

Vista School Board Meeting

April 28, 2022 Agenda

Location: 585 East Center, Ivins, UT 84738 (virtually via Webex)

<https://uen.webex.com/uen/j.php?MTID=m334de8fd88c6dd42b34b3a57a21d632b>

Board members present:

Others present:

CALL TO ORDER: Welcome and Introductions

APPROVAL OF PREVIOUS MINUTES

PUBLIC COMMENTS

BOARD CALENDAR

Next Board Meeting- Thursday, May 26th @ 5pm

Board Training

REPORTS

Director's Report

Enrollment and Lottery Update

Faculty/Staff Changes

Upcoming and Past Events

Financial Report – Troy Bradshaw

DISCUSSION/ACTION ITEMS

Committee Reports

7th Grade Health Program

Distance Learning Program

Board Elections

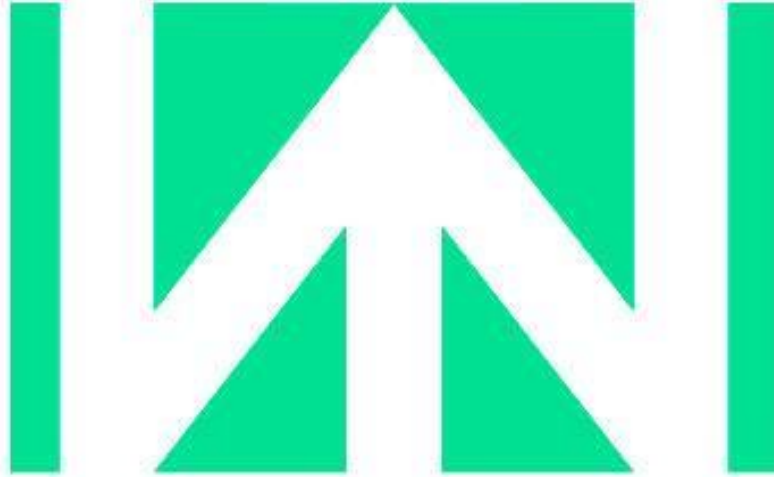
COMMENTS FROM THE ADMINISTRATIVE TEAM

TABLED AGENDA ITEMS

ADJOURN

CLOSED SESSION

To discuss the character or competence of an individual. Requires roll call vote.



WHY NOT

7th GRADE SRA EDUCATION PROGRAM

WHY NOT BE STRONG?

(45 Minute Program)

Section 1: Dream Life *(page 3)*

Section 2: Maturity and Character *(page 9)*

Section 3: Resisting Pressures *(page 14)*

Section 4: Abstain How? *(Page 19)*



Color Coded Cheat Sheet

- **Say-** black “.....”
- **Extra Time-** red “.....”
- **Statistics/and or Referenced Information-** blue “.....”
- **Instructions-** black italicized (.....)

Section 1: Dream Life

Items Needed:

- Half Sheet Handout
- Brochures
- PowerPoint (Terms and Consent for Kids Video)
- Small Candy

Allotted Time:

- 7 minutes/**12 minutes**

Section Goal:

- Defining SRA
- Help them understand these terms: sexuality, sexual intercourse, adolescence, puberty, abstinence, renewed abstinence, and consent
- Identifying that choices influence future results
- Encourage students to talk to a trusted adult if they have been sexually abused and it's not their fault

Statistic Goal:

- Defining Terms (1)
- Percentage of Sexually Active Teens (2)
- 2/3 Wish they had Waited Longer (3)
- Consent Defined (4)

Summary Statement:

“Look at your dream life compared to where you are in your life right now. Do you feel that the choices you are making right now are helping you or preventing you from attaining your dream life? Along with your choices, it is important to evaluate your maturity and character which are two things that will greatly help you attain that dream life.”

