

Windsor



CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

November 2022 Regular Session
November 17, 2022

**Elementary
School**

*680 Academy Ct.
Windsor, CO 80550*

**Middle
School**

*810 Automation Dr.
Windsor, CO 80550*

**Early
College
High School**

*810 Automation Dr.
Windsor, CO 80550*

November 17, 2022
Regular Session @ 6:00 p.m.

Executive Board

Sherry Bartmann, President
Elaine Hungenberg, Vice President
Donna James, Treasurer
Jenny Ojala, Secretary
John Feyen, Member
Carolyn Mader, Member
Jenny Ojala, Member
Holly Stephens, Member

The Executive Board would like to welcome all WCA community members, citizens, and staff. The meeting time is dedicated to the mission and vision of Windsor Charter Academy. There is an opportunity during Member, Citizen and Staff Communications to address the Executive Board. Discussions of agenda items during the course of the meeting are limited to the board members unless otherwise requested by a board member.

Agenda

- 1.0 Opening of the Meeting**
- 2.0 Citizen Communication**
- 3.0 Reports**
- 4.0 Items for Information**
- 5.0 Items for Action**
- 6.0 Consent Agenda**
- 7.0 Executive Session**
- 8.0 Adjournment**

VISION STATEMENT

Where students are educated, empowered, and equipped to reach their highest potential.

MISSION STATEMENT

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.



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MINUTES TO BE APPROVED AT THE DECEMBER 2022 REGULAR SESSION

Executive Board Minutes November 17, 2022

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 6:02 p.m.

1.2 Roll Call

Executive Board Members Present

Sherry Bartmann, Executive Board President
Elaine Hungenberg, Executive Board Vice-President
Donna James, Executive Board Treasurer
Jenny Ojala, Executive Board Secretary
John Feyen, Executive Board Member
Carolyn Mader, Executive Board Member
Holly Stephens, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director
SarahGennie Colazio, Director of Finance & HR
Jessica Wilson, Director of Elementary School Education

1.3 Pledge of Allegiance

1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

1.5 Adoption of Agenda

A motion was made to approve the November 17, 2022 Regular Session agenda by Donna James and seconded by Elaine Hungenberg. Members voted the following: James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

1.6 Adoption of the Minutes.

A motion to approve the minutes for the October 27, 2022 Regular Session Regular Session minutes was made by James and seconded by Hungenberg. Members voted the following: James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

2.0 Citizen Communication

There was one parent/guardian that spoke during Citizen Communication at the Executive Board Regular Session.

Destiny Satrang spoke about elementary paras and the desire for elementary para full time hours. Destiny is a parent and has been a WCA kindergarten para for 4 years. She discussed the importance of academic support provided by paras through small groups and one on ones with students. She explained the increase of duties over recent years.

3.0 Reports

3.1 Executive Director Report

- **Bond and Mill Levy 2022**

We are excited to announce that ballot measures 4B (bond) and 4C (mill levy) were approved by voters! Our Firebird Family is grateful to voters who showed up to the polls and voted to make an investment in our students. This spring, we will begin the process of building our Firebird Facility. The Firebird Facility includes a gymnasium for physical education and athletics, additional classrooms and learning spaces, a high school commons area, a soccer field, and expanded parking. We are excited to embark on this project so our students can have expanded learning opportunities and athletic programs!
- **EMPOWER Program**

In October, the Director of Communications completed Weld RE-4 School District's 6-month long EMPOWER Program. The objective of the program is to inform business, education, and community leaders about the inner-workings of the school district. Each month, a meeting was held at a different school or administrative building and members toured each facility. Presentation topics varied each month. Topics included: technology, curriculum and instruction, school safety, exceptional student services, financials and budgeting, charter schools, etc. The program was well organized and very informative!
- **Instructional Rounds**

The book Leading a High Reliability School by R. Marzano, C. Rains, P. Warrick, and R. Dufour identifies *Instructional Rounds* as a high-leverage strategy to increase teacher effectiveness. *Instructional Rounds* provide teachers with an opportunity to not only observe effective instruction but also debrief the observations with a group of peers. Teachers observe other teachers to compare their own instructional practices with those of the teachers they observe in an effort to expand individual teacher practice schoolwide and cultivate collaboration regarding instructional practice. All elementary, middle and high school teachers will participate in *Instructional Rounds* and engage in a debrief session facilitated by the Instructional Coach. During the debrief, teachers will reflect on three questions: What do I see and hear that reaffirms something I do? What do I see and hear that I would like to know more about? What do I see and hear that I would like to try in my own practice immediately? By implementing Instructional Rounds, teachers are given the opportunity to enhance their instructional delivery and increase teacher competency through peer observation and individual reflection.
- **Elementary School Honor Roll Assemblies**

Our 1st quarter Honor Roll Assembly for 3rd through 5th graders welcomed in parents of students who earned an honor roll or high honor roll recognition.

- **Kindergarten Core Knowledge Five Senses Spooky Celebration**

Kindergarten students took part in a hands-on Halloween celebration centered around the study of the human body. With the help of parent volunteers they were able to explore the five senses, the five food groups, play games, and create crafts.

- **ES Halloween Parade and Celebrations**

Many families joined in our outdoor Halloween parade where students got to show off their costumes. Volunteers helped to create fun and engaging Halloween parties in the classroom following the parade.

- **4th Grade Medieval Core Knowledge Festival**

Our 4th grade students were excited to share all they had learned during their medieval unit at their Core Knowledge Celebration. Fourth grade students dressed up in medieval clothing and experienced games and food of the time period.

- **2nd Grade Pioneer Day Celebration**

With the help of parent volunteers, second grade students closed out their Core Knowledge pioneer unit by participating in activities connected to pioneer life during the Westward Expansion time in history. Students tried foods related to the time period, including making their own butter.

- **College Week**

AVID's mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. As part of our school-wide AVID implementation, students participated in a variety of spirit days and college awareness activities to build awareness of and excitement towards college and their future goals.

- **College Applications**

Our seniors have all completed at least one college application during Colorado Free Application Week in October. Our seniors were guided through this process with their teachers in Senior Seminar and AVID 12 as well as our visiting college counselors, Jessica and Sawyer. We are proud to say that 100% of our seniors apply to at least one college!

- **HS Athletic Updates**

This is the first year for high school in CHSAA and we are so proud to announce that our girls' volleyball team made it to regionals! This is quite the accomplishment for a school in the first year in CHSAA. Our cheer team also placed 3rd in a competition against other 2A/3A schools. All of our fall sports teams had successful seasons and we are excited to begin the winter sports season.

- **Special Education Paraprofessional Training**

Our special education paraprofessional team is one of our most important resources. We invited them to their first professional development training with our administrators at WCA. This was an exciting morning for our staff to get critical information about working with our special needs students.

- **Corn Maze**

Mia Dellanini, HS Assistant Principal, organized several of our clubs and activities to run a corn maze for Water Valley. WCA collected over \$7000 in donations from running this community event. Thank you to Ms. Dellanini for her hard work organizing this amazing event!

3.2 Executive Board Reports

- Sherry Bartmann: Coffee with Leadership included a discussion around concerns with students having gaps in academics, the dress code, and a way for students to be able to drop a concurrent enrollment class. The corn maze made over \$10,000 for WCA. The Veteran's Day assemblies were well attended. Positive changes have been made with the WCA lunch program. The CLCS Listening Tour was hosted by WCA on November 16th. The District will be working to improve the safety and security of their schools.
- Elaine Hungenberg: Elaine attended Halloween parties and Bring your Parent to PE Day at the elementary school. She is participating in refining the Executive Director evaluation.

- Donna James: Donna attended the high school boys basketball banquet. She spoke about the positives of discussions with the Finance Committee.
- Jenny Ojala: Jenny attended the Veteran's Day assembly and Halloween celebrations. The Firebird Facility planning committee met and discussed the importance of transparency. The timeline will include behind the scenes planning from now until May. During Education Committees, science materials were discussed with teachers and community members.
- Carolyn Mader: Carolyn attended the basketball banquet with Donna James. The Safety Committee reviewed the work of the education subcommittee and the project-based subcommittee. The project-based subcommittee is working to raise \$4000 to complete "go buckets". The education sub-committee has monthly webinar topics planned for the remainder of the year. The prevalence and seriousness of fentanyl will be among the topics and will also be presented to WCA staff.
- Holly Stephens: Holly attended Coffee with Leadership and the Halloween parties at the elementary school. She also attended the elementary, middle, and high school Veteran's Day assemblies and education committee meetings around the new science curriculum.

4.0 Items for Information

4.1 Strategic Plan Review

The Executive Director reviewed data from the updated Strategic Plan.

4.2 Sex Education Waiver

Jenny Ojala facilitated a discussion on the Board reviewing a waiver for sex education. She will bring forward more information at the next Board meeting in December.

A break was taken beginning at 7:39p.m. The meeting resumed at 7:45 p.m.

5.0 Items for Action

5.1 2023 Annual Stakeholder Surveys

The motion was made to approve the questions in the annual stakeholder survey recommended with the addition of a question around IEP/504 support by SAC by Caroline Mader and seconded by Elaine Hungenberg. Members voted the following: Feyen, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

5.2 2022-2023 Amended Budget

The motion was made to approve the 2022-2023 amended budget by Elaine Hungenberg and seconded by John Feyen with the following proposed changes: to work toward an increase in paraprofessional coverage immediately and a \$2.00 an hour raise to paraprofessionals effective January 1st. Members voted the following: Feyen, nay; James, nay; Mader, aye; Ojala, nay; Stephens, nay; Bartmann, aye. The motion did not pass.

The motion was made to approve the current 2022-2023 amended budget as presented by Donna James and seconded by Jenny Ojala. A request was also made to have data presented at the next Board meeting in December around the financial impact of increasing paraprofessional coverage and increasing hourly rates for paraprofessionals by \$2.00 an hour. Members voted the following: Hungenberg, nay; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, nay. The motion passed.

6.0 Consent Agenda

6.1 Personnel

6.1.1 Appointments

6.1.1.1	Heather Duhon	Substitute Teacher
6.1.1.2	Auston Helms	Food Services Assistant
6.1.1.3	Kaelin Kile	AVID Tutor
6.1.1.4	Mandi Murtaugh	Paraprofessional
6.1.1.5	Christina Ponce	Food Services Assistant
6.1.1.6	Ronald Thiel	Paraprofessional
6.1.1.7	Ashlyn Trujillo	MS Basketball Assistant Coach
6.1.1.8	Bryley Van Doren	Substitute Teacher
6.1.1.9	Brycen Vasquez	HS Basketball Assistant Coach
6.1.1.10	Herman Vasquez	HS Basketball Assistant Coach
6.1.1.11	Kristen Wolf	Substitute Teacher

6.1.2 Terminations/Resignations

6.1.2.1	Tamie Berg	MS Teacher
6.1.2.2	Cassie Miller	Paraprofessional

6.2 Policies

- 6.2.1 Policy JFABB Foreign Student Admission and Enrollment Procedures and Requirements, First Read
- 6.2.2 Policy JICDA Code of Conduct, First Read
- 6.2.3 Policy JJA Student Organizations, First Read
- 6.2.4 Policy AC Non-Discrimination/Equal Opportunity, Second Read
- 6.2.5 Policy JICDE Bully Prevention and Education, Second Read
- 6.2.6 Policy JLCD Administering Medicine to Students, Second Read

The motion was made by Donna James and seconded by John Feyen to approve the Consent Agenda. Members voted the following: Hungenberg, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

7.0 Executive Board-Pulled Consent Agenda Items

8.0 Membership-Pulled Consent Agenda Items

9.0 Executive Session

There was no Executive Session during the November Board meeting.

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive

session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
- Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)
- Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
- Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
- To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
- Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

10.0 Adjournment

The motion was made by Feyen and seconded by Stephens to approve adjourn. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Bartmann, aye. The motion passed unanimously. The meeting adjourned at 9:38 p.m.



Appendix

1.0 October 2022 Executive Board Regular Session Minutes

Executive Board Minutes October 27, 2022

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 6:02 p.m.

1.2 Roll Call

Executive Board Members Present

Sherry Bartmann, Executive Board President
Elaine Hungenberg, Executive Board Vice-President (6:11 p.m.)
Donna James, Executive Board Treasurer
Jenny Ojala, Executive Board Secretary
Carolyn Mader, Executive Board Member
Holly Stephens, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director
SarahGennie Colazio, Director of Finance & HR
Kelly Seilbach, Director of Middle School Education

1.3 Pledge of Allegiance

1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

1.5 Adoption of Agenda

A motion was made to approve the October 27, 2022 Regular Session agenda with the following changes:

Move 5.1 2022 Audit to 2.0. All remaining agenda items would follow in sequence.

The motion was made by Donna James and seconded by Holly Stephens. Members voted the following: James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

1.6 Adoption of the Minutes.

Sherry Bartmann noted a few corrections that needed to be made. A motion to approve the minutes for the September 22, 2022 Regular Session Regular Session minutes based on these corrections was made by Donna James and seconded by Jenny Ojala. Members voted the following: James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

2.0 Items for Action

2.1 2022 Audit

The motion was made to approve the 2022 Audit by Donna James and seconded by Carolyn Mader. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

3.0 Citizen Communication

There were 10 students and parent/guardians that spoke during Citizen Communication at the Executive Board Regular Session.

- Kaylee Weickert: Kaylee asked the Board to address the withdraw policy. She requested a change in the withdraw date so that students have time to figure out if they are going to be successful or not.
- Rhea Zurasky: As President of HS GSA, Rhea reviewed sections of the Board Policy regarding student-led organizations. Based on the alignment of GSA's procedures with the tenets of Policy JJA, GSA is compliant. Rhea reviewed court cases that supported GSA's right to have a student-initiated organization at WCA.
- Corrianna J.: As a leader of student-led organization, Culture Club, Corrianna shared her concerns about the unfair treatment of GSA members.
- Lynnsie Dodson: Lynnsie reminded the Board that there should be equity for all organizations—that closing a GSA club down should lead to the closing of all student-led clubs.
- Hailey Conmay: Hailey shared that the staff strive to ensure that all students feel that they learn in a safe place. Quoting the Equal Access Act of 1984, schools only have the right to sanction school-sponsored clubs.
- Bella Reed: Bella was concerned that the GSA Club might be taken away for a variety of reasons. She felt that the club provided a community for students.
- Regan Espinosa: Regan spoke about the dress code, readdressing her comments from last month. She shared her concerns around safety and drop off. Additionally, she shared concerns about the stressors of learning at the elementary school level.
- Emaleigh Motic: Emaleigh shared support for GSA and that it provided a safe place for students.

- Marissa Sadusky: Marissa reminded stakeholders and the Board about the importance of tolerance in general and also specifically for GSA.
- Rose Threewitt: Rose spoke on GSA and the importance of having a place where people can come together to be supported.

4.0 Reports

4.1 Executive Director Report

Homecoming Week

Homecoming Week was the week of September 26th. Students had so much fun participating in activities throughout the day and in the evenings. Hamster Ball, Peach Fuzz Volleyball, and Powder Puff were just a few of the after-school activities that were well attended. On Friday, both middle and high school students enjoyed participating in assemblies that kicked off the weekend events. Our high school Homecoming Dance was the culminating event.

Parent-Teacher Conferences

Parent-teacher conferences were well attended by families. Parents and guardians had the opportunity to meet with teachers to discuss the progress of their students. With the school year one-fourth of the way through, these conferences are the perfect time to discuss student celebrations and areas for growth.

Instructional Rounds

Teachers across the schools are participating in instructional rounds. Teachers have the opportunity to visit other classrooms and observe teaching strategies. Through these visits, teachers and instructional coaches observe and then meet to discuss the following questions:

- What do I see and hear that reaffirms something that I do?
- What do I see and hear that I would like to know more about?
- What do I see and hear that I would like to try in my own practice immediately?

