



3954 Trail Boss Lane
Castle Rock, CO 80104
720.689.6120

April 27, 2023

To whom it may concern:

It is with great enthusiasm that I confirm Renaissance Secondary School's commitment to implementing the Colorado Comprehensive Health Education Grant funded project, as described in the grant application, in order to provide students with access to high quality, standards-aligned health programming that meets their needs.

The funding requested will allow the school to fully incorporate health academic standards into the Comprehensive Health Education Curriculum being developed, with an ongoing plan for revisiting standards each year in order to make modifications as necessary.

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 all of our students in Grades 6-12; we intend to continue to fund the ongoing existence of this programming well beyond the term of the grant and are committed to

Sincerely,

Amy Stuart
Head of School

Part II: Program Assurances Form

The appropriate Authorized Representatives must sign below to indicate their approval of the contents of the application for the Comprehensive Health Education Grant, and the receipt of program funds.

On _____ (date) _____, 2023, the Board of _____ Douglas County School District Re-1 hereby agrees to the following assurances:

- 1) The grantee will annually provide the Colorado Department of Education with the evaluation information required in the Mid-Year Report (**Appendix A**) and the End-of-Year Report (**Appendix B**) of the Request for Proposal.
- 2) The grantee will work with and provide requested data to CDE for the Comprehensive Health Education Grant within the time limits specified.
- 3) Identify or create a District Health Advisory Council to support the grant including parents who have children enrolled in the school district.
- 4) The grantee will be required to attend two, one-day training meetings in the Denver metro area.
- 5) The grantee will be required to attend monthly scheduled communities of practice virtual meetings.
- 6) The grantee will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.
- 7) 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.
- 8) 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.
- 9) If any findings of misuse of these funds are discovered, project funds will be returned to CDE.
- 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 (30) 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. Please contact Anna Friedman (720-778-1877, Friedman_A@cde.state.co.us) and Jamie Hurley (303-866-6453, Hurley_J@cde.state.co.us) for any modifications.

Mike Peterson, Board President

Name of Organization Board President (School Board, BOCES, Charter School)	Signature	Date
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Laura Gorman, Grant & Federal Programs Manager

Name of Organization/Authorizer Authorized Representative (Superintendent, Charter School Institute, BOCES Executive Director)	<i>Laura Gorman</i> Signature	4/7/2023 Date
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Brittnee Pierse, Business Director, Renaissance Secondary

Name of Program Contact	 Signature	04/27/2023 Date
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Note: If the grant 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: Needs Assessment

In May of 2021, Renaissance Secondary School (RSS) was awarded the Student Wellness Grant with the objective of developing a Grades 6 - 12 Comprehensive Health Education Curriculum (CHEC) as part of the Health Education component of the Whole School Whole Community Whole Child (WSCC) model. Unfortunately, that grant award alone did not provide sufficient funding to allow for the planning and implementation of curriculum across all of the 6th-12th grade Colorado health academic standards. To that end, RSS is applying for this Colorado Comprehensive Health Education Grant so that all Colorado health academic standards can be fully incorporated into the already work in progress CHEC being created, with an ongoing plan for revisiting standards each year in order to make modifications as necessary.

Given the work deeply underway as part of the Student Wellness Grant award, all current drivers of health education at Renaissance Secondary School are already identified, and excited about the prospect of the inclusion of all Grade 6-12 health academic standards.

All RSS leadership drivers are solidly behind development and implementation of a CHEC that aligns with health academic standards for Grades 6-12. Leadership drivers include the RSS Board of Directors, Head of School, Assistant Principal/Curriculum and Instruction Coach, Adventure Education Coordinator, Student Wellness Coordinator, and the Health Advisory Council (HAC) that was created in conjunction with the Student Wellness Grant. The HAC includes the following members in addition to the leadership drivers listed above: RSS Social Worker, School Counselor, Student Support Counselor, Facilities Director, School Health Aide. In addition, both parents/guardians and students have indicated support for a robust CHEC at RSS and would participate as members of an advisory council.