Health Education II:

- Standard HII.HF.5
- Standard 6: Objective 1: a, Objective 4: a

Introduction

“Hi, my name is _____, and this is _____. We would like to thank Mr./Mrs. _____ for inviting us to *(name of school)*. We are here with an organization called Why Not. Why Not is an SRA education program.”

Define SRA

“SRA stands for ‘Sexual Risk Avoidance’ (*show term on the screen*). Today you will be receiving information that will help you avoid the risks associated with sexual activity outside of marriage.”

Quote

“You all received a half sheet of paper. I want you to fold it in half, hotdog style. On one side, write your name super big, and on the other, write this quote, (*show quote on screen as you are explaining*) ‘Life is choices and choices have results’.”

“This will be our theme throughout the day. The choices that you and I make right now will impact the rest of our lives—whether those are healthy or unhealthy. We are excited to talk with you because, as seventh graders, you can start making healthy choices today that will impact your future.”

Transition

“We want to share some information about how your sexuality can impact your health. First, we will be defining some terms so we are all on the same page.”

Definitions: (*Click through definitions on the screen as you are defining them*).

Adolescence- “The segment of life between childhood and adulthood.”

Puberty- “Puberty is the stage of life between childhood and adulthood during which the reproductive organs mature.”

Sexuality- “Sexuality means the sexual habits and desires of a person.”

Sexual Intercourse- “Sexual intercourse is when the penis penetrates the vagina.”

Abstinence

“Today we are here to talk to you about the healthiest choice when it comes to your sexuality and other risky behaviors. Does anyone know what the word abstinence means? What word does it sound like (absent)? Being absent from class means you’re not here to participate. Similarly, **abstinence means choosing not to participate in something. It is the deliberate or voluntary refrain from behaviors such as sexual activity or the use of alcohol, tobacco, and other drugs¹—***(show definition on screen)*. The reason a person chooses to abstain from something is that they recognize it could potentially harm their health.”

¹ Defining Terms

Percentage of Sexually Active Students

“(show definition on screen) Approximately 2% of 12-13-year-olds in the U.S. start engaging in risky behaviors such as sex, alcohol, and tobacco at this age.² The number of students engaging in risky behaviors goes up once they get into high school.”

~~“What do you think is the percentage of high school students, 9-12th grade, that have had sex in the U.S.? (show definition on screen) According to the Youth Risk Behavior survey (CDC) 38% of high school students have had sex. Studies also show that among high school students who have engaged in sex, 2/3 wished they had waited longer.”^{3,2}~~

“This is why we come talk with you guys before you enter high school. We want you to be aware of these facts so that you can choose to avoid risky behaviors now and throughout your life. This way, you can make the healthiest choice for your future”

Renewed Abstinence

“But maybe you’ve already engaged in ~~sex or other~~ risky behaviors, ~~like the consumption of alcohol or drugs~~ and you wish you would have waited. We want to make it clear that you can always make a different choice. We call this Renewed Abstinence. If abstinence means choosing not to participate, can anyone tell me what renewed abstinence means (pass candy to those who answer, show definition on screen)? Renewed abstinence is choosing to stop participating in an unhealthy activity. With renewed abstinence, we can start over and make different choices that will lead to a healthier future.”

²Percentage of Sexually Active Teens

³ 2/3 Wish they had Waited

Address The Reality

“Before we go any further, we would like to address the reality that there may be students who have had something ~~type of sexual activity~~ done to them against their will or without their consent. Do you know what consent is (*show definition on screen*)? Consent is, ‘asking someone for their permission to do something and accepting their answer’⁴.”

~~“If someone touches you when you don’t want them to, especially if they touched you in private areas, or if they forced you to have sexual intercourse with them, that shouldn’t have happened to you; it’s called sexual abuse, and it’s wrong.”~~

“If this has happened to you or someone you know, we want to tell you that we are so sorry. We want you to know that you are valuable and worthy of love. No matter what has been done to you, you still have worth and value. What has happened is not your fault.”