4.2 Executive Board Reports

- Sherry Bartmann: Sherry attended the Weld RE-4 board meeting. The American Legacy Academy charter school was approved. Sherry also met with Dr. Teeple for bi-monthly meetings. She also highlighted the work that was happening with the corn maze. The corn maze project has raised almost \$10,000.
- Elaine Hungenberg: Elaine attended the Executive Director bi-monthly meetings, honor roll assembly, SAC committee. She also planned to attend the Halloween parade.
- Donna James: Donna attended the Finance Committee where the annual audit was reviewed.
- Jenny Ojala: Jenny was able to attend the honor roll assembly.
- Carolyn Mader: Carolyn enjoyed watching and participating in several activities--soccer games, the corn maze, and the Safety Committee. The Committee is finalizing plans for upcoming seminars on Love and Logic, suicide awareness, sex trafficking and pornography.
- Holly Stephens: Holly attended the briefing on the fentanyl crisis and participated on the Education Committee.

5.0 Items for Information

5.1 School-Sponsored Clubs & Student-Initiated Organizations

Dr. Teeple shared a presentation on school-sponsored clubs and student-initiated organizations. Historical background on law, as well as policy, definitions, and procedures that WCA has in place to support students were reviewed.

6.0 Consent Agenda

A break was taken at 7:36 p.m. The Board returned and resumed at 7:47 p.m.

6.1 Personnel

6.1.1 Appointments

6.1.1.1	Summer Allred	Certified Substitute
6.1.1.2	Bethany Bailey	ES Intramurals Coach
6.1.1.3	Jill Beck	HS Volleyball Assistant Coach
6.1.1.4	Jovanna Bent	Lunch Monitor
6.1.1.5	Jordan Bradford	Paraprofessional
6.1.1.6	Kaitlynn Brooks	Paraprofessional
6.1.1.7	Lucy Butler	AVID Tutor
6.1.1.8	Jerry Castillo	HS Vex Robotics Coach
6.1.1.9	Allan Cieniuch	MS Flag Football Coach
6.1.1.10	Shannon Connolly	Certified Substitute Teacher
6.1.1.11	Jennifer Dellanini	Teacher
6.1.1.12	Misty Downs	Food Services Baker/Prep Cook
6.1.1.13	Amy Grenz	Certified Substitute Teacher
6.1.1.14	Heather James	ES Intramurals Coach
6.1.1.15	Cameron Matthies	Technology Assistant
6.1.1.16	Gretchen Meister	Receptionist
6.1.1.17	Cassie Miller	ES Paraprofessional
6.1.1.18	Christy Morse	Paraprofessional
6.1.1.19	Amanda Mullen	MS Cross Country Assistant Coach
6.1.1.20	Lenaya Nelson	Certified Substitute
6.1.1.21	Zach Rae	Certified Substitute Teacher
6.1.1.22	Jacob Roberts	HS Basketball Head Coach
6.1.1.23	Chase Seilbach	Custodian
6.1.1.24	Lindsay Shelton	Certified Substitute Teacher
6.1.1.25	Leslie Suarez	Certified Substitute Teacher
6.1.1.26	Ann Thiel	Food Services Assistant (Then Transferred to Paraprofessional)
6.1.1.27	Jason Walker	MS Basketball Head Coach
6.1.1.28	Shawn Wherry	MS Soccer Head Coach
6.1.1.29	Duncan Wotowey	Custodian

- 7 Heather Duhon- Substitute
- 8 Auston Helms- Food Services Assistant
- 9 Kaelin Kile- AVID Tutor
- 10 Mandi Murtaugh- Paraprofessional
- 11 Christina Ponce- Food Services Assistant
- 12 Ronald Thiel- Paraprofessional
- 13 Ashlyn Trujillo- MS Basketball Assistant Coach
- 14 Bryley Van Doren- Substitute
- 15 Brycen Vasquez- HS Basketball Assistant Coach
- 16 Herman Vasquez- HS Basketball Assistant Coach
- 17 Kristen Wolf- Substitute

17.1.1.1

17.1.2 Terminations/Resignations

- 17.1.2.1 Brianna Benson Teacher

17.1.2.2	Danton Berube	Teacher
17.1.2.3	Haley Boyles	Teacher
17.1.2.4	Heather Bratton	Counselor
17.1.2.5	Sam Carlson	HS Basketball Assistant Coach
17.1.2.6	Lauren Dolan	Teacher
17.1.2.7	Sarah Drips	Teacher
17.1.2.8	Shawna Easter	Office Manager
17.1.2.9	Devin Fillingier	Teacher
17.1.2.10	Bailey Gibbs	MS Basketball Assistant Coach
17.1.2.11	Lauren Gonikishvili	Teacher
17.1.2.12	Lee Grasmick	Certified Substitute Teacher
17.1.2.13	Sara Lynch	Teacher
17.1.2.14	Allie Marino	Teacher
17.1.2.15	Teal McConnell	Teacher
17.1.2.16	Jamie Miller	Health Aide
17.1.2.17	Tammy Mohr	Lunch Monitor
17.1.2.18	David Musser	Receptionist
17.1.2.19	Greg Perry	Teacher & Volleyball Coach
17.1.2.20	Erin Phillips	Teacher
17.1.2.21	Alicia Ocasio	Teacher
17.1.2.22	Karson Rice	Food Services Assistant
17.1.2.23	Chris Rivera	Teacher
17.1.2.24	Amy Samuelson	Paraprofessional
17.1.2.25	Maria Sharp	Teacher
17.1.2.26	Erin Silver	Teacher
17.1.2.27	Melinda Smith	Teacher
17.1.2.28	Micki Thomsen	Custodian

17.2 Policies

17.2.1	Policy AC Non-Discrimination/Equal Opportunity, First Read
17.2.2	Policy JICDE Bully Prevention and Education, First Read
17.2.3	Policy JLCD Administering Medicine to Students, First Read
17.2.4	Policy JIH Student Interviews, Interrogations, Searches and Arrests, Second Read
17.2.5	Policy JIHA Searches, Deletion, Second Read

17.3 Job Descriptions

17.3.1	Athletic Scorekeeper
17.3.2	Ticket Attendant
17.3.3	Concession Stand Attendant

17.4 Financials

17.4.1	August 2022
17.4.2	September 2022

Elaine Hungenberg pulled out Policy JICDE Bully Prevention and Education to review as Item 7.0.

The motion was made by Jenny Ojala and seconded by Holly Stephens to approve the Consent Agenda with the new change. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

7.0 Executive Board-Pulled Consent Agenda Items

Elaine Hungenberg asked about the procedures that support Policy JICDE Bully Prevention and Education. She asked if there was a behavior matrix that addressed disciplinary actions for bullying. Dr. Teeple shared that she would review the behavior matrix at next month's meeting.

The motion was made by Donna James and seconded by Holly Stephens to approve Policy JICDE Bully Prevention and Education on first read. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously.

8.0 Membership-Pulled Consent Agenda Items

9.0 Executive Session

There was no Executive Session.

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- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the Charter's attorney for the purpose of receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the Executive Board must announce the specific citation of the law, rule, or regulation which provides for confidentiality, C.R.S. §24-6-402(4)(c)
- Discuss security arrangements or investigations, C.R.S. §24-6-402(4)(d)
- Conduct discussions regarding the Charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)
- Discuss personnel matters, subject to the limitations discussed below. If the employee who is the subject of the discussions desires the discussions occur in open meeting, the discussions must be held in open meeting, C.R.S. §24-6-402(4)(f)
- To consider any documents which are protected from disclosure by the Colorado Open Records Act, C.R.S. §24-6-402(4)(g)
- Discuss individual students where public disclosure would adversely affect the person or persons involved, C.R.S. §24-6-402(4)(h)

10.0 Adjournment

The motion was made by Donna James and seconded by Jenny Ojala to approve adjourn. Members voted the following: Hungenberg, aye; James, aye; Mader, aye; Ojala, aye; Stephens, aye; Bartmann, aye. The motion passed unanimously. The meeting adjourned at 8:10 p.m.



2.0 Strategic Plan Review



Strategic Plan 2019-2024

Introduction

Windsor Charter Academy's strategic plan is founded on our vision and mission statements, as well as our core values. These statements and the four pillars that reflect the school's values are described below.

Windsor Charter Academy's Vision Statement

Our Vision: Windsor Charter Academy is an academy "where students are educated, empowered, and equipped to reach their highest potential." Each child will be assured a rigorous and challenging academic instruction in a nurturing environment. From kindergarten to high school, each child will feel at home as he/she builds relationships that will last over a decade and more. Windsor Charter Academy's early college program will give students the tools necessary to enrich one's life and empower students as they reach their highest potential through collegiate educational opportunities. This competitive edge aids students as they begin work in a global 21st century community.

- Provides dual credit at no cost for students and families.
- Students receive rigorous academic counseling to ensure students obtain an associate degree and develop skills for postsecondary success.
- Promotes a culture of collegiate focus between middle school and high school.

Windsor Charter Academy's Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

Windsor Charter Academy's Core Values

The strategic plan also reflects the core values that define Windsor Charter Academy's educational philosophy and emphasis on character development, as well as relationships with our staff and larger community. Four pillars support Windsor Charter Academy's vision and mission. They are listed below:



We Value Learning: Educational Philosophy

Learning is the core value of Windsor Charter Academy. We believe that every child has the right to reach his/her fullest potential.



We Value Our Staff

Windsor Charter Academy fosters an environment that is challenging and innovative. We take pride in the excellence of our faculty and staff.



We Value and Welcome Our Community

Windsor Charter Academy actively includes students, staff, parents and community partners. Our charter is successful because of our student, teacher, and parent partnerships, a vital part of our community.



We Value Character Development

The Eight Keys of Excellence are embedded in the curriculum and school culture to help equip students for long-term success in life. The Eight Keys of Excellence are:

- Integrity—Match Behaviors with Values
- Failure Leads to Success—Learn from Mistakes
- Speak with Good Purpose—Speak Honestly and Kindly
- This Is It—Make the Most of Every Moment
- Ownership—Take Responsibility for Actions
- Flexibility—Be Willing to Do Things Differently
- Balance—Live Your Best Life
- Commitment—Make Your Dreams Happen

The Strategic Plan

Student success is the foundation of our strategic plan. Our mission provides students with challenging academics that promotes academic excellence, character development, and enthusiasm for lifelong learning.

Each color represents a functional area that is critical to Windsor Charter Academy's strategic plan. Each area—Innovation, Instruction, Leadership, and Culture & Climate—contains a group of KPIs that defines our performance targets in critical areas. Each KPI has its own data summary; the KPIs also have multiple, detailed levels of data and measurements that ultimately inform the KPIs themselves.



Excellence in Instruction

Windsor Charter Academy is an academic institution. Our primary purpose as a school is to prepare students to apply and be accepted at the college or university of their choice. Research consistently affirms that the most critical factor influencing student achievement is the efficacy of the teacher in the classroom. It follows, then, that the area of Instruction is emphasized heavily in the strategic plan. In this category, the metrics include multiple measures of teacher performance on professional standards, professional development, and student performance.

Highly Effective Teachers



- Key Performance Indicator #1
- Key Performance Indicator #2
- Key Performance Indicator #3

- Teacher Evaluation Ratings
- Teacher Professional Development Hours
- School Performance Framework Scores

Student Post-Secondary Preparation



- Key Performance Indicator #4
- Key Performance Indicator #5
- Key Performance Indicator #6
- Key Performance Indicator #7

- College Course Completion Rates
- Associate Degrees Earned
- College Application Completion Rates
- Post-Secondary Plan Completion Rates



Excellence in Leadership

Leadership influences academic success at Windsor Charter Academy. In this category, the metrics include the professional development of the Executive Board and administration.

Highly Effective Executive Board Members



- Key Performance Indicator #1

- Executive Board Professional Development Hours

Highly Effective School Administration



- Key Performance Indicator #2




- Administration Professional Development Hours







Excellence in Culture & Climate

At Windsor Charter Academy, we recognize that relationships—both within our community as well as outside of it—are an important driving force of the school's success. The KPIs in this area measure both teacher, parent and student satisfaction through survey results. In this category, we also track the participation level of volunteers and their service and student enrollment retention rates.



Parent Culture

 Key Performance Indicator #1	Annual Stakeholder Survey Participation Rates
 Key Performance Indicator #2	Board Election Participation Rates
 Key Performance Indicator #3	Parent Service Hours Completed
 Key Performance Indicator #4	Quality of Education Satisfaction Rates
 Key Performance Indicator #5	Appropriate Emotional Support Satisfaction Rates
 Key Performance Indicator #6	School Safety Satisfaction Rates
 Key Performance Indicator #7	Board Communication Satisfaction Rates

Student Culture

 Key Performance Indicator #8	Student Service Hours Completed
 Key Performance Indicator #9	Appropriate Emotional Support Satisfaction Rates
 Key Performance Indicator #10	Student Safety Satisfaction Rates
 Key Performance Indicator #11	Student Retention Rates

Staff Culture






 Key Performance Indicator #12	Staff Value Satisfaction Rates
 Key Performance Indicator #13	Staff Fulfillment Satisfaction Rates








Excellence in Operational & Organizational Effectiveness

The resources available for the campus, facilities and the classrooms heavily influence the learning environment at Windsor Charter Academy. In this category, we track the financial reserves the school can set aside. Additionally, we monitor the success of innovative programs that build technical and creative skills.

Operational Effectiveness

 Key Performance Indicator #1	Number of Day of Cash on Hand
 Key Performance Indicator #2	Percentage of Benefits Paid by WCA
 Key Performance Indicator #3	Number of Students on K-12 Wait Lists
 Key Performance Indicator #4	Percentage of Exit Surveys Completed
 Key Performance Indicator #5	Delta Between Teacher Salaries of Charter & District

