
Draft program policies and procedures, including Support Plan template		By May 1, 2022	Amy Stuart, HOS Lisa Bain, AP Brittnee Pierse, BD	8 hours each, 24 hours total
Train SSS, Student Support Assistant		By June 30, 3033	Amy Stuart, HOS Lisa Bain, AP SSS	32 hours each, 96 hours total
Curricular planning			Lisa Bain, AP SSS School Counselor SSA	8 hours each, 32 hours total

Family Involvement

Family involvement is critical to the success of the program. Renaissance will continue to involve parents/guardians and students in the development of academic, behavior, and attendance plans, as has been done previously. However, with the EARSS grant funding and the hiring of additional staff members, the Student Support Specialist will meet each EARSS program participant's parent/guardian within the first three weeks of the school year, preferably during listening conferences, a conference with the student's advisor that occurs at the beginning of each year. As additional students enter the program, should space permit, the SSS will schedule meetings with those parents/guardians within three weeks of the student's entry into the program.

The SSS will then work with the student, teachers, advisor, and parents/guardians to develop the student's Support Plan. The Student Support Team will be required to contact a student's parent or guardians at least once per quarter regarding the student's progress as well as any time a disciplinary action is taken beyond the classroom teacher.

Proposed Strategies

Renaissance intends to utilize only research-based best practices to support at-risk students eligible for the program. A newly formed Student Support Team will provide research-based interventions for at-risk students. The team will be composed of a Student Support Specialist ("SSS"), a Student Support Assistant ("SSA"), and a School Counselor. The team will work in collaboration with school administrators and current support staff (Head of School, Assistant Principal, School Social Worker, etc.)

The Student Support Specialist will coordinate the following four major supports for identified students: restorative practices, Multi-Tiered Systems of Support ("MTSS"), development of behavior and attendance plans, and counseling. The Student Support Assistant will be instrumental in the implementation of interventions with students and families. The school currently employs one counselor for 330 students, whereas the American School Counselor Association recommends a maximum 250 to 1 ratio of students to school counselors. Providing a dedicated school counselor as part of the support team for 60 of the school's most at-risk students would ensure sufficient counseling services, including proactive and reactive support, for those most in need.

First, Renaissance will continue to employ restorative practices to address behavioral incidents. Renaissance faculty and staff have received training in restorative practices. Restorative practices is a formal process facilitated by trained mediators who help students understand the harm caused by their actions, who is affected, and how to repair it. Restorative practices has been shown to reduce the ethnic and racial disparities in school discipline (Rumberger & Losen, 2016), reverses the negative academic effects of zero tolerance school discipline policies (id), and reductions in out-of school suspensions (Stinchcomb, Bazemore, and Reistenburg, 2006) which increases the risk of students dropping out of school, (Hammond, Linton, Smink, & Drew, 2007).

Second, Renaissance will continue to utilize MTSS. MTSS is a whole school prevention-based framework for improving learning outcomes for every student through a layered continuum of evidence-based practices and systems. Renaissance also

follows the principles of Positive Behavioral Intervention and Supports ("PBIS"). Tier 1 supports are whole school initiatives and early intervention strategies. Renaissance's Habits of Crew establish school-wide expectations for student behavior. Tier 2 supports are provided to students at-risk of developing more serious problem behaviors. Tier 3 supports consist of highly targeted, individualized, and intensive interventions. Students who have been identified to take part in the EARSS program would be those requiring tier 2 or 3 supports. The Student Support Specialist ("SSS") will coordinate MTSS & PBIS supports, including regular meetings with the MTSS team and refining of students' behavior plans. Multiple studies have determined that MTSS and PBIS are linked to decreased aggression and discipline referrals and increased academic outcomes (Metzler, et al., 2001 and (Bradshaw, Mitchell, & Leaf, 2010). MTSS has also been determined to be a cost effective strategy. (States, J., Detrich, R. & Keyworth, R. 2017).

Third, the SSS will develop support plans for each student participating in the program, in coordination with the student's teachers, counselor, special education coordinator (if applicable), parents/guardians, and most importantly, with the student. The support plan may include a behavior plan or contract or an attendance plan or contract. Such targeted behavioral supports have been shown to reduce misbehavior in school. (Boccanfuso et al., 2011).