“We hope you have talked to someone about it, and if you haven’t, we encourage you to speak with a trusted adult like your school counselor or teacher. Or maybe you’re not sure if what happened was wrong or not, you should still talk to a trusted adult. Please understand that as a minor, when you tell an adult about any abuse, they have a legal obligation to report it to the authorities. This isn’t to betray anyone’s trust, but to help make sure that what has happened doesn’t happen again.”

⁴ Consent Defined

Dream Life

“Now we are going to talk about what your dream life is (*direct students to fill out answers in their brochure*). Take a few minutes to think and write down what you really want for your future, dream big and be specific. College, what college? Is there a specific job or hobby that you want to pursue? Do you want to have kids or get married? Do you want to travel somewhere or make a big purchase like a car or house? Go big! **Then after you’re done, we’ll have a few of you share what you wrote down (*pass out candy to those who answer*).**”

Real Life

“Now we are going to move on to your real life. What does your life look like right now? Bad/good grades, extra-curricular activities, how are your friendships, etc.? If you want a specific job or hobby, are you learning about it now? If you want to get married or have kids, how do you interact with your current family now? If you want to travel or make a big purchase, are you planning for that in any way? *Write those things down in your handout*, and the things you write down won’t be shared with the class.”

Summary Statement

“Look at your dream life compared to where you are in your life right now. Do you feel that the choices you are making right now are helping you or preventing you from attaining your dream life? Remember, ‘life is choices and choices have results’. The choices we make now will impact our future. Along with your choices, it is important to evaluate your maturity and character, which are two things that will greatly help you attain your dream life.”

Section 2: Maturity and Character

Items Needed:

- Brochures
- PowerPoint (Terms)
- Small Candy
- 1 Large Candy

Allotted Time:

- 11 minutes

Section Goal:

- Define four areas of maturity.
- Define and personally identify five areas of character.

Summary Statement:

“Now that we’ve covered different areas of maturity and character (*the next presenter, insert name*) will come up and share how we can withstand the pressures in our lives.”

Health Education II:

- Standard HII.SAP.1,4.
- Standard HII.SDP.3,4,6.
- Standard HII.HD.1,2.

Build Puzzle

“We are going to build a person on the screen who has strong maturity and character. As we go, **write each term in your brochure.**”

Maturity Terms: *(Show each term on the screen as you define them.)*

Physical- “Attainment of adult height and weight. How we grow can be affected by what we eat, our activity level, and genetics.

Emotional- “Ability to channel emotions or feelings in a productive manner. *(Ask for a volunteer to come up who likes a candy bar you choose from the bag. Give them the candy bar and then take it right back.)* How did that make you feel? (bummed, confused, etc.) Now, what if I were to give a candy bar to a 2-year-old and take it right back. How might they respond? (cry, throw a tantrum, etc.) The 2-year-old would respond in that way because they haven’t developed in their emotional maturity, but you showed a lot of emotional maturity. *(Give student the candy bar and have them return to their seat.)*”

Intellectual- “Ability to think and reason. I have this chess piece. Does anyone like to play chess? Can I play a whole chess game with just this one piece (No)? Why not (Don’t have all the pieces)? As we get older, we gain more intellectual maturity, gain more pieces of knowledge, so that we have a better ability to think and reason. What are some things you might know or understand more in the future (having a family, taxes, finances, job knowledge, etc.)?”

Social- “Ability to interact with people in a meaningful and respectful way. (*Explain the scenario to the students*) What if I were to introduce myself to someone in this room? How might they respond (with a handshake, conversation, eye contact)? Now, what if I were to introduce myself to a 3 year old at a grocery store? How would they respond (they might give a high five instead, not know what to do, hide behind a parent, or think of stranger danger)? The 3 year old would respond in such a way because they haven’t developed their social maturity yet.”

Moral- “Ability to know right from wrong. What or who impacts your moral maturity (church, family, social media, friends, movies)? Can some of these things impact your morals in a positive and negative way (yes)?”