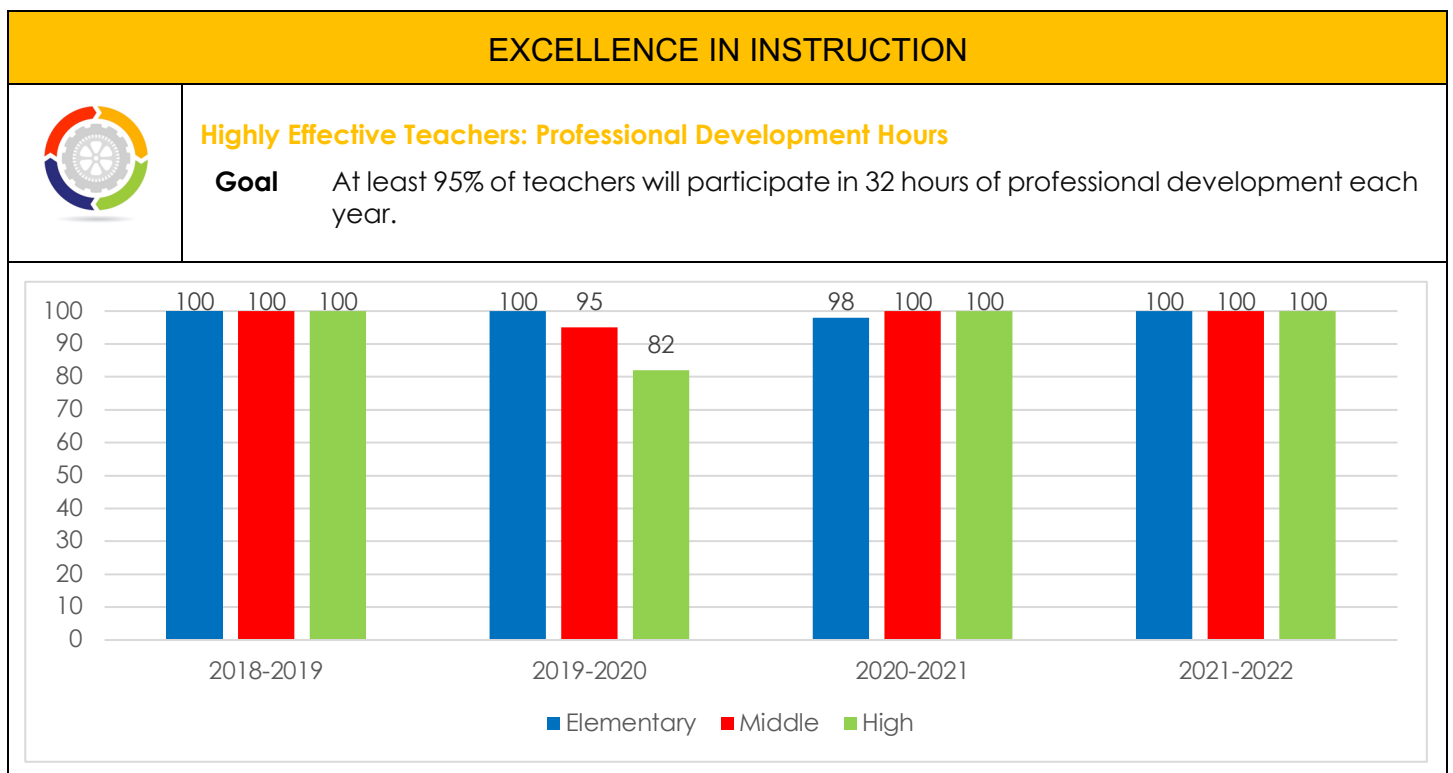
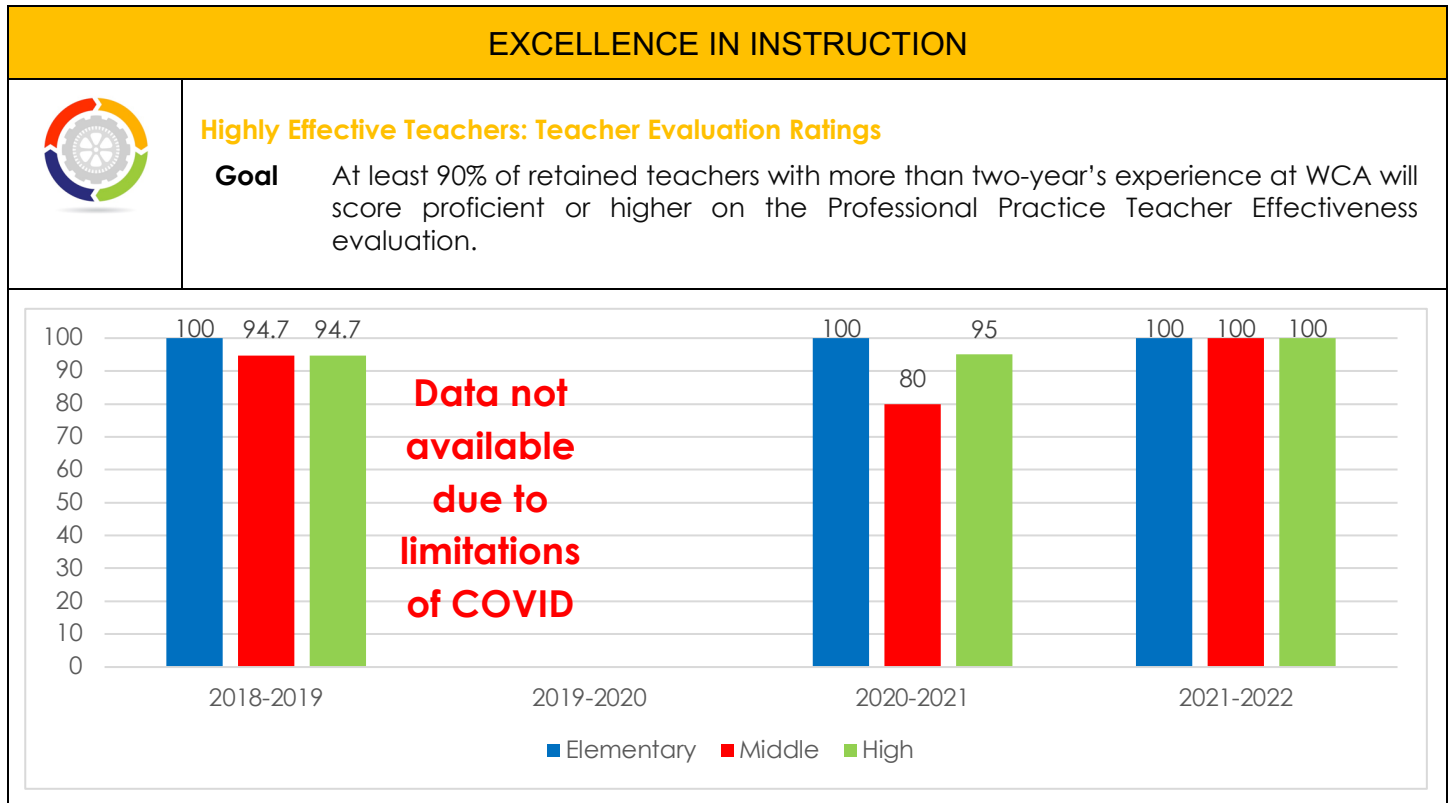
Organizational Effectiveness

 Key Performance Indicator #6	Number of Innovation Credits Offered
 Key Performance Indicator #7	Number of Students Graduating w/ STEM Distinction
 Key Performance Indicator #8	Female Participation Rates in STEM Elective Courses
 Key Performance Indicator #9	Participation Rates in After-School Enrichment
 Key Performance Indicator #10	Female Participation Rates in After-School STEM Enrichment

Updating and Using the Strategic Plan

Executive Board reviews the entire strategic plan once a year. Throughout the year, the entire K-12 staff as well as members of our Accountability Committee and Executive Board discuss and review current data for various KPIs.

A Closer Look

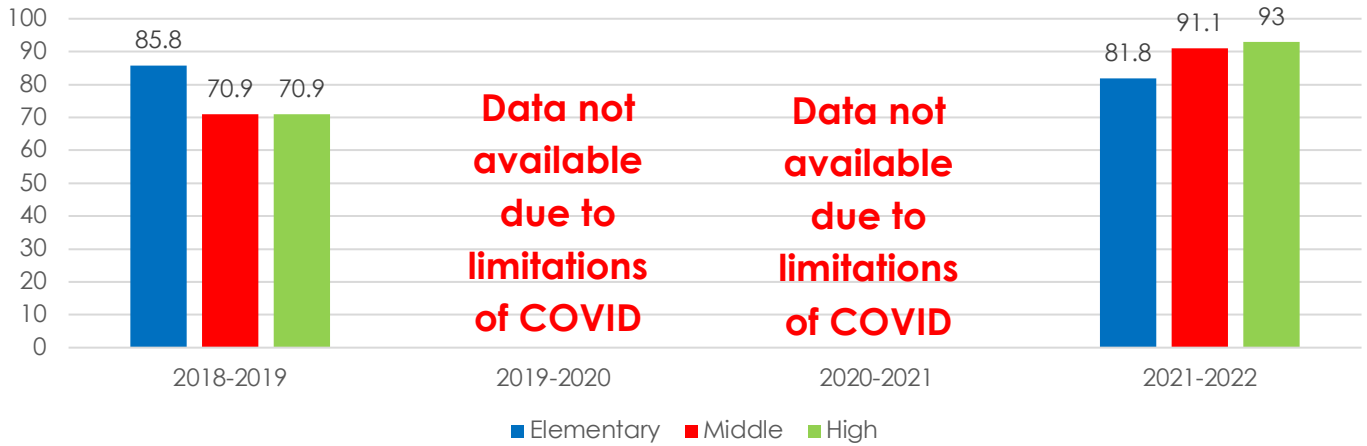


EXCELLENCE IN INSTRUCTION



Highly Effective Teachers: School Performance Framework Scores

Goal Schools will earn 90% of the available points on the state School Performance Framework.

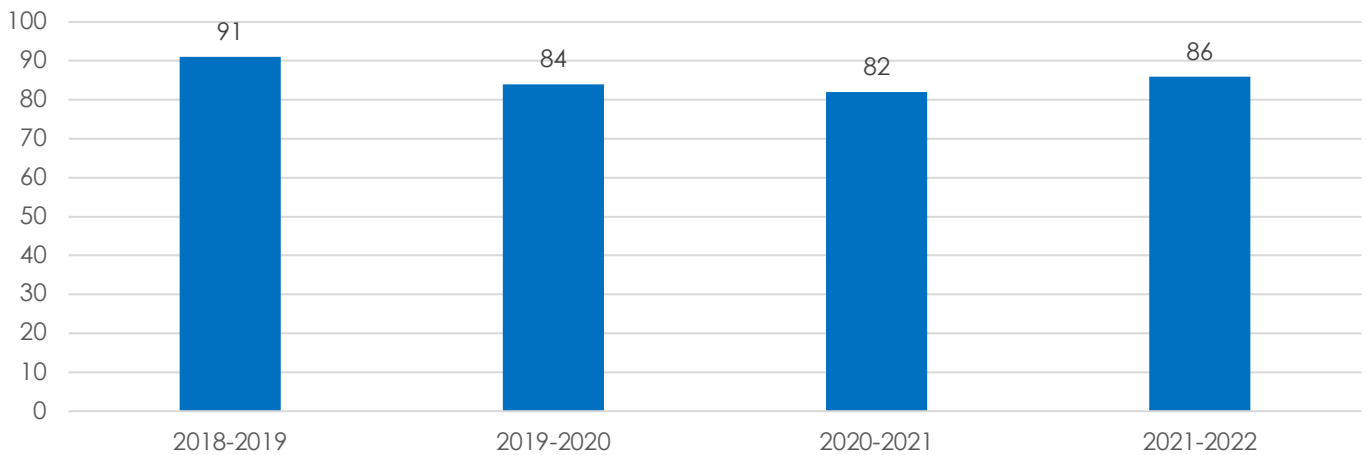


EXCELLENCE IN INSTRUCTION



Student Post-Secondary Preparation: College Course Completion Rates

Goal At least 85% of graduates will pass at least one college course.

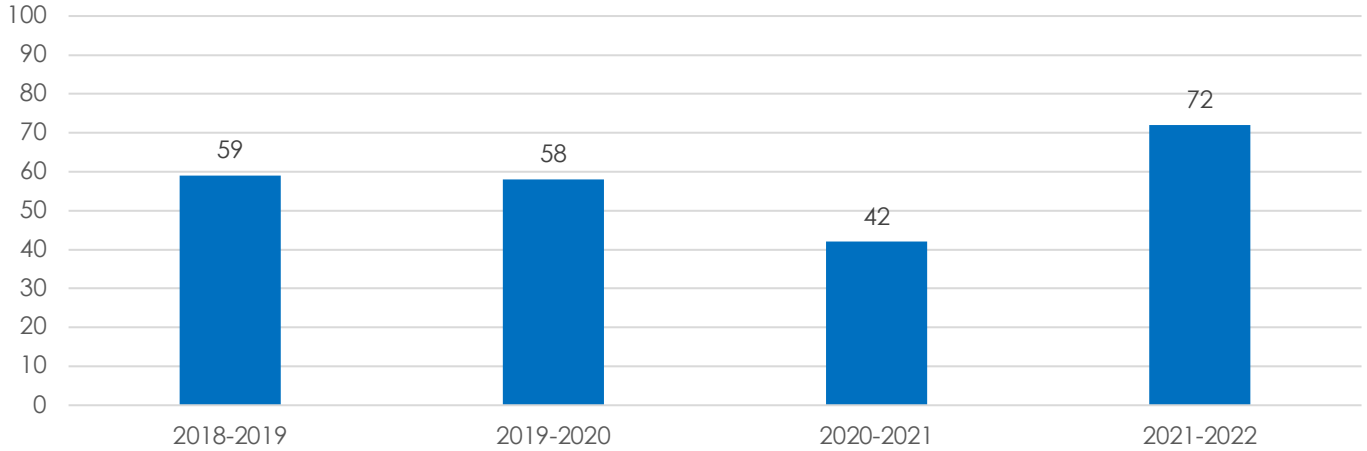


EXCELLENCE IN INSTRUCTION



Student Post-Secondary Preparation: Associate Degrees Earned

Goal At least 60% of graduates will complete the requirements for an associate degree.

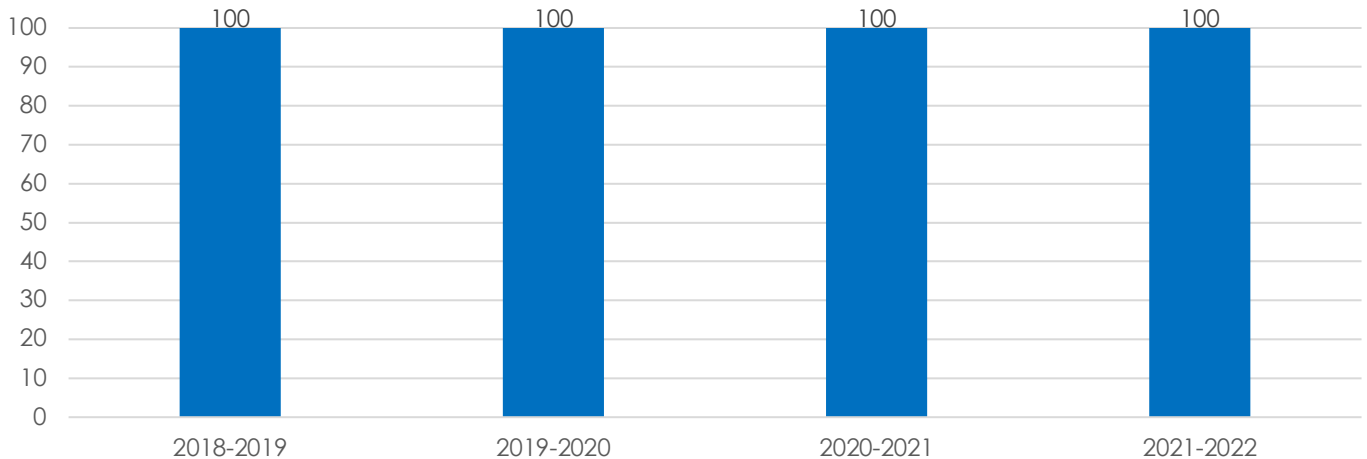


EXCELLENCE IN INSTRUCTION



Student Post-Secondary Preparation: College Common Application Completion Rates

Goal 100% of seniors enrolled at Windsor Charter Academy will complete a college application.

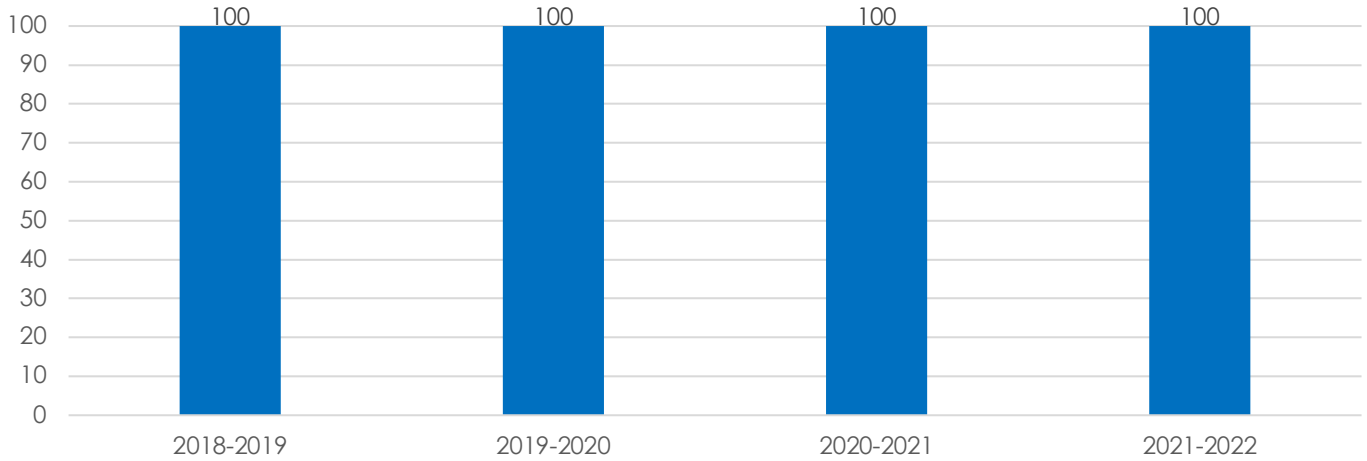


EXCELLENCE IN INSTRUCTION



Student Post-Secondary Preparation: Post-Secondary Plan Completion Rates

Goal 100% of students will have Post-Secondary Plan when they graduate.