Fourth, the SSS will coordinate with the school's mental health professionals to ensure counseling services for students in need of mental health support. Individual counseling helps students understand problem behavior and find solutions to address the unwanted behavior. (Walker, 2009). The SSS or School Counselor may work with families to access private counseling services through the families' insurance provider or through the state's IMatter program.

Culturally Relevant Strategies

Renaissance understands that for a program to be successful, interventions and involvement of parents/guardians must be culturally appropriate and responsive. Studies demonstrate that culturally responsive practices help to mitigate disciplinary disproportionality (Monroe, 2006) and ultimately, improve post-school success for racially diverse students with disabilities (Achola, 2019). Following research by Vincent, Randall, Cartledge, Tobin, and Swain-Bradway (2011), Renaissance has utilized culturally responsive practices on a school-wide basis for the past three years, as it relates to response to misbehavior, but also because culturally responsive practices are best practices in teaching. Specifically, the school has provided professional development opportunities in which staff members' cultural knowledge is enhanced, as well as their own cultural self-awareness. Renaissance has developed a culture among staff in which individuals' cultures are validated and acknowledged, rather than "color-blinded." Further, over the past three years, the school has more specifically defined student misconduct, in order to minimize personal judgment as a factor. Finally, the school tracks and analyzes student discipline data to identify any racial disparities.

As it relates to EARSS funded programs, Renaissance intends to seek SSS candidates who understand culturally responsive practices. Given the school's demographics referenced in Section A above, candidates with experience providing culturally relevant and responsive supports to both white and hispanic cultures will be prioritized in the hiring process.

Sustaining Services

Renaissance is continuing to grow its student population. The school's current enrollment is 330, and the number of students it plans to serve under its charter contract is 696. Renaissance plans to increase enrollment by about 7% each year. By the end of the EARSS grant in 2027, Renaissance expects to serve approximately 450 students. Renaissance will benefit from increased economies of scale, and a portion of the increased revenue from the additional students will be used to continue to fund the Student Support Team and the supports they coordinate.

Systemic Changes

Renaissance is already employing many of the support strategies identified in this application. By developing a Student Support Team who will coordinate the MTSS, PBIS, restorative practices, counseling, planning, and contracts for at-risk students, Renaissance expects that the systems and procedures required for providing quality services will become more robust, ingrained, and standardized. As teachers and other staff members become increasingly aware of the supports available to students, Renaissance expects to see more referrals for MTSS supports, not just for identified at-risk students, but also for Tier 2 students.

Section D: Evaluation
Capacity

Renaissance intends to utilize the school registrar and Operations Manager to collect data, State Assigned Student Identifiers (SASIDs) of the students served, and tracking student outcomes. The SSS, in collaboration with the Business DIrector, will complete the online reports and planning tools for the grant.

Renaissance plans to hire more office support staff to free up capacity in the above individuals to complete the required reporting responsibilities of the grant. Currently, Renaissance plans to increase office support by .1 FTE. That will result in other staff being able to devote approximately four hours per week to the collection of data, tracking of outcomes, and completing the online reports. The cost of the additional .1 FTE is expected to be approximately $3,500 with salary and benefits.

If the school is unable to increase office support staff by .1 FTE, Renaissance will provide supplemental stipends to the individuals involved in the grant reporting for any work beyond their current contract.

Program Improvement

Amy Stuart, Head of School ("HOS"), will be responsible for reviewing the evaluation results to inform program improvement. At the end of each semester, the HOS, SSS, and the Assistant Principal ("AP") will meet to review the data and will use evaluation results at year end to determine whether the support strategies are assisting the school in meeting the identified goals of the program. This EARSS grant Implementation Team will discuss findings with the school counselor, special education learning guides, and teachers to collaboratively brainstorm ways to improve the program. The HOS will then make any required changes to the Program Policies and Procedures to be followed in the next academic year.

Sharing Results

Renaissance is committed to transparency and sharing the results of the evaluation with key stakeholders, the Board of Directors at Renaissance Secondary School, school staff, parents and community members. Results will be shared annually with the community on the school website. School staff and the Board of Directors will receive regular updates and will have access to the data dashboard, which will be updated monthly.