RSS organizational drivers of the calendar and schedule have not allowed for effective delivery of a CHEC in the past, but the master schedule has been modified to allow for this in 2023-24. Once the calendar and schedules are in place, two additional drivers will guide the creation and refinement of the CHEC. These drivers include a Health Education Curriculum Team (HECT) and the already developed (per the 2022-23 SMART objective from the Student Wellness Grant) internal RSS version of the Healthy Kids Colorado Survey (RSS HKCS). The RSS HKCS will be administered annually, at the end of each academic year. The HECT team will refine the CHEC annually to ensure that all health academic standards are covered, while meeting the specific needs of RSS students per the RSS HKCS results. Results from the April 2023 RSS HKCS are included in this application and are currently being used as a driver of the CHEC. Going forward, RSS will use data from this annual survey to evaluate the effectiveness of the CHEC by looking at student progress and knowledge gap closure rates. Once the CHEC is actively delivered, teacher

observation and coaching by the Curriculum and Instruction Coach will be used to provide ongoing feedback to teachers.

Primary competency drivers include training on the curricula delivered. All middle school teachers received training in the already deployed *Second Step* program, whereas all high school teachers received training in the use of the deployed *School Connect* program and *The Harbor* program. Additional support is provided to both teachers and students by RSS mental health providers (counselors, social worker) in the delivery of any SEL curriculum. Teachers delivering curriculum are observed and coached by our Curriculum and Instruction Coach. In addition, all of the curricula chosen have online support available. In the future, similar support would be available to all teachers delivering any part of the CHEC.

Current partnerships relevant to comprehensive health education include:

- Castle Rock Police Department Youth Education and Safety in Schools (YESS) program - based on and linked to the CO standards for comprehensive health education
- Project Happiness - well-rounded, comprehensive approach to teaching SEL to youth, based on the science of happiness
- Sources of Strength - training and curriculum for youth and adults, utilizing a strength-based and upstream approach to mental health promotion and prevention of adverse outcomes; evidence-based programming that is responsive to local community context and needs
- Random Acts of Kindness Foundation - seeks to make kindness the norm
- Signs of Suicide (SOS) program - evidence-based suicide prevention program

Health disparities within the RSS community were made known in the recently administered RSS HKCS. Specifically, 21% of the RSS student body identifies as part of the LGBTQ+ community, and 11% of the RSS student body identifies as a person of color. Additionally, Renaissance supports a higher than average number of students with special plans. While the state of Colorado reported that 10.9% of students were enrolled in Special Education programs (2019), RSS numbers are higher. Specifically, 13% of RSS students are served by an IEP, 14% by a 504, and 17% are served by an ALP. RSS uses an inclusion model for Special Education services. The CHEC will be delivered to all students, Grades 6-12, equitably. Each year during the annual CHEC review, disparities will be identified via the RSS HKCS along with a plan to address equitable delivery.

Anecdotally, many RSS students have verbally expressed the desire and need for more health education. The current SEL curriculum has opened up many conversations and presented

opportunities for students to request additional support. Quantitatively, the following results from the RSS HKCS suggest that additional student health education is needed:

34% of middle school (MS) students and **47%** of high school (HS) students report poor mental health (unmanageable stress and/or depression)

23% of MS students and **19%** of HS students report having no one to talk to when feeling sad/anxious/depressed

17% of MS students and **20%** of HS students have considered suicide

35% of MS students and **23%** of HS students reported being bullied

19% of MS students and **15%** of HS students reported being electronically bullied

11% of MS students and **21%** of HS students reported physical activity fewer than 2x per week

25% of MS students and **53%** of HS students reported 4 or more hours of screen time per day (not including homework)

38% of HS students get 6 or fewer hours of sleep per night

11% of HS students are currently vaping

7% of HS students are currently using marijuana

5% of HS students reported texting or emailing while driving every day in the last month

5% of HS students reported binge drinking at least 3 times in the last month

In 2022-23, the biggest barrier to development of a CHEC was a lack of staffing. The PE Health Teacher/Student Wellness Coordinator position partially funded by the Student Wellness Grant was vacant from August 2022 until February 2023. In February, RSS was able to fill the Student Wellness Coordinator position at a 2 days/week position. This allowed for the development and administration of the RSS HCKS. That said, the PE/Health Teacher position has remained vacant for the remainder of the 2022-23 school year. This vacancy limited the ability to develop and deliver health education; staffing levels allowed for implementation of SEL-only curriculum.

While RSS has a plan for a CHEC, current funding levels are insufficient to:

- adequately staff both the program development and program delivery.
- ensure that the CHEC covers all Grade 6-12 standards.