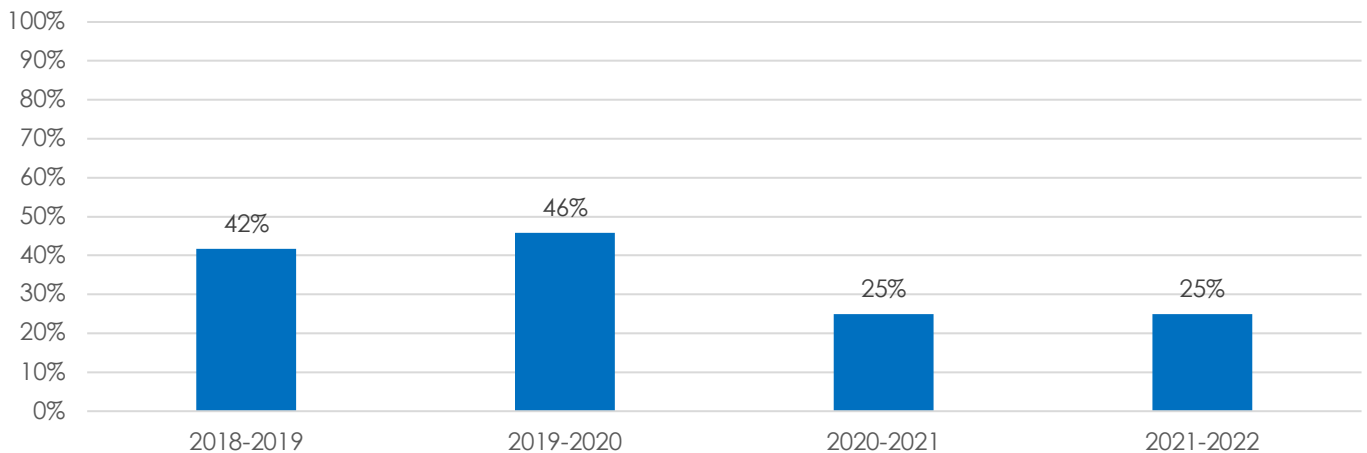


EXCELLENCE IN LEADERSHIP



Highly Effective Executive Board Members: Professional Development Hours

Goal The Executive Board members will complete 100% of 12 hours of professional development each year.

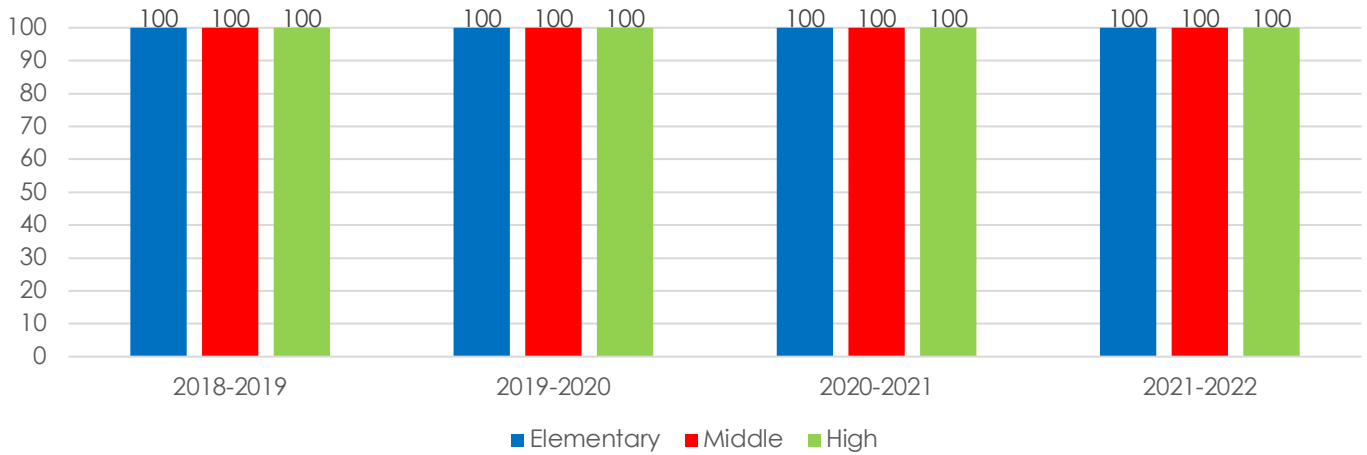


EXCELLENCE IN LEADERSHIP



Highly Effective Administration: Professional Development Hours

Goal 100% of school leadership will participate in 32 hours of professional development each year.

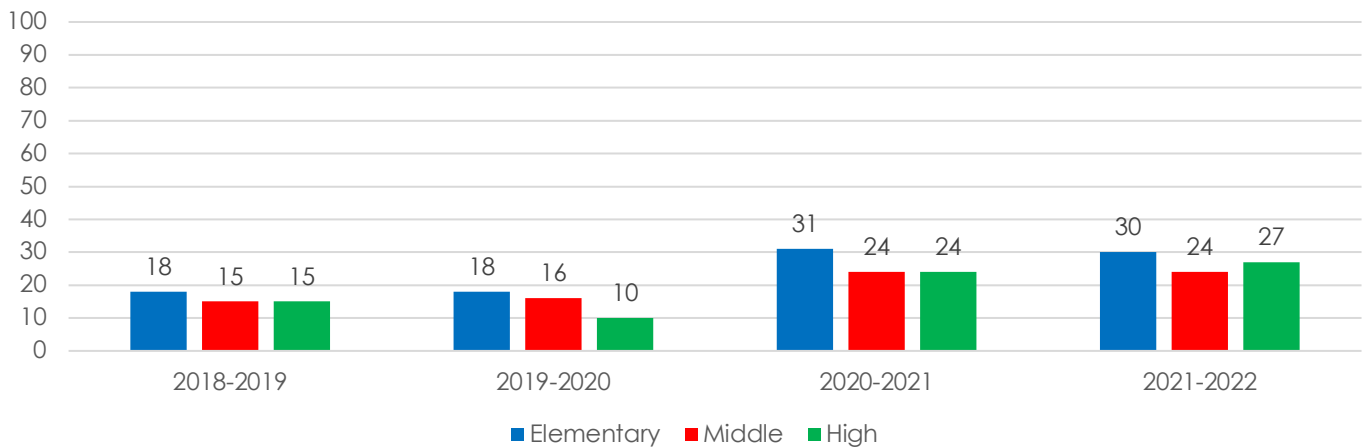


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Annual Stakeholder Survey Participation Rates

Goal At least 50% of parent stakeholders will participate in the annual stakeholder survey.

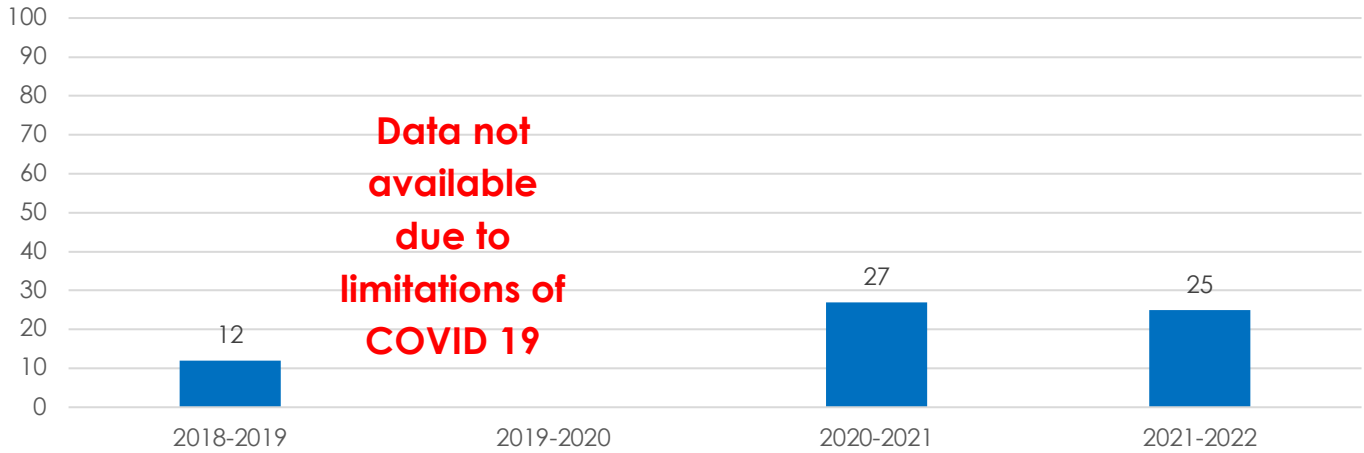


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Board Election Participation Rates

Goal At least 33% of parent stakeholders will participate in Executive Board elections.

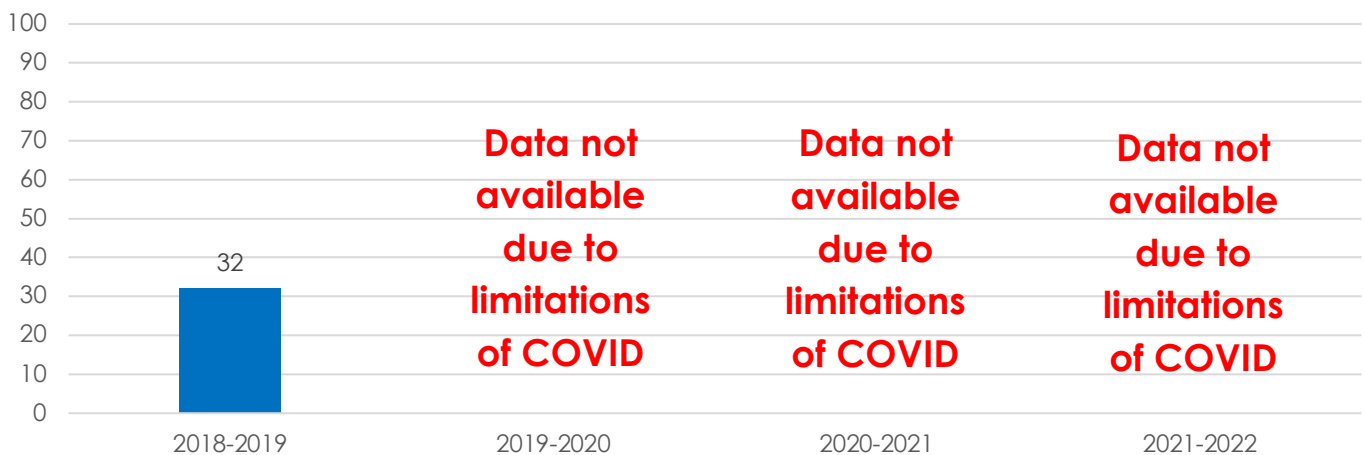


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Parent Service Hours Completed

Goal At least 50% of families will complete 35 hours or more of service hours at Windsor Charter Academy.

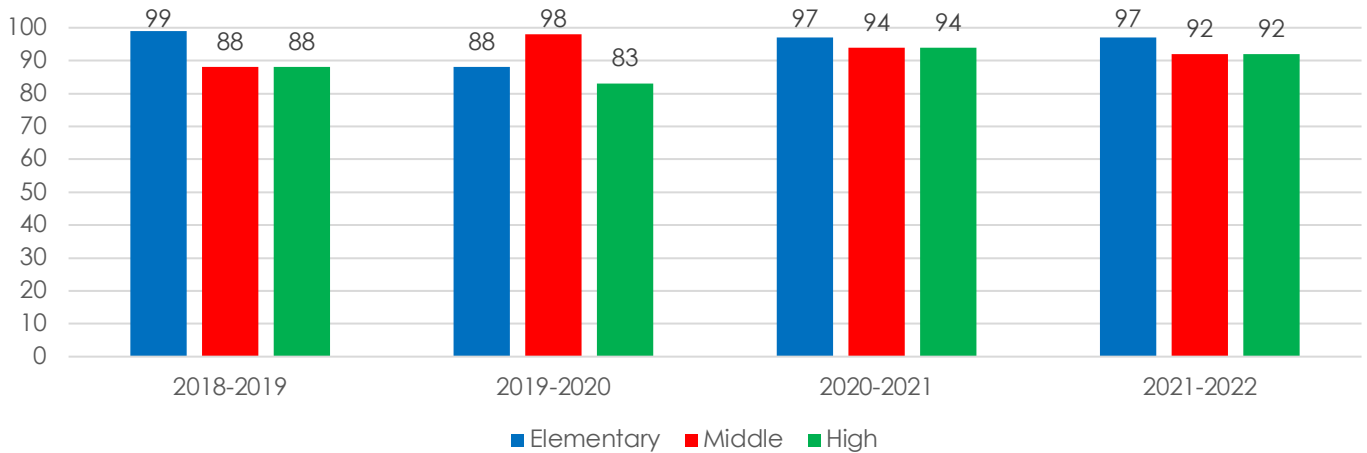


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Quality of Education Satisfaction Rates

Goal At least 90% of parents will be satisfied or extremely satisfied in their child's overall quality of education.

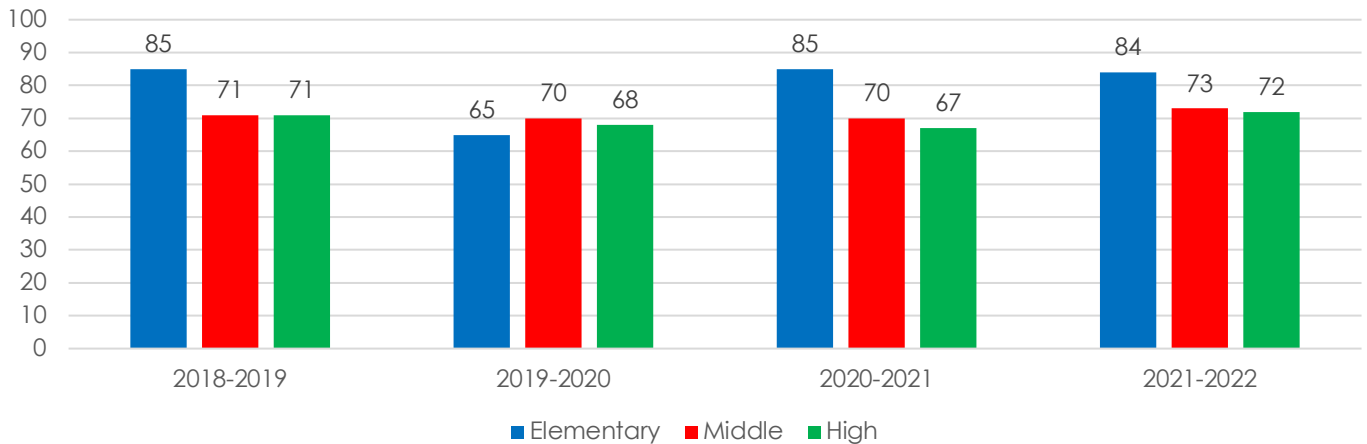


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Appropriate Emotional Support Satisfaction Rates

Goal At least 85% of parents will believe that appropriate emotional support is provided at every level for their student(s).