Section E: Budget Narrative

If funded, Renaissance will use planning funds to accomplish the activities described above in Section C Program Description - *Planning Period Timeline*. The planning year timeline estimates the number of hours required to complete the tasks necessary in order to implement the program on the first day of school for the 2022-23 school year. In keeping with the Douglas County School District Additional Pay Compensation Schedules, pay will take the form of extra responsibility pay at the employee's regular hourly rate. The total amount requested for the planning activities in the planning year is $10,034.67.

For the first implementation year, if funded, the school will hire a Student Support Team, composed of: a Student Support Specialist ("SSS"), an individual, such as teacher or administrator with experience providing intervention services to at-risk students; a Student Support Assistant ("SSA"), such as an educational assistant to assist with data tracking, supervision, and implementation of behavior and attendance plans; and a school counselor. The total requested budget for salaries and benefits for the three new employees is $178,200, broken down as follows: $79,870.88 for the SSS, $34,179.12 for the SSA, and $64,150 for the additional school counselor.

The Student Support Specialist will coordinate the provision of services to students participating in the EARSS funded program.

Renaissance is also requesting $900 to provide credit recovery services through Edgenuity and $900 to provide 6 hours of restorative practices training to the Student Support Team at $150 per hour.

For the second implementation year, Renaissance will continue to pay the salaries and benefits for the Student Support Team. A nominal increase ($900) in the budget accounts for a slight increase in the cost of insurance. The second implementation year continues the $900 request for credit recovery services.

If funded, Renaissance will provide $3,300 in matching funds to provide an additional .1 FTE to increase staff capacity to assist with data collection and reporting.

Continuing Program

Renaissance's student population is continuing to grow. The school's current enrollment is 330, and the number of students it plans to serve under its charter contract is 696. Renaissance plans to increase enrollment by about 7% each year. By the end of the EARSS grant in 2027, Renaissance expects to serve approximately 450 students. Renaissance will benefit from increased economies of scale, and a portion of the increased revenue from the additional students will be used to continue to fund the

Student Support Team and the supports coordinated by the team beyond the years funded by the grant.

When grant funding has concluded, Renaissance will fund the Student Support Team through per pupil funding. The marginal cost for providing core education services to each additional student beyond 330 students is approximately $4,500. The school receives approximately $8,000 per pupil. Renaissance will fund the Student Support Team with approximately $1,100 of the $3,500 per pupil revenue received above the marginal cost.

References

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Monroe, C. (2006). Misbehavior or misinterpretation? Closing the discipline gap through cultural synchronization. Kappa Delta Pi Record, 42(4), 161-165.

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November 3, 2021

To whom it may concern:

It is with great enthusiasm that I confirm Renaissance Secondary School's commitment to implementing the EARSS funded Student Support Team, as described in Part II, section C of the grant application, in order to improve outcomes for students at risk of expulsion and/or chronic absenteeism.

Renaissance has dedicated significant time and resources to ensuring restorative practices are the primary means for addressing student behaviors, given that research supports the use of restorative practices for better student outcomes. School-wide prevention practices, as well as processes for repairing and rebuilding relationships have been introduced. Behavior and attendance contracts have been in place; we have strong PBIS practices, as well as a solid MTSS process. However, our progress toward full implementation of these practices has been severely limited by a lack of resources.

A full 36% of students at Renaissance Secondary meet criteria for being at-risk of expulsion and/or chronic absenteeism; no additional funding has been available to the school to provide adequate interventions for these students. The current school team has been unable to provide sufficient time and resources to build the systems and programming that we know will significantly improve outcomes for our at-risk students.

Further, Renaissance places a high value on strong social/emotional supports, counseling, and working in collaboration with families to ensure a holistic and culturally relevant approach to intervention. Dedicated staff time and additional counseling support are essential to the success of interventions for at-risk students.

The funding requested in section E will allow the school to hire three members of a Student Support Team: a Student Support Specialist, a Student Support Assistant, and a school counselor. Funds will also be used to provide training in restorative practices to the team, and to provide credit recovery services to students. We are committed to providing matching funds, as outlined in the grant budget, to support programming and ensure compliance with grant reporting requirements.

We're confident that this new initiative will have a positive impact on at-risk students; we intend to continue to fund the Student Support Team beyond the term of the grant through expected additional per-pupil funding resulting from increased enrollment as the school continues to grow to its capacity.

Sincerely,

Amy Stuart
Head of School

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others.
Kurt Hahn