Fortunately, a PE/Health Teacher has been hired for the 2023-24 school year; should the Colorado Comprehensive Health Education Grant is awarded, a portion of the funds will continue the work of the Student Wellness Coordinator (1 day per week + 3 days in July). This will allow the standards mapping process to occur before the PE/Health Teacher and Curriculum and Instruction Coach start to work with other teachers who will deliver pieces of the CHEC, and also provide ongoing support to both students and staff over the course of the year as curriculum is delivered.

Section B: N/A

Given the short turnaround time for this grant, it was not possible to coordinate in a meaningful way with other organizations. That said, once CHEC is in place RSS welcomes the opportunity to share its CHEC &/or its process with other schools.

Section C: Project Description

RSS will utilize the HECAT to flesh out the scope and sequence currently being developed to ensure that any gaps to state standards are identified. The RSS HKCS has identified gaps regarding specific needs and disparities within the student population. To address these gaps, the scope and sequence will be revised until it is determined that no gap with regard to state standards or RSS specific needs exists. On an annual basis, the CHEC will be reviewed by the HECT using results from the HECAT and RSS HCKS. This will ensure that new gaps are identified and addressed each year going forward.

Data collected from the RSS HKCS each year will clearly identify inequities and health disparities within the student body. Using that information, RSS will tailor its CHEC to better serve the specific needs of the student body. The annual review process will ensure that new gaps are identified, and supporting curriculum is added where necessary.

The RSS CHEC strategies are well aligned with evidence-based practice, including stages of implementation.

With regard to Phase 1 - Exploration/Identification, RSS has made measurable progress in identification and exploration of a CHEC, thanks to the Student Wellness Grant that awarded RSS funding to focus on the WSCC health education component.

All RSS leadership drivers are primed to implement an RSS needs specific, standards based CHEC. School leadership has demonstrated commitment to a formalized CHEC through both the work initiated on Student Wellness Grant, and by way of this grant application. An award of the Colorado Comprehensive Health Education Grant will allow RSS to not only meet student body needs as identified by the RSS HCKS, but to create a sustainable standards-based CHEC. Additionally, the HAC is in place and ready to welcome both student, parent, and community representation.

RSS organizational drivers are also primed to implement a standards based CHEC. The 2023-24 master schedule and calendar have been modified to allow for the delivery of health education content by way of teachers, supported by the RSS mental health team. The RSS HCKS has been administered as of April 2023, and data analysis is ongoing with a clear plan for identifying gaps

and disparities between the work in progress CHEC and the RSS HCKS results. The current work in progress CHEC contemplates RSS specific student needs, but has not completed the process of mapping all Grade 6-12 standards. An award of this Colorado Comprehensive Health Education Grant would allow for mapping to occur prior to deployment, resulting in a final CHEC that meets all standards and is legislatively compliant. Once the initial CHEC development is complete, policies will be put in place that ensure an annual review ensures that the existing CHEC meets both RSS specific needs as well as all state standards.

The most powerful RSS competency driver will be the creation of our dedicated HECT, who will determine how the standards mapping process translates into a Grades 6 - 12 CHEC. Once the CHEC is complete and being delivered, the Curriculum and Instruction Coach will observe and coach teachers, as well as the RSS mental health providers (counselors, social worker) who support both teachers and students. Additional competency drivers will include online support as made available by the chosen curricula.

Disparities of health education knowledge acquired in lower grades are evident in the RSS HKCS results. Ongoing administration of the RSS HKCS will ensure sustainable identification of such disparities.

As a small charter school, overlap in leadership, organizational, and competency drivers will allow for seamless integration with other ongoing initiatives already in place (MTSS, SEL, WSCC, RSS HKCS).

The timing of this Colorado Comprehensive Health Education Grant is such that additional funding now will allow the work of the HECT to use not only the data available from the RSS HKCS, but to identify alignment with existing legislation, and address gaps between the current work in progress RSS CHEC and academic standards, and to ensure that curriculum, resources and interventions deliver an evidence based, legislatively compliant CHEC.