Character Traits:

“Let’s look at the importance of developing a strong character. Open your Why Not handout and look at the section titled ‘Character’. I am going to read you the definitions of each character trait and you’ll write down how you’re practicing it in your own life (*go through traits one at a time. Repeat directions if necessary. Only give them examples if they can’t think of anything. This encourages critical thinking. Ask students to share what they wrote down*).”

Self-Control- “The ability to control one’s own emotions, desires, or actions. What’s a situation where we would need self-control? How do you practice self-control?”

Self-Respect- “To consider yourself deserving of high regard. If you know that you have value and worth as a person, how can you practice self-respect?”

Responsibility- “To be accountable for one’s actions or obligations. Do any of you have responsibilities? What are they? How can you practice responsibility?”

Delayed Gratification- “Ability to wait for something, even though you can have it now, knowing that it will be best in the future. Maybe you have some money from doing chores around the house, do you spend it immediately on something that you want, or do you save it up for something bigger? What is another way you can practice delayed gratification?”

Summary Statement

“Now that we’ve covered different areas of maturity and character (*the next presenter, insert name*) will come up and share how we can withstand the pressures in our lives.”

Section 3: Resisting Pressure

Items Needed:

- Brochures
- PowerPoint (Can Man, Terms, and John and Cynthia Video)
- Small Candy

Allotted Time:

- 11 minutes

Section Goal:

- Know that maturity and character help us withstand pressures
- Know that pressures have risks
- Know that we can strengthen/rebuild our maturity and character

Statistic Goal:

- The Top 3 STI's in the Nation (5)
- The most reliable way to avoid STI's (6)
- Less Likely to Engage in Risky Behavior (7)

Summary Statement:

It is helpful to evaluate and practice your maturity and character because they play a huge role in your ability to avoid the risks associated with these pressures. Remember that no matter what you have done or had done to you, you can be strong again through healthy choices. Now we are going to look at how we can practically choose to abstain from unhealthy behaviors.

Health Education II:

- Standard HII.SAP.1,4.
- Standard HII.SDP.3,4,6.
- Standard HII.HD.1,2.

Draw Yourself

“In your brochures, there is a soda can in the middle. I want you to draw yourself inside. You can look like this person that’s up here on the screen, like you are strong. Next, I would like you to write the different areas of maturity and character (physical, emotional, intellectual, social, moral, self-control, self-respect, responsibility, and delayed gratification) inside the soda can as well, just like what you see here on the screen.”

Pressures/Risks

“As we go through life, there are certain pressures that we may experience that can negatively impact our health if we engage in them. Write these pressures in your brochures around the soda can (*show each pressure on screen as you say them*); smoking/vape, drugs/pills, sexting (sending sexually explicit photos or text messages), alcohol, pornography (visual material containing sexual activity), violence, and sex/sexual activity outside of marriage. There are many physical and emotional risks associated with engaging in any of these pressures.”

STIs

“A risk that is associated with being sexually active outside of marriage is something called an STI or STD, which is a Sexually Transmitted Infection or Disease (*shown on screen*). STIs are transmitted through sexual intercourse and other types of sexual activity. There are many of them in the world, but [the three most common in the U.S. are called HPV \(Human Papillomavirus\), Gonorrhea, and Chlamydia⁵](#).”

“The risk of getting an STI goes up with the more sexual partners someone has.”

“STIs have negative, unhealthy side effects that can be temporary or last your whole life. Some STIs have cures and some don’t. Some are just uncomfortable, while others can be life threatening. (*shown on screen*) [The only 100% effective way to avoid STI transmission is to abstain from sex or to be in a long-term, mutual monogamous relationship with a partner known to be uninfected.⁶](#)”

⁵ Top 3 STI's in the Nation

⁶ The most reliable way to avoid STI's

Unplanned Pregnancy

“Another potential risk of having sex outside of marriage is an unplanned pregnancy (*show on screen*). Let’s watch a scenario of two college students who just started dating (*play John and Cynthia video*). In the first part of the video, how did their baby impact their lives (job, college, relationship, family)? Was the baby the problem or was it the timing (the timing)? It’s never the baby’s fault, there just might be better times than others to have kids. Unplanned pregnancies can be difficult in any situation, but are often less stressful when someone has the support of a committed partner or spouse.”