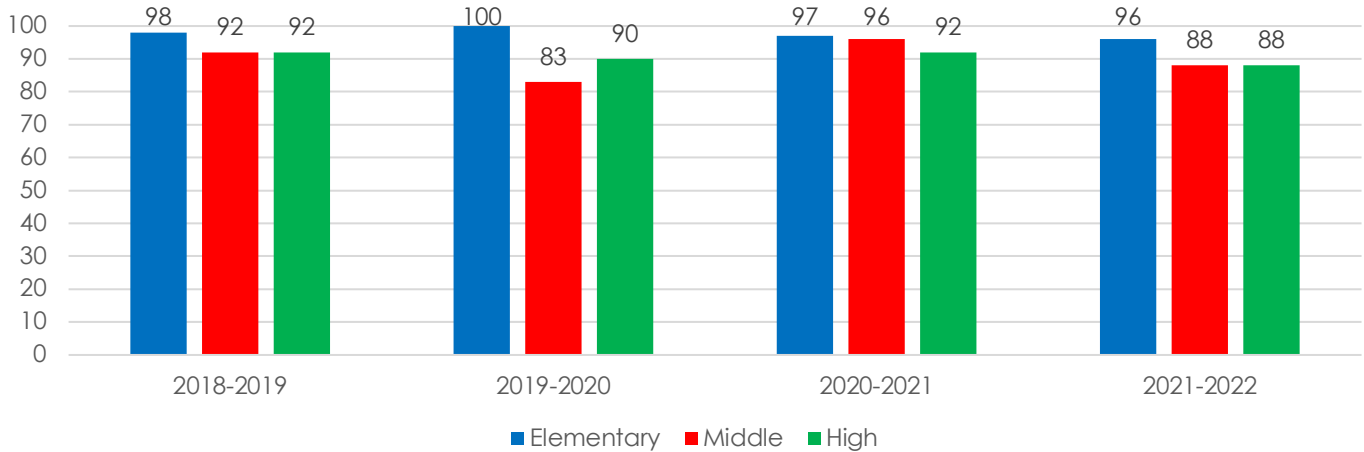


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: School Safety Satisfaction Rates

Goal 100% of parents will feel that their child's school is a safe and secure building.

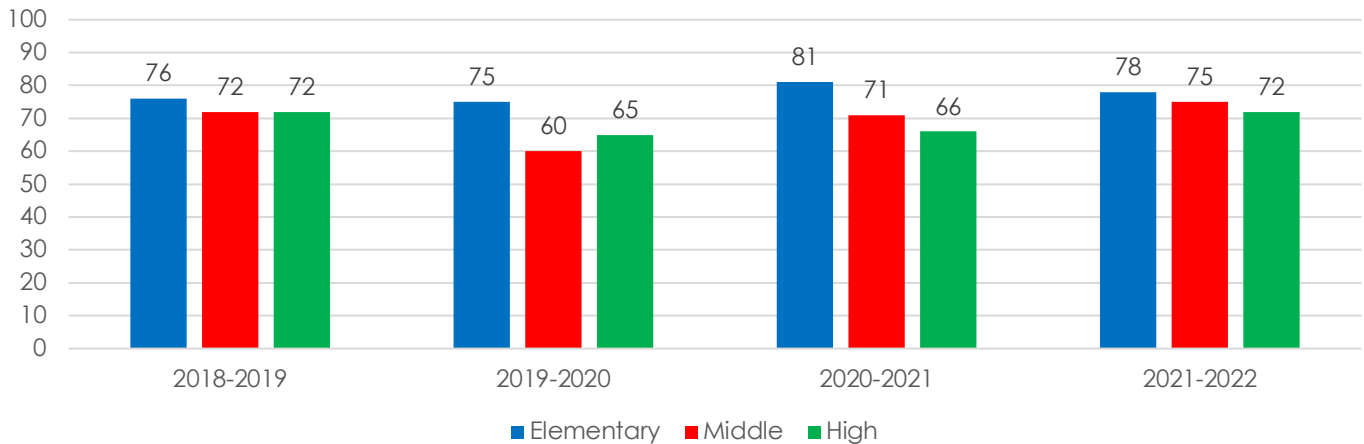


EXCELLENCE IN CULTURE & CLIMATE



Parent Culture: Board Communication Satisfaction Rates

Goal Parent satisfaction on effective Executive Board communication and engagement in the mission and vision of the school will increase each year, as measured by the annual WCA parent stakeholder survey.

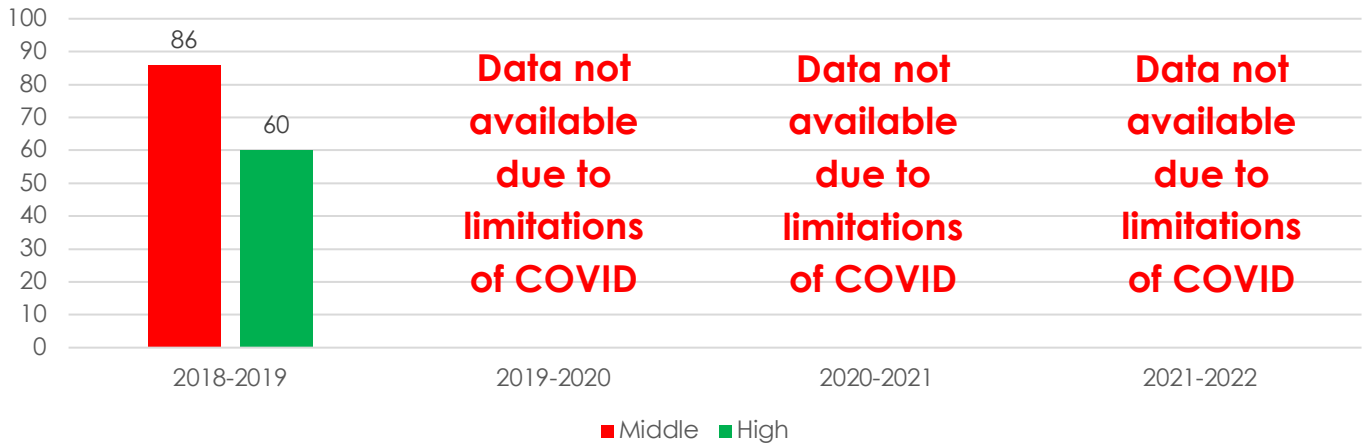


EXCELLENCE IN CULTURE & CLIMATE



Student Culture: Student Service Hours Completed

Goal 100% of middle and high students will complete the required service hours at Windsor Charter Academy.

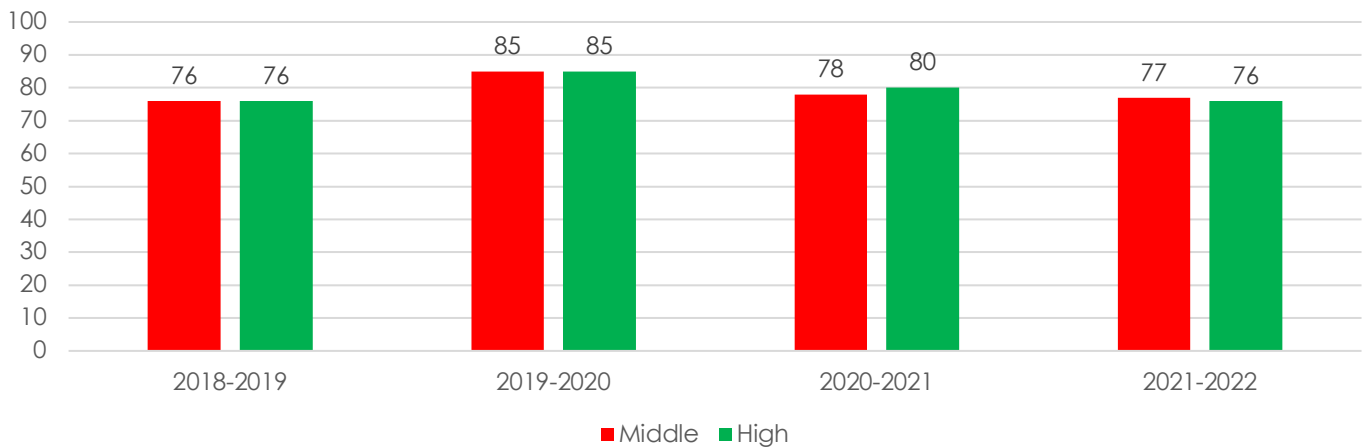


EXCELLENCE IN CULTURE & CLIMATE



Student Culture: Appropriate Emotional Support Satisfaction Rates

Goal At least 85% of students will feel emotionally safe on-campus.

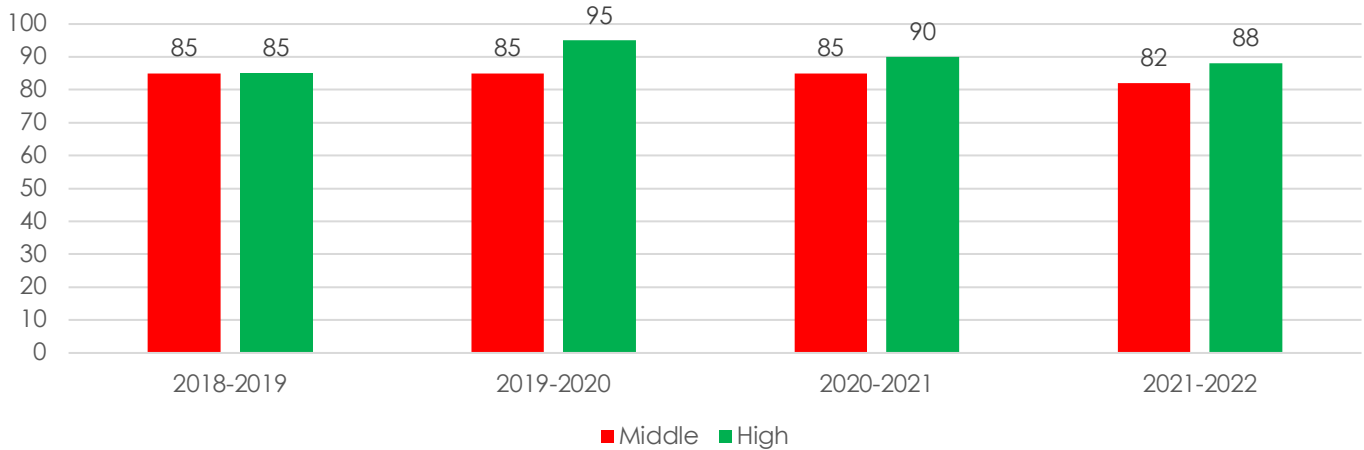


EXCELLENCE IN CULTURE & CLIMATE



Student Culture: Student Safety Satisfaction Rates

Goal At least 85% of students will feel physically safe on campus.

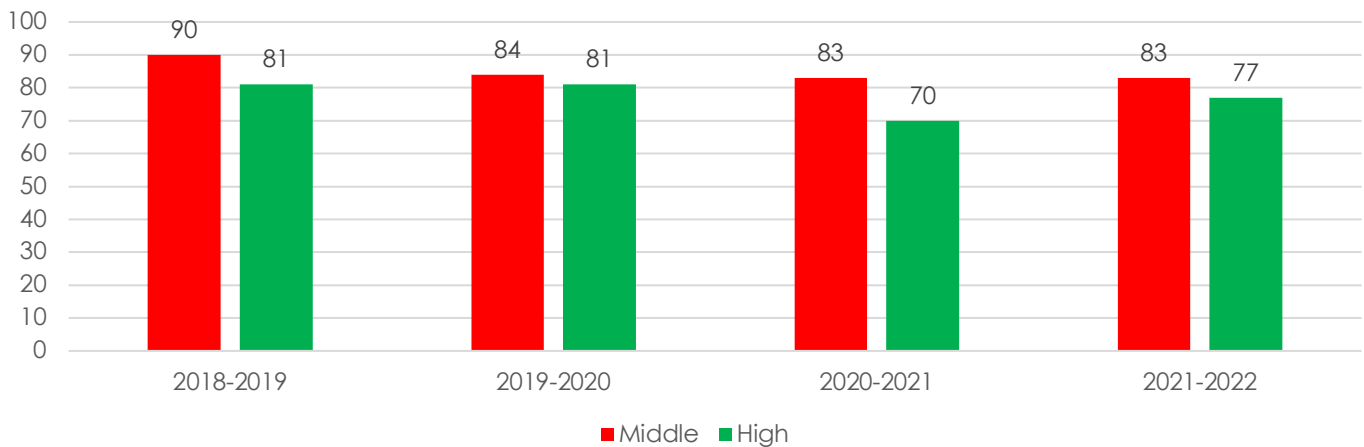


EXCELLENCE IN CULTURE & CLIMATE



Student Culture: Student Retention Rates

Goal At least 80% of 5th grade and 8th grade students will remain at Windsor Charter Academy during transitional years.

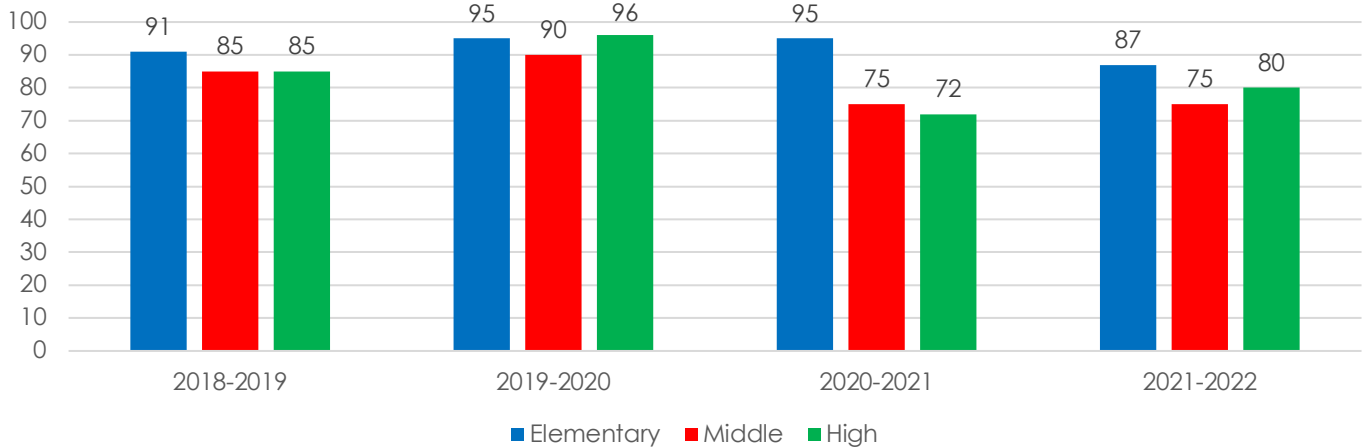


EXCELLENCE IN CULTURE & CLIMATE



Staff Culture: Staff Value Satisfaction Rates

Goal 90% of teachers will feel valued as employees.