Best First Instruction is in place for content currently being delivered. With regard to culturally responsive teaching; in all current classes, all students' backgrounds are considered, questions are asked and discussion topics suggested with all students' lived experience in mind, and language is reframed to consider a wide range of opinions and possibilities. The new CHEC will be delivered with the same cultural responsiveness. With regard to practice-based teacher learning; teachers currently providing instruction in health education (SEL only at this point) receive initial training specific to the content and pedagogy via local school, district, and state training. Additionally, teachers participate in an ongoing school-based professional learning community. Teachers receive a minimum of three coaching cycles per year with the Curriculum

and Instruction Coach, in order to incorporate feedback and make adjustments to instructional practices. With regard to Academic Standards, Content, and Curriculum, RSS will use HECAT to analyze the current draft of the CHEC to ensure that it incorporates all health academic standards.

RSS will also address the specific needs and disparities of the student population, as identified by the RSS HKCS. With this information in hand, appropriate curriculum and materials will create an organized plan of instruction for all students Grades 6 - 12.

In terms of Characteristics of Effective Health Education Curricula, several characteristics are in place, while there is work to be done around other characteristics.

RSS uses data from the RSS HKCS and the RSS SEL needs assessment to clearly illustrate health goals and related behavioral outcomes and to ensure that our curricula speaks to the needs of our students; this ensures individual values, attitudes, and beliefs are addressed. Additionally, the SEL curricula in place (Second Step, The Harbor) is research-based and theory driven, addresses social pressures and influences, uses strategies designed to personalize information and engage students, provides age-appropriate and developmentally-appropriate information, learning strategies, teaching methods, and materials, and incorporates learning strategies, teaching methods, and materials that are culturally inclusive. That said, there is work to be done around the remaining characteristics.

The mechanics for effective school grading and student progress reporting systems are already in place, as RSS currently uses standards-based grading for all content areas. Standards from the CHEC will be included going forward. Additionally, the mechanics for teacher evaluations are also in place, and this same system will also be utilized to incorporate the delivery of the CHEC. Given most of the curriculum will be delivered by content teachers rather than one primary Health Teacher, the Curriculum and Instruction Coach will work through the [Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of Comprehensive Health Education](#) to compare it to the current evaluation system and make changes as necessary.

RSS has staff and systems in place that provide support for students within marginalized groups. Staff participates in professional development that emphasizes learning about unique needs of various marginalized groups. Teachers use messaging and imagery supportive of the identities of marginalized students in their classrooms. RSS teachers use curricular resources to help students see themselves in their lessons, and provide options for assignments that meet the needs of all students.

As a small charter school with all implementation drivers already primed to create a legislatively compliant CHEC that meets all academic standards, any non-viable options with regard to implementation, improving instructional practices, policies, or systems will be quickly dismissed rather than inefficiently pursued only to be shut down after a significant investment of resources.

With regard to Phase 2 - Installation, all RSS implementation drivers are in place. Most significantly, this includes the support of the RSS Board of Directors and the Head of School, as well as the entire school community. RSS will acquire/develop resources based on standards mapping by utilizing the HECAT to provide a fully integrated scope and sequence of health education curriculum to students in Grades 6 - 12. RSS will create a communication and engagement plan for the CHEC for parents, students, staff, administrators, and community that utilizes multiple mediums including newsletters, a Health Info Night, and a book study for parents/guardians. This communication plan will help to prepare community organizations and implementation drivers, and help recruit both student and parent members to the already existing HAC.

Identified incentives include a healthier, more knowledgeable student body, which in turn leads to healthier families and communities. Disincentives include potential parent/guardian pushback on various topics.

Selected RSS staff will be prepared by participating in in-service training, as well as coaching from the Curriculum and Instruction Coach. The effectiveness of professional development will be evaluated via follow up RSS HKCS data showing student outcomes, individual course pre- and post-tests, in addition to teacher observation.

The annual CHEC review process conducted by the HECT will reveal the need for administrative, structural, and policy changes.

The mechanics for effective school grading and student progress reporting systems are already in place, as RSS currently uses standards-based grading for all content areas. Additionally, the mechanics for teacher evaluations are also in place; adjustments will be made as necessary to incorporate best practices per the [Colorado State Model Educator Evaluation System: Practical Ideas for Evaluating Teachers of Comprehensive Health Education](#).

With regard to Phase 3 - Initial Implementation, identified practices will be implemented. A legislatively compliant CHEC inclusive of all health academic standards will be delivered.