“Not everyone is going to become pregnant or contract an STI when they become sexually active, but once you make that choice, you expose yourself to those risks. When you choose delayed gratification and put sex off for the future, you put yourself in the best possible position to attain your dream life.”

Soda Can Illustration

“Now let’s go back to the soda can. Let’s say this soda can on the screen is empty. It can be easily crushed, right (yes)? (*Show the can being crushed on screen.*) This is because there is no pressure on the inside to fight against the pressure on the outside. But if the soda can is full, it is a lot harder to crush because there is so much pressure on the inside (*show the can man being strong on screen*).”

“This is the same thing with us. When we have strong maturity and character, we will have a greater ability to withstand the pressures of life and avoid the risks, so that we won’t be crushed by the pressures like an empty soda can.”

Statistic

“(shown on screen) According to the CDC (*The Center for Disease Control*), teens who abstain from sex are less likely to engage in other risky behavior, such as smoking, drinking, and violence.”⁷ Practicing maturity and character in one area can help us have it in others as well.

Rebuilding

“If we fall under one of these pressures or choose to participate in an unhealthy behavior, do we have to keep doing it (No)? What is something else we could choose (Renewed Abstinence)? Unlike a soda can that is crushed for good, we can always make a new choice, and start over at any point in life. (*Show the can man becoming strong again on screen*).”

Summary Statement

“It is helpful to evaluate and practice your maturity and character because they play a huge role in your ability to avoid the risks associated with these pressures. Remember that no matter what you have done or had done to you, you can be strong again through healthy choices. Now we are going to look at how we can practically choose to abstain from unhealthy behaviors.”

⁷ Less Likely to Engage in Risky Behavior

Section 4: Abstain How?

Items Needed:

- Half Sheet Handout
- PowerPoint (Terms)
- Small Candy

Allotted Time:

- 11 minutes

Section Goal:

- Know how to create and stick to boundaries and refusal skills

Statistic Goal:

- Boundaries Defined (8)
- Refusal Skills Defined (9)

Summary Statement:

“We’ve covered how if we choose to engage in sexual activity outside of marriage, that we may experience unhealthy risks. That’s why it’s important for all of us to remember the quote in the beginning, ‘Life is choices and choices have results’. The choices that we make now have a big effect on our futures. But through consent, boundaries, refusal skills, remembering your dream lives, and choosing abstinence or renewed abstinence, you can be strong and healthy.”

“We want to thank you again for letting us spend this time with you today. Regardless of the healthy or unhealthy choices that you’ve made or are currently making, you are still loved and valuable. Be sure to check out our website, www.whynotdelay.com for more information.”

Health Education II:

- Standard HII.HD.3: a
- Standard HII.HD.4: a, b, c

Abstain How?

“Hopefully you have learned today how important choices are throughout the rest of your life. Maybe you’ve decided that you want to abstain or renew your abstinence, but how are you going to do that?”

“Boundaries can be very helpful. Boundaries are lines we set that define our responsibilities, our personal space, and our emotional responsibility.⁸ (*Show on screen, have the students write ‘Boundaries’ on their half sheet handout.*) People with strong personal boundaries know who they are and will tend to be better at resisting pressure in friendships, family relationships, and dating relationships.”

Boundary Steps:

“Here are four steps that will help you make and keep your boundaries (*show on screen, have the students fill in these blanks in their half sheet handout*).”

1. Decide what your boundaries are.
2. Tell others what your physical/emotional boundaries are.
3. Remember your boundaries before the situation arises.
4. Re-state your boundaries and intentions often to yourself and all the people in your life.