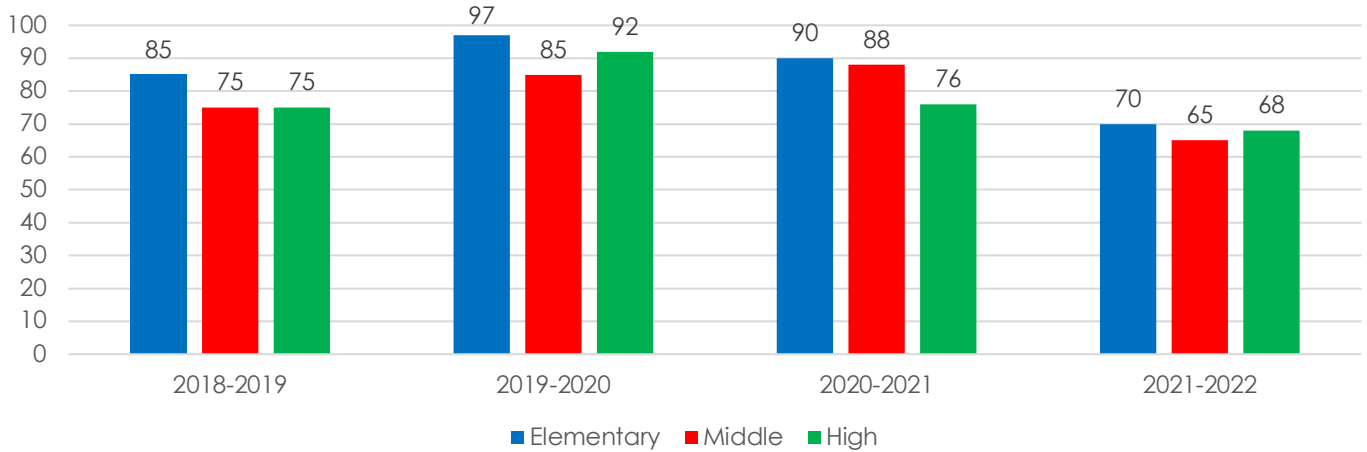


EXCELLENCE IN CULTURE & CLIMATE



Staff Culture: Staff Fulfilment Satisfaction Rates

Goal 90% of teachers will feel satisfied and fulfilled with their jobs.

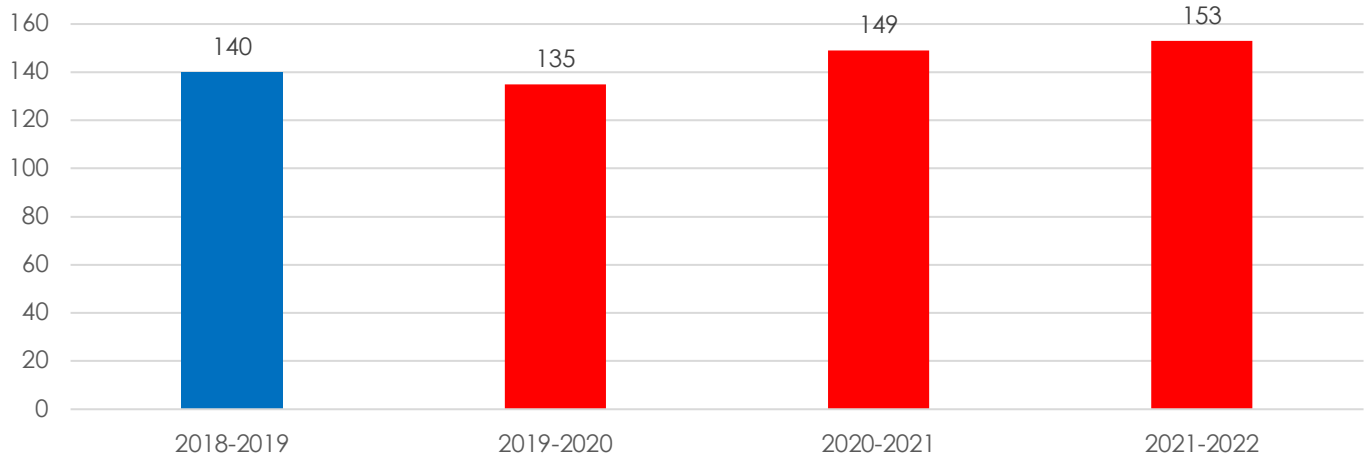


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Operational Effectiveness: Number of Days of Cash on Hand

Goal 110 days of cash on hand will be maintained, a baseline for S&P credit rating.

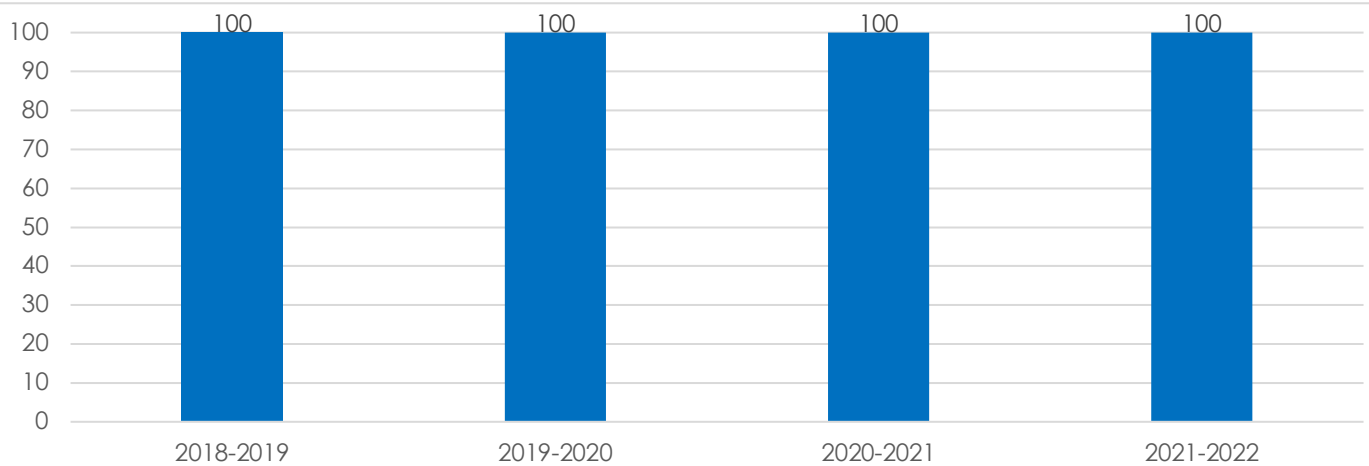


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Operational Effectiveness: Percentage of Benefits Paid by Windsor Charter Academy

Goal A strong benefits package will be maintained, keeping cost for employees paid 100%.

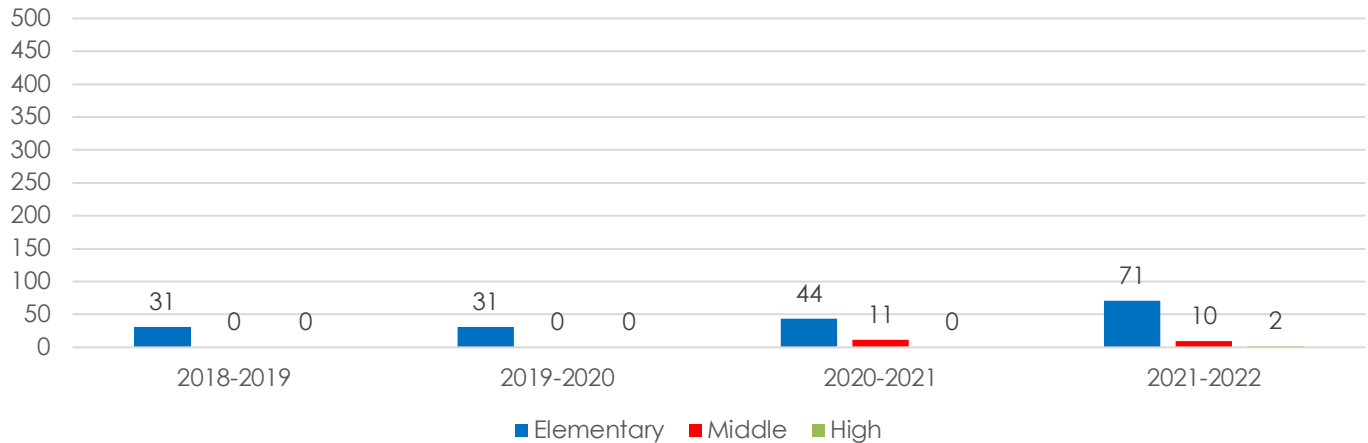


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Operational Effectiveness: Percentage of Students on K-12 Wait Lists

Goal The percentage of letter intents will be double the number of available student seats, ensuring stable wait lists and enrollment on the last day of school, preceding the upcoming school year.

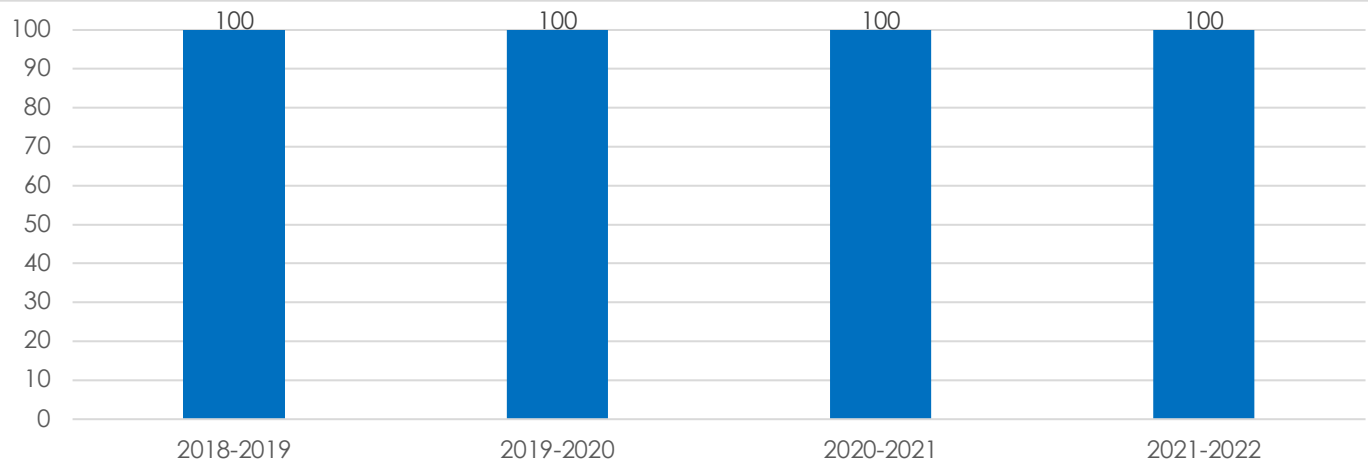


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Operational Effectiveness: Percentage of Exit Surveys Completed

Goal A fact- and law-based exit interview will be created and monitored, with data reported bi-annually.

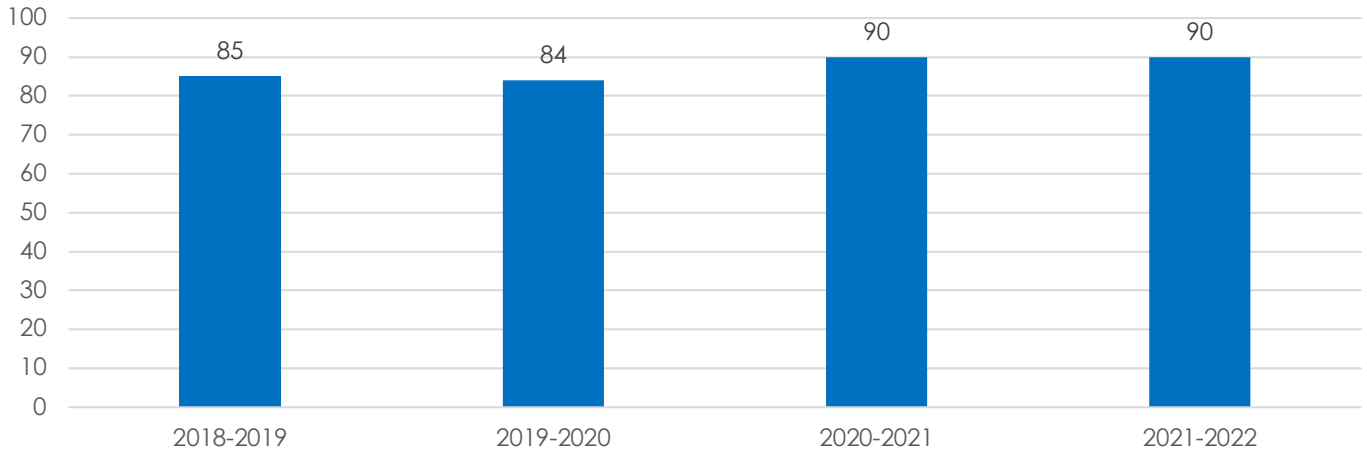


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Operational Effectiveness: Delta Between Teacher Salaries of Charter & District

Goal Starting teacher salary will be at 90% of the District's starting teacher salary.

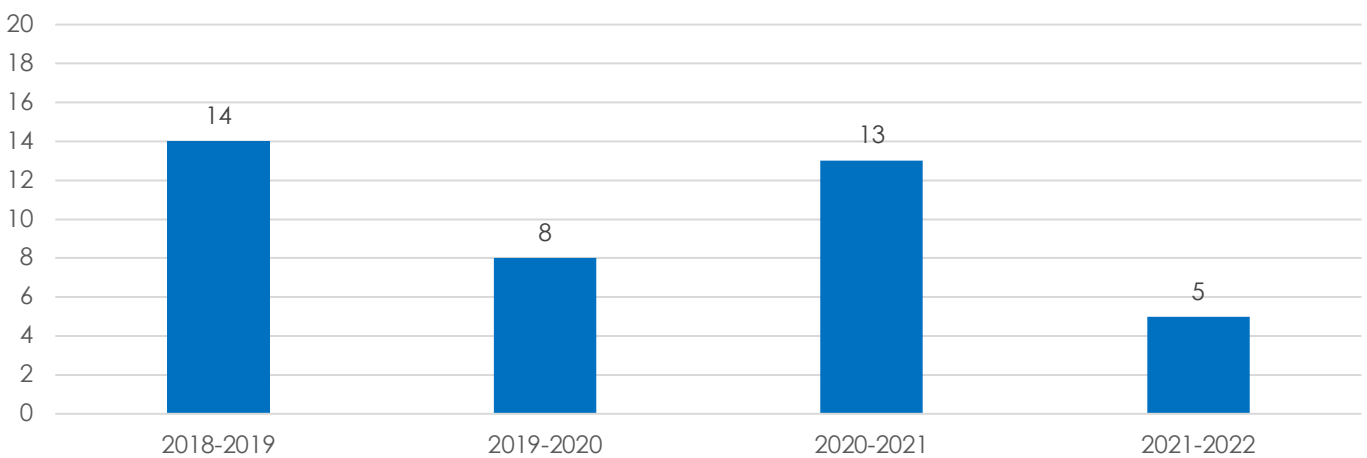


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Organizational Effectiveness: Number of Innovation Credits Offered

Goal At least 5 credits per year of technology and innovation professional development will be offered.

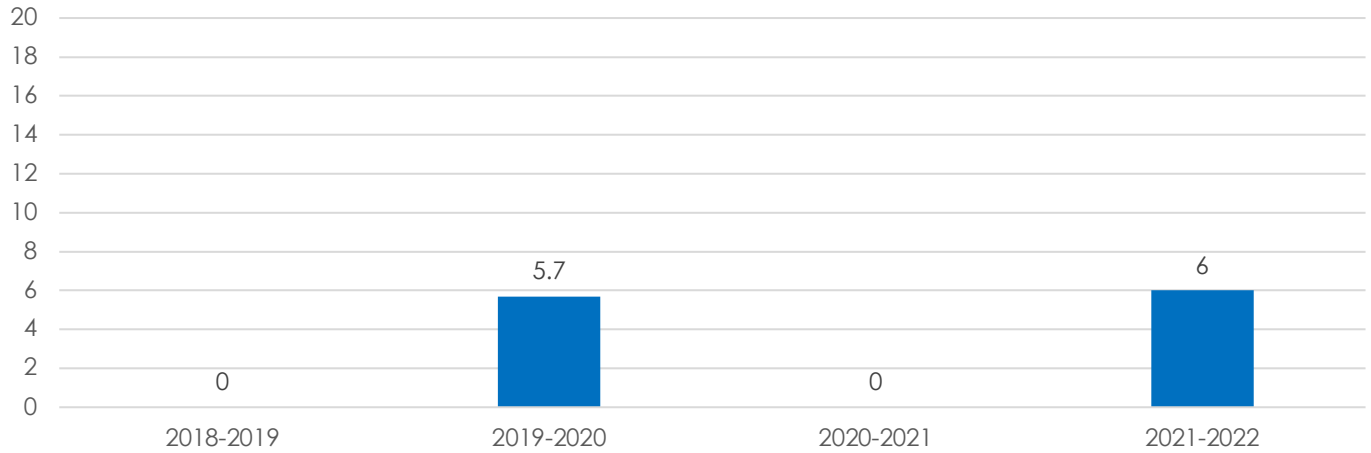


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Organizational Effectiveness: Number of Students Graduating w/ STEM Distinction

Goal A minimum of 5% of graduating seniors will earn their STEM distinction.