Implementation drivers will be assessed and adjusted both on an ongoing and annual basis by the HECT. Continuous evaluation and improvement of the CHEC will take place via the RSS HKCS as well as student grades, and short surveys of students, teachers, and parents/guardians. All of this data will be reviewed annually by the HECT team; this team will manage change by overseeing the evaluation and implementation of CHEC modifications.

With regard to Phase 4 - Full Implementation, the HECT will annually review the RSS HKCS results and re-visit academic health standards, to improve the CHEC to meet changing needs over time. The robust annual review will include monitoring and improvement of implementation drivers, the processing of data with a focus on outcomes, organizations and system supports, alignment with other content areas, as well as track policy and legislative changes. Once the established process for this robust annual review is in place and deemed effective, the process will be documented and memorialized with formal policies. At full implementation (or before if requested), RSS would welcome the opportunity to share its CHEC &/or its process with other schools.

Section D: Evaluation

Student outcomes will be measured in multiple ways. The annual RSS HKCS results will be reviewed year over year so that student progress can be measured in terms of narrowing or widening gaps of student knowledge. In addition, for specific health education courses, a short pre-assessment and post-assessment will be administered in order to evaluate the effectiveness of specific courses and teaching methods. Each curriculum, as well as individual course selection and content, will be refined in accordance with this data on an ongoing annual basis. Additionally, standards based grading will communicate to students and families the progress attained in acquiring health education.

Teacher evaluation will occur via the normal (minimum of) three coaching cycles per year with the Curriculum and Instruction Coach, in order to incorporate feedback and make adjustments to instructional practices.

The sustainability of this program is largely dependent on the success of the annual review process of the HECT, and the subsequent memorialization of the policy for this annual review.

Section E: Project Objectives and Work Plan

Attachment A: Comprehensive Health Education Work Plan - Renaissance Secondary School (RSS)

Attach as part of the narrative. Make copies of the work plan as needed.

Comprehensive Health Education Work Plan (If you are applying as a consortium of schools or BOCES describe how activities that will support policies or programs across schools or districts)			
One-year SMART Objective <i>(Specific, Measurable, Achievable, Relevant, Time-phased):</i> The RSS HECT team will utilize the HECAT and the RSS HKCS to develop a Comprehensive Health Education Curriculum (CHEC) that covers all Grade 6-12 health academic standards and is legislatively compliant.			
What data will you collect that will indicate the objective has been achieved? A Comprehensive Health Education Curriculum that covers all Grade 6-12 health academic standards and is legislatively compliant will be documented.			
Activity	Implementation Benchmark	Date to be Completed (In chronological order)	Job Title of Person Responsible
Establish HECT team made up of the Student Wellness Coordinator, Curriculum and Instruction Coach, and Head of School, PE/Health Teacher	Team is established	07/31/2023	Head of School
Standards mapping occurs	Mapping is complete for Grades 6-12	08/13/2023	Head of School & School Wellness Coordinator
Identify and procure staff training as necessary.	Training is identified and scheduled	10/13/2023	Head of School, School Wellness Coordinator, Curriculum and Instruction Coach
Identify and procure identified curricular resources	All curriculum is identified and purchased	10/13/2023	Head of School, School Wellness Coordinator, Curriculum and Instruction Coach

Comprehensive Health Education Work Plan
 (If you are applying as a consortium of schools or BOCES describe how activities that will support policies or programs across schools or districts)

One-year SMART Objective (*Specific, Measurable, Achievable, Relevant, Time-phased*):
 RSS HECT will meet to review the academic year in terms of student outcomes, using those outcomes for program improvement meeting objectives as outlined in the narrative.

What data will you collect that will indicate the objective has been achieved?
 RSS will document the HECT meeting agenda and minutes.

Activity	Implementation Benchmark	Date to be Completed (In chronological order)	Job Title of Person Responsible
RSS HKCS is administered the last week of March	RSS HKCS results are available	4/1/2024	Head of School, Student Wellness Coordinator, Health/PE Teacher
HECT meeting is held	Agenda is set	4/18/2024	Head of School, Student Wellness Coordinator, Health/PE Teacher
CHEC is updated based accordingly	Revisions to CHEC are made and documented, ready for implementation for 2024-25 school year	6/30/2024	Head of School, Student Wellness Coordinator, Health/PE Teacher