⁸ Boundaries Defined

Boundary Circles

“This is an illustration to represent all the people in your life (*show circles one at a time on the screen, each circle covering the ‘You’ circle*). There is you, your family, friends, maybe a boyfriend/girlfriend, and others in your life. When we have unhealthy relationships or we don’t have any boundaries, our lives can feel complicated and muddy, like we see here on the board. Who we are can be lost when we see ourselves based on our relationships. So, if we lose a friend, it can feel like we’ve lost a piece of ourselves. It will be hard to know who we are without others if we don’t have healthy boundaries.”

“But, if we have healthy boundaries, our lives can look like this (*show circles slightly separated on the screen*). When we have healthy boundaries, we will have better self-worth, because we know who we are apart from our relationships. So maybe you lose a friend. That will still be difficult, but we will know who we are apart from that friendship.”

Refusal Skills

“To help keep our boundaries, it’s also important to have Refusal Skills. Refusal skills are strategies that can help individuals say no when they are urged to take part in activities that go against their beliefs and values.⁹ (*Show on screen, have the students write ‘Refusal Skills’ on their half sheet handout.*) When we have refusal skills, we can feel empowered that we are in control of our decisions. So if someone is pushing one of your boundaries, how should you respond to them (By saying ‘No’)?”

⁹ Refusal Skills Defined

Being Prepared with Tools Game

(If time is really short, you can skip this game to save about 5 mins.)

“Today we’ve talked about a lot of tools that we can use to help us have a healthier lifestyle like; abstinence/renewed abstinence, consent, maturity/character, boundaries, and refusal skills. We have a fun interactive game to hopefully help you remember and put these tools you have learned into practice *(explain the game).*”

(Have 8 volunteers, which will make up two teams of 4. Only 2 people at a time will come up for each scenario. You will need two toolboxes with 5 tools in each bag. Put one toolbox at one end of a large table and the other toolbox on the other end. Have each team line up behind their toolbox. Give them the scenario, and the first person to find a tool will ring the bell and explain their answer. The other person will have to pick an answer that is different from their opponent if possible and explain how it would also work for the scenario).

~~-Scenario #1: Abstinence/Renewed Abstinence (also boundaries, refusal skills)~~

~~“Your friend had sex with someone and they feel like they have to keep doing it, even though they don’t want to. What tool could they use? Why?”~~

-Scenario #2: Consent (also Boundaries, Refusal Skills)

“Someone you don’t know very well asked to give you a hug, and you don’t want to hug them. What tool could you use? Why?”

-Scenario #3: Maturity/Character (also Abstinence/Renewed Abstinence, Refusal Skills)

“You are feeling pressured to drink alcohol and do drugs, but you know those things are risky. What tool could you use to resist the pressures? Why?”

-Scenario #4: Boundaries (also Abstinence/Renewed Abstinence, Consent)

“You just started dating your crush and you don’t feel ready to kiss or tell them about something difficult you are going through yet. What tool could you use? Why?”

-Scenario #5: Refusal Skills (also Consent, Boundaries)

“Someone asked you to send them a picture of yourself without clothes on, which is illegal to do when you are under 18 years old. What tool could you use? Why?”

Application

“We hope that this game was helpful in remembering all the tools that we shared today. Our hope is that you can use them whenever you need them.”

Young Adults Interviewed Video

“Now we are going to watch a video showing local young adults talking about the pressures that they faced (*play ‘Young Adult Video’*).”

Summary Statement

“We’ve covered how if we choose to engage in sexual activity outside of marriage, that we may experience unhealthy risks. That’s why it’s important for all of us to remember the quote in the beginning, ‘Life is choices and choices have results’. The choices that we make now have a big effect on our futures. But through consent, boundaries, refusal skills, remembering your dream lives, and choosing abstinence or renewed abstinence, you can be strong and healthy.”

“We want to thank you again for letting us spend this time with you today. Regardless of the healthy or unhealthy choices that you’ve made or are currently making, you are still loved and valuable. Be sure to check out our website (*show on screen*), www.whynotdelay.com for more information.”