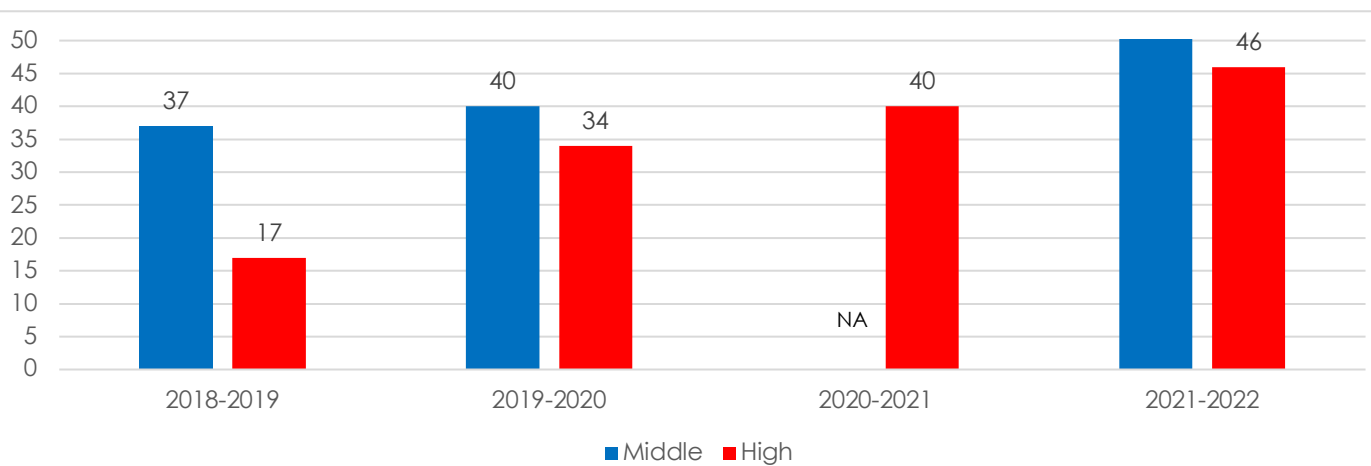


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Organizational Effectiveness: Female Participation Rates in STEM Elective Courses

Goal 25% of enrollment for STEM-based elective courses at the middle and early college high school will be represented by female students.

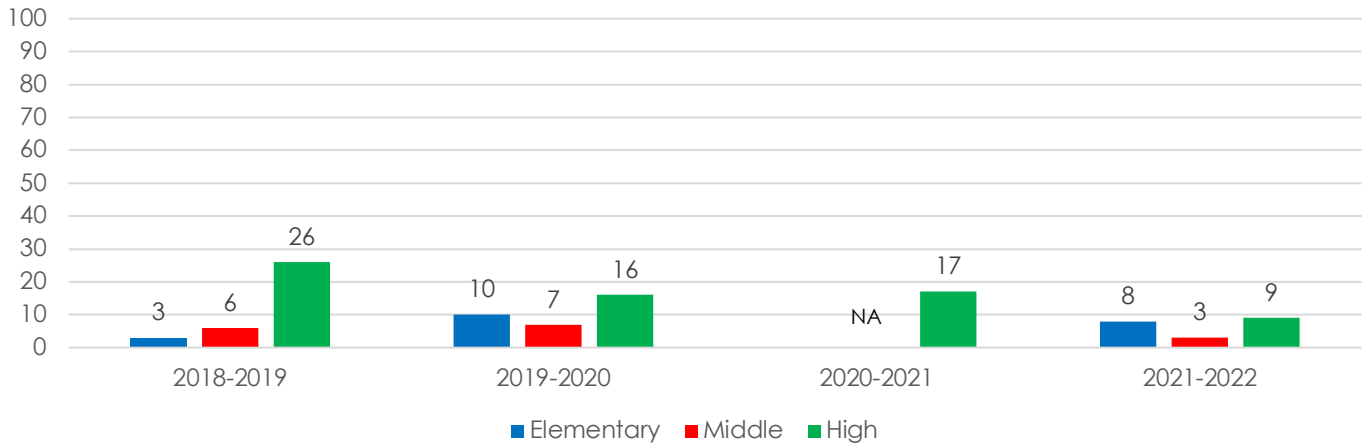


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Organizational Effectiveness: Participation Rates in K-12 After-School STEM Enrichment

Goal The percentage of student participation in after-school STEM-based enrichment programs will increase each year.

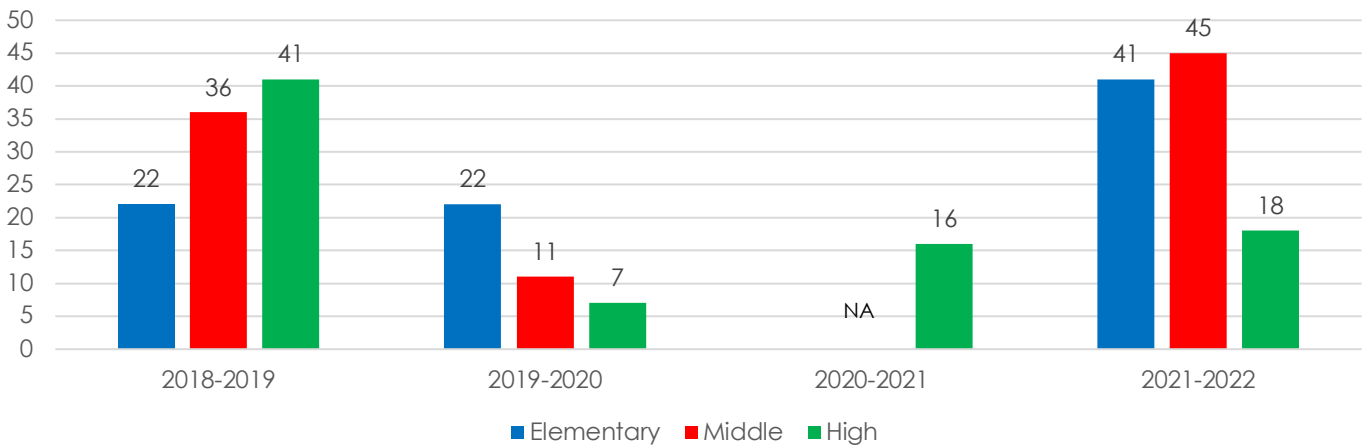


EXCELLENCE IN INNOVATION IN OPERATIONAL & ORGANIZATIONAL EFFECTIVENESS



Organizational Effectiveness: Female Participation Rates in K-12 After-School STEM Enrichment

Goal 25% of participants in after-school STEM-based enrichment programs will be represented by female students.





3.0 2023 Annual Stakeholder Surveys

Student Questions

Overall, how satisfied are you with your experience at WCA?

I have at least one good friend at school.

I care about learning and receiving a quality education.

I feel adequately challenged so that I can successfully learn.

In general, I feel that students in my school treat one another with respect. **CHANGE: In general, I feel that students in my school treat me with respect.**

It's often hard to stay focused when I'm learning because I'm worrying about problems outside of school.

I often need extra help with schoolwork.

I participate regularly in class.

I really want to learn.

I participate in extracurricular activities such as clubs or sports at school.

My principal models respectful behavior.

My teachers model respectful behavior.

I treat my teachers with respect.

In general, teachers and staff value what I have to say.

I feel physically safe in my classes.

I feel physically safe outside of the classroom.

I feel emotionally safe in my classes.

I feel emotionally safe outside of the classroom.

I am a target of bullying or I witness bullying among my classmates daily. **Change to three questions: I have bullied classmates regularly. I am a target of bullying regularly. I witness bullying among my classmates regularly.**

NEW: I have a trusted adult that I can turn to at the school.

I am satisfied with the amount of time and effort that most of my teachers take to get to know me.

I have a voice. I share problems or concerns I see or experience at school with teachers and/or administration.

I feel that most of my teachers respect me.

I feel most of my teachers are passionate about teaching.

My teachers know my name.

I feel that I belong and am accepted and liked at school.

Students in my school help one another even if they are not friends.

I believe that I can improve my skills/intelligence in all subject areas.

My teachers believe that I can improve my skills/intelligence in all subject areas.

My school provides plenty of opportunities to receive help with schoolwork outside of class.

I feel like I can find balance in my school and personal life.

I enjoy the lunch menu and the food served.

Please share your thoughts on things that you love about your school.

If you were to recognize just one teacher, who would it be and why?

Is there anything else that you'd like to share about your school that is important to you?

Parent Questions

Overall, how satisfied are you with your family's experience at Windsor Charter Academy?

How likely are you to recommend Windsor Charter Academy to your friends, neighbors, and colleagues?

Windsor Charter Academy is successful at meeting its mission statement.

Dr. Teeple positively reinforces the work of our vision and mission of our schools.

Dr. Teeple positively involves families in creating an inclusive and welcoming climate.

Dr. Teeple is respectful and professional.

The principal is approachable when parents have concerns or comments.

The principal is highly visible through the school.

The principal is respectful and professional.

The principal communicates about important school events and policies.

The principal enforces school rules and policies.

The principal creates a positive environment at the school.

The assistant principal creates a positive environment at the school.

The dean of students creates a positive environment at the school. **(Note: For HS, change to athletic director.)**

The Executive Board effectively communicates and engages parents in the mission and vision of the school.

The Executive Board committees (Student & School Safety, Education, School Accountability and Finance) at my child's school are organized and welcoming.

I utilize opportunities to attend Executive Board committees, Executive Board meetings, Coffee with Leadership, and/or vote during Board elections to guide change at Windsor Charter Academy.

Please share any comments that you might have regarding the Executive Board.

Windsor Charter Academy celebrates its students' good behavior and academic performance.

Windsor Charter Academy is a safe and secure school.

My student is safe from verbal and physical harassment at Windsor Charter Academy.

Please share any comments that you might have regarding school culture.

The academic needs of my child(ren) are being met.
Appropriate academic enrichment and support are provided.
Appropriate behavioral support is provided.
Appropriate emotional support is provided.
New: I know who to reach out to if my child has mental health concerns.
My child's teachers respond to my emails, phone calls, or notes within 48 business hours.
Communication with my child's teacher is open, honest, thoughtful, and welcome.
Please share any comments that you might have on how Windsor Charter Academy supports students (academically, socially, and behaviorally).
Generally, I feel that my child's teacher communicates with me about my child's academic progress through Infinite Campus and during parent/teacher conferences.
Homework from my child(ren)'s teachers is appropriate for their age and supports learning in the classroom.
My child receives benchmark assessments three times a year—at the beginning of the year, mid-year, and at the end of the year. This occurs to measure growth. I received the results of these assessments from my school.
My child's teachers know my child and help them reach their fullest potential.
My child's teacher helps create a positive environment at Windsor Charter Academy.
The grading practices of my teachers are fair.
Overall, I would rate my child(ren)'s teachers as very effective.
Please share any comments that you might have regarding teacher effectiveness.
Please share your thoughts on any suggested areas of growth for our school.
Please share your thoughts on things that you love about our school.
If you were to recognize just one staff member for exceptional service, who would it be and why?
Teacher Questions
I am happy with my working relationships with staff at my school.
I feel motivated to do good work.
Overall, my morale at school is high.
Morale among the staff at my school is high.
I am satisfied and fulfilled in my job.
I have a good relationship with office staff.
I feel that parents are respectful of me.
In difficult situations with parents, my administration supports me.
I feel that students are respectful of me.

In difficult situations with students, my administration supports me.
I feel the administration supports my professional growth.
I feel that my principal is respectful of me.
I feel that my assistant principal is respectful of me.
I feel that our dean of students is respectful of me. (Note: For HS, change to athletic director.)
I feel valued as an employee.
I have sufficient opportunities to have my voice heard in teacher councils, one-on-one meetings, and committees. (Note: Strike words after "heard.")
I utilize my opportunities to have my voice heard through teacher councils, one-on-one meetings, and committees. (Note: Strike "teacher councils.")
I feel like I can find balance in my work and personal life.
I feel that my school is safe.
Dr. Rebecca Teeples positively reinforces the work of our vision and mission of our schools.
Dr. Rebecca Teeples involves families in creating an inclusive and welcoming climate.
Dr. Rebecca Teeples is respectful and professional.
The principal is approachable when teachers have concerns or comments.
The principal is highly visible through the school.
The principal is respectful and professional.
The principal communicates about important school events and policies.
The principal enforces school rules and policies.
The principal creates a positive school environment.
The assistant principal creates a positive school environment.
The dean of students creates a positive school environment. (Note: For HS, change to athletic director.)
What is one strength of our school and/or school administration?
What is one area of improvement for our school and/or administration?
Staff community and culture is...



4.0 2022-2023 Amended Budget

2022-2023 Amended Budget Summary

Revenue Increases \$391,012

- \$235,011 in PPR, student fees, and oil and gas revenue
- \$156,000 in transfer in of reserves for PTO payout

Expenditure Increases \$317,034

- \$227,484 salaries- ES Counselor and PTO payout above 160 hours
- \$20,000 increase in substitute salaries
- \$115,030 in benefits, medicare and PERA
- \$48,396 in utilities due to price increases and usage
- \$8,000 in Facility repairs- for the safety door in the middle school docking area
- \$36,000 for curriculum budgeted/ordered in May 22 but publisher could not ship until July of 22- moving this item into the 22-23 budget
- \$8,000- Dues- invoices expected in June of 2022 but not received until late July 2022- moving this item into the 22-23 budget
- \$600 Health supplies
- \$3,500 Board PD for CLCS Spring conference and travel
- \$2,000 Tech equipment for staff laptops
- \$4,000 Vape sensors
- \$2,000 ES counselor office furnishings
- \$6,000 trustee fees for Moody's annual credit rating

Our projected net surplus is \$181,942 This is \$33,421 above our required debt service coverage of \$148,521.

This keeps us within our required 1.10x debt service coverage.

We are also separating the Food Service program budget from the General Fund budget per recommendation of CDE. WCA is now it's own school food authority, and best practice is to report the budget separately, similar to the building corporation and student funds.

Food Service Revenue

- \$136,247 reduction in revenue projections due to the non-renewal of the free federal lunch program
- \$33,000 allocation of reserves (FS had a \$123,000 surplus in 21-22 due to the FRL program)

Food Service Expenditures

- \$135,931 reduction in planned food costs due to the non-renewal of the free federal lunch program

By state statute we are not able to exceed budgeted expenditures, so when additional revenues are expected with matching expenditures, we must amend the budget.



5.0 First Read Policies



ADMISSION OF NON-IMMIGRANT FOREIGN EXCHANGE STUDENTS

This policy applies to non-immigrant foreign exchange students who temporarily reside within the Windsor Charter School area without their parents or legal guardians for the purpose of attending school. This policy applies to students classified as either J-1 or F-1 visa holders.

Admission Requirements for Non-Immigrant Foreign Exchange Students

Non-immigrant foreign exchange students seeking to attend school pursuant to a ~~an F-1~~ or J-1 visa must meet the following criteria before being considered for admission:

- A. No student will be admitted who has already graduated from the equivalent of twelfth grade or who has reached the age of 21 years on or before the date of enrollment at Windsor Charter Academy.
- B. The student must have sufficient knowledge of the English language to enable effective oral and written communication and to function in a regular educational setting without special assistance. All students must have achieved an advance score on the SLEP to qualify.
- C. The student must have average or above-average grades in school in their home country and must not require special education services in order to function in the regular academic program.
- D. ~~A student that has previously held F-1 status in the United States for one year is not eligible for an F-1 visa.~~ Students who have previously participated in an academic year or semester secondary school student exchange program in the United States or attended school in the United States in J-1 visa status, ~~or in F-1 status for less than one year~~ may be considered under this policy.
- E. The principal or designee must screen all applicants before they are approved and the student is admitted at Windsor Charter Academy.

Enrollment of international exchange students in ~~F-1~~ or J-1 status is limited to one student for each 250 students enrolled at the time of application. At the principal's discretion, this recommended limit may be increased.

Admission Requirements Specific to J-1 Visa Holders

Windsor Charter Academy will authorize a limited number of non-immigrant J-1 foreign exchange students to the regular educational programs offered at Windsor Charter Academy. To protect the interests of Windsor Charter Academy and its students, only foreign exchange students from approved exchange programs shall be admitted. Approved exchange programs are those classified as Designated Sponsor Organizations by the United States Department of State. Foreign exchange students admitted as part of an approved program are considered wards of the families with whom they reside. Foreign exchange students on J-1 visas are not required by law to pay tuition or reimburse the Windsor Charter Academy for the annual unsubsidized per student cost for educating the student.

Admission Requirements for F-1 Visa Holders

~~Windsor Charter Academy may consider qualifying non-immigrant F-1 foreign students to the regular educational programs offered when Windsor Charter Academy holds certification by the Student Exchange Visitor Program (SEVP).~~

~~Pursuant to federal law, only high school students are eligible for F-1 visas. A student may receive an F-1 visa for no more than 12 months in a public school system.~~

~~The student is required to reimburse Windsor Charter Academy in advance for the full unsubsidized cost of educating the student. The Executive Director will determine this amount annually. Payment of tuition must be in certified or cashier's check in U.S. currency payable to Windsor Charter Academy and payment must be received before Windsor Charter Academy will issue form I-20. Should a student pay funds in advance and not be able to obtain a visa or not attend for some other reason, the tuition will be refunded in full. Should a student attend for less than a full school year, tuition will only be refunded if a true hardship situation can be demonstrated.~~

General Requirements for All Non-Immigrant Foreign Exchange Students

Following admission and enrollment, all non-immigrant foreign exchange students will be subject to Windsor Charter Academy policies and regulations relating to all students. However, foreign exchange students and their host families are also subject to the following requirements.

- A. Prior to attending classes, Windsor Charter Academy must be in possession of a notarized temporary custody agreement between the

non-immigrant foreign exchange student's parents/guardians and the host family and/or exchange organization.

- B. Non-immigrant foreign exchange students are responsible for complying with all Windsor Charter Academy policies and regulations including eligibility requirements of the Colorado High School Activities Association.
 - C. Non-immigrant foreign exchange students are expected to pay for all lunches, books, athletic and student activity fees, yearbook costs, and all other expenses normally borne by students at Windsor Charter Academy. Non-immigrant foreign exchange students are not entitled to free or reduced prices for lunch.
 - D. Notwithstanding compliance with the English Language requirements for admission, if at any time the student's English proficiency is found to be insufficient to function in the regular instructional program without special assistance, the exchange program or private sponsor must provide a tutor or make other educational arrangements for the student at their expense. If the program or sponsor fails to do so, the student will be withdrawn and the U.S. Department of Homeland Security will be notified through the Student Exchange Visitor Information System (SEVIS).
 - E. Windsor Charter Academy will not provide foreign exchange students with admission to special education programs, English language acquisition programs, or other special programs.
 - F. The sponsor host family and a local program representative (if any) must maintain personal contact with the school and must be available and willing to meet with school personnel when problems or circumstances require and must assume full and final responsibility for resolving problems, including the early return of the student, if personal, family, or school difficulties cannot be resolved.
 - G. Foreign students are expected to be registered as full time students with the appropriate number of classes required for full time status. Foreign students are expected to maintain passing grades in all classes.
 - H. If Windsor Charter Academy deems a student's grades, attendance or conduct unsatisfactory, a student may be withdrawn and the Department of Homeland Security will be notified through the Student Exchange Visitor Information System (SEVIS).
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Windsor Charter Academy Executive Board
Adopted: November 2019
December 2022





CODE OF CONDUCT

In accordance with applicable law and Windsor Charter Academy policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student who engages in one or more of the following activities while in school buildings, on school property, when being transported in vehicles dispatched by Windsor Charter Academy, during a school-sponsored activity or event and off school property when the conduct has a reasonable connection to school or any curricular or non-curricular activity or event:

1. Continued willful disobedience or open and persistent defiance of proper authority including deliberate refusal to obey a member of the staff.
2. Causing or attempting to cause damage to school property or stealing or attempting to steal school property.
3. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
4. Willful destruction or defacing of school property.
5. Violation of policy or building regulations.
6. Violation of policy on weapons in the schools. In accordance with federal law, expulsion shall be mandatory for bringing or possessing a firearm.
7. Violation of policy on student conduct involving drugs and alcohol.
8. Violation of policy on violent and aggressive behavior.
9. Violation of policy on tobacco-free schools.
10. Violation of policy on prohibiting sexual or other harassment.
11. Violation of the policy on nondiscrimination.
12. Violation of policy on dress code.
13. Violation of policy on bullying prevention and education.
14. Violation of policy on gangs and gang-like activity.

15. Throwing objects, unless part of a supervised school activity that can or do cause bodily injury or damage to property.
16. Directing profanity, vulgar language or obscene gestures toward other students, school personnel or others.
17. Engaging in verbal abuse, i.e., name calling, making a threat of harm to other individuals or property, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or group that precipitate disruption of the school program or incite violence.
18. Committing extortion, coercion or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
19. Behavior on or off school property which is detrimental to the welfare or safety of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
20. Repeated interference with Windsor Charter Academy's ability to provide educational opportunities to other students.
21. The commission of any act, which if committed by an adult, would be robbery or first or second-degree assault as defined by state law.
22. Violation of criminal law which has an effect on Windsor Charter Academy or on the general safety or welfare of students or staff.
23. Lying or giving false information, either verbally or in writing, to an employee.
24. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism or unauthorized collaboration with another person in preparing written work.
25. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
26. Making a false accusation of criminal activity against an employee or student to law enforcement or to Windsor Charter Academy's personnel.
27. Declaration of the student as a habitually disruptive student, pursuant to Policy JKD JKE.
28. Failure to comply with the immunization requirements as specified in Part 9, Article 4, Title 25, C.R.S. Any suspension expulsion or denial of admission

for such failure to comply shall not be recorded as a disciplinary action but may be noted in the student's permanent record with an appropriate explanation.

Students in Kindergarten through Second Grade

In accordance with applicable law and Executive Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the Principal or designee may suspend or recommend expulsion of a student in kindergarten, first grade, or second grade who engages in one or more of the following activities while on Windsor Charter Academy property, in a school building, in a school vehicle, at a school activity or event, or off-school property when the conduct has a nexus to school or any district curricular or non-curricular event:

- 1. Violation of the Executive Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.**
- 2. Violation of the Executive Board's policy on student conduct involving drugs and alcohol.**
- 3. Conduct that endangers the health or safety of others.**

Windsor Charter Academy Executive Board
May 2019

December 2022

Legal References

C.R.S. 18-3-202 *et seq.*

C.R.S. 18-4-301 *et seq.*

C.R.S. 18-9-124 (2)(a)

C.R.S. 22-12-105 (3)

C.R.S. 22-32-109.1 (2)(a)(I)

C.R.S. 22-32-109.1 (2)(a)(I)(A)

C.R.S. 22-32-109.1 (9)

C.R.S. 22-33-106 (1)(a-g)

Cross References

AC Nondiscrimination/Equal Opportunity

ADC Tobacco-Free Schools

ADD Safe Schools

GBGB Staff Personal Security and Safety
JICA Student Dress
JICE Student Communications
JICF Secret Societies and Gang Activity
JICH Student Involvement with Drugs and Alcohol
JICI Weapons in School
JICK Prevention of Bullying
JIHA Searches
JK Student Discipline
JK-A Use of Physical Intervention and Restraint
JK-A-R Use of Physical Intervention and Restraint
JKD JKE Suspension and Expulsion
JKG Discipline of Habitually Disruptive Students
JKG-R Discipline of Habitually Disruptive Students Regulation
JS Appropriate Use of Windsor Charter Academy and Personal Technology by Students





Policy Statement

It is the policy of Windsor Charter Academy to encourage the organization and operation of ~~curriculum-related, school-sponsored~~ student organizations in the middle and high school and to permit such organizations to meet on school premises during non-instructional time. The purpose of this policy is to establish criteria and procedures governing the recognition of student organizations. Participation in extracurricular/co-curricular activities, whether athletic or otherwise, is a privilege rather than a right.

Recognition of Curriculum-Related Student Organizations

Curriculum-related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participants' educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations shall bear a ~~clear~~ **direct** relationship to the regular curriculum. **This is measured by whether the subject matter of the group is actually taught, or will soon be taught, in a regularly offered course; if the subject of the group concerns the body of courses offered as a whole; if participation in the group is required for a particular course; or if participation in the group results in academic credit.**

Curriculum-related student organizations meeting ~~the~~ **this** criteria of ~~this policy~~ and approved by the **Principal** will be deemed to be officially recognized, school-sponsored student organizations. Any organization which fails to meet the criteria of this policy will be denied recognition as, and the privileges of, a curriculum-related student organization. ~~in accordance with School procedures.~~

Membership

Membership in curriculum-related student organizations shall be open to and limited to ~~all~~ students currently enrolled in the sponsoring school on a voluntary basis. Curriculum-related student organizations may establish academic qualifications for membership where necessarily related to the purposes of the organization. No student shall be denied membership on account of his or her

race, color, national origin, ~~or~~ religion, **or other protected classification.**

Qualifications based on sex may be imposed only where necessary to preserve the health, safety or welfare of students, or where sex is a bona fide and integral qualification for the activities of the organization.

Staff Sponsorship

Every curriculum-related student organization shall be sponsored by one or more ~~of the members of the school staff~~ **members as** ~~approved by the P~~ principal. Staff sponsors shall be responsible for the supervision and direction of all activities of the organization shall actively participate in planning and implementing the activities and shall attend all meetings.

Compliance with Law and Policy

Curriculum-related student organizations shall not engage in any activity ~~which~~ is contrary to law, Windsor Charter Academy policy, or ~~the s~~ School rules; which disrupts or clearly threatens to disrupt the orderly operation of the ~~s~~ School; or which would adversely affect the health, safety or welfare of any students or staff members. Curriculum-related student organizations shall comply with the purchasing policy of the ~~s~~ school and may not extend the credit of the ~~s~~ School. Failure to comply with these provisions shall be grounds for revocation of recognition.

Student-Initiated and Student-Led Organizations

The Executive Board recognizes that certain student groups ~~may develop and may wish to meet on a regular or occasional basis that do not fit the definition of a curriculum-related organization~~ **may wish to meet on school premises.** In order to accommodate such **student-initiated and student-led non-curricular groups** ~~groups~~ **(hereinafter, “student-initiated non-curricular” groups or organizations),** the Executive Board shall permit ~~student-initiated and led uch~~ organizations to meet at the school upon **obtaining** ~~the prior approval of the P~~ principal. **Approval may be obtained by submitting an** ~~Such submissions shall be conditioned upon one or more students submitting an application on a the~~ school-approved form **that, among other information, confirms the group’s willingness to comply** ~~and compliance with all governing laws, and school policy and rules.~~

Windsor Charter Academy shall not deny equal access to school facilities for meetings of ~~student-initiated~~ **led non-curricular** ~~initiated and led~~ organizations, or otherwise discriminate against such organizations or their student members, on the basis of their religious, political or philosophical positions or the content of the speech of such organizations.

Policy JJA

Membership in student-initiated and led **non-curricular** organizations shall be voluntary and student initiated, and shall be open to, but limited to, students currently enrolled at Windsor Charter Academy.

Student-initiated and led **non-curricular** organizations may conduct meetings on school premises as designated by the **P**principal, but only during non-instructional time. "Non-instructional time" shall be determined by the **P**principal. **The** and the **P**principal shall **also** develop rules concerning the scheduling of times and facilities that are available for such meetings and activities. **These rules shall be equally applied to all student-initiated and led non-curricular groups.**

The meetings of student-initiated and led organizations shall not materially and substantially interfere with the orderly conduct of educational activities within the school and shall not be directed, conducted, controlled, or regularly attended by non-school persons. Each organization shall be responsible for **securing** adequate **staff** supervision by school staff to the satisfaction of the **P**principal. School employees **staff** may be present at religious, political or philosophical meetings only in a **custodial, and** non-participatory capacity.

Student-initiated and led **non-curricular** organizations **are not** shall not be deemed to be sponsored or endorsed by the **s**School. The fact that such organizations are permitted to conduct meetings on school premises and to access **to** school facilities under this policy shall not constitute an **endorsement by the** expression of **s**School **of the organization or** support for the purposes of such organizations or the views expressed at any of **their** **their** meetings.

Student-initiated and led **non-curricular** organizations shall not engage in any activity that is contrary to law or school rules; that disrupts or clearly threatens to disrupt the orderly operation of the school; or that would adversely affect the health, safety or welfare of any student or school employee. Failure to comply with these provisions shall be grounds for revocation of the right **of that organization** to continue meeting under this policy.

Nothing in this policy shall be construed to require the **s**School to expend public funds beyond the incidental cost of providing space for student-initiated **non-curricular groups'** meetings. To the extent that school resources are available, they shall be available on a basis that does not discriminate against any organization, **including** -on the basis of the content of the speech of **the at the group's** meeting(s).

Policy JJA

Nothing in this policy shall be construed to authorize any school official to influence the form or content of **a student-initiated and lead non-curricular group, including** -any prayer or religious activity **on school grounds or participation therein, or** , ~~to require any person to participate in prayer or religious activity,~~ to compel any school employee to attend any meeting **of such a group** if the meeting is contrary to the beliefs of the employee. **The school retains the right to prohibit** , ~~or to sanction meetings~~ **of student-initiated and led non-curricular groups** that are otherwise unlawful.

If, in the opinion of the **P**erincipal, a student-initiated ~~and led~~ **non-curricular** organization fails to **fully function, including failing to** meet on a regular basis, or if the **P**erincipal believes that the fundamental nature of the organization has changed **since it was approved**, the **P**erincipal may require the organization to reapply for consideration as a student-initiated ~~and led~~ **non-curricular** organization.

Windsor Charter Academy Executive Board
Adopted: May 2001
February 2005
October 2010
December 2022

Legal References
Equal Access Act, 20 U.S.C. §§ 4071-4074
C.R.S. § 22-1-117
C.R.S. § 22-1-118



6.0 Second Read Policies



NON-DISCRIMINATION / EQUAL OPPORTUNITY

Windsor Charter Academy is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The School is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, and other categories protected by law. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public may be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any Windsor Charter Academy program or activity on the basis of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services, or other status protected by law. Discrimination against employees and applicants for employment based on age and genetic information, and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

For purposes of this policy, these terms have the following meanings:

- "Race" includes hair texture, hair type, or a protective hairstyle that is commonly or historically associated with race.
- "Protective Hairstyle" includes such hairstyles as braids, locs, twists, tight coils or curls, cornrows, bantu knots, afros, and head wraps.
- "Sexual Orientation" means a person's orientation toward heterosexuality, homosexuality, bisexuality, or transgender status or another person's perception thereof.

This policy and supporting regulation will be used to address all concerns regarding discrimination and harassment. except those Alleged conduct regarding sex-based discrimination and sexual harassment will follow the complaint and investigation procedures specific to this conduct.

In keeping with these statements, the following are objectives of