7th References

1. Defining Terms-

Utah Education network. Health Education Appendix D: Glossary Page 1, 9, 11.

2. Percentage of Sexually Active Teens-

<https://nccd.cdc.gov/Youthonline/App/Results.aspx>

3. 2/3 Wish they had Waited Longer-

With One Voice: American adults and teens sound off about teen pregnancy (2012).

4. Consent Defined-

2019 National Sexual Violence Resource Center

5. Top 3 STI's in the Nation-

https://cdc.gov/std/stats17/2017-STD-Surveillance-Report_CDC-clearance-9.10.18.pdf

6. The most reliable way to avoid STI's-

<https://www.cdc.gov/mmwr/preview/mmwrhtml/rr6403a1.htm>

7. Less likely to engage in Risky Behavior-

<https://www.cdc.gov/mmwr/volumes/65/ss/pdfs/ss6509.pdf>

8. Boundaries Defined-

Boundaries Pamphlet referrals from HPCC (Hope Pregnancy Care Center)

9. Refusal Skills Defined-

Utah Core Definitions

Vista School Profit & Loss Budget Overview July 2021 through March 2022

	Jul '21 - Mar 22	Less Construction	Budget	\$ Over Budget	% of Budget
Ordinary Income/Expense					
Income					
1000 · Local Revenue	434,584.58	434,584.58	462,166.54	-27,581.96	94.03%
3000 · State Revenue	6,885,845.96	6,885,845.96	8,779,311.19	-1,893,465.23	78.43%
4000 · Federal Revenue	553,283.26	553,283.26	1,123,632.35	-570,349.09	49.24%
5400 · Loan Proceeds	0.00	0.00	0.00	0.00	0.0%
5500 · Capital Lease proceeds	0.00	0.00	0.00	0.00	0.0%
Total Income	7,873,713.80	7,873,713.80	10,365,110.08	-2,491,396.28	75.96%
Gross Profit	7,873,713.80	7,873,713.80	10,365,110.08	-2,491,396.28	75.96%
Expense					
10 · INSTRUCTION	3,722,443.07	3,722,443.07	5,398,694.85	-1,676,251.78	68.95%
21 · STUDENT SUPPORT SERVICES	229,031.98	229,031.98	378,624.26	-149,592.28	60.49%
22 · SUPPORT SERV. INSTR. STAFF	40,460.05	40,460.05	143,998.30	-103,538.25	28.1%
23 · SUPPORT SERVICES-BOARD	0.00	0.00	19.37	-19.37	0.0%
24 · SUPPORT SERV. ADMINISTRATION	510,789.95	510,789.95	648,958.27	-138,168.32	78.71%
25 · SUPPORT SERV. CENTRAL	338,335.82	338,335.82	445,846.49	-107,510.67	75.89%
26 · SUPPORT SERV. OPER. & MAINT.	329,955.49	329,955.49	381,976.11	-52,020.62	86.38%
27 · STUDENT TRANSPORTATION	62,164.24	62,164.24	44,161.10	18,003.14	140.77%
31 · FOOD SERVICES LUNCH	264,227.17	264,227.17	360,572.91	-96,345.74	73.28%
33 · After School Program	37,685.39	37,685.39	84,393.89	-46,708.50	44.65%
45 · BLDG AQUISITION & CONSTRUCTION	5,570,984.06	138,271.16	10,270,381.26	-4,699,397.20	54.24%
51 · Debt Service	1,504,888.75	1,504,888.75	998,307.50	506,581.25	150.74%
Total Expense	12,610,965.97	7,178,253.07	19,155,934.31	-6,544,968.34	65.83%
Net Ordinary Income	-4,737,252.17	695,460.73	-8,790,824.23	4,053,572.06	53.89%
Net Income	-4,737,252.17	695,460.73	-8,790,824.23	4,053,572.06	53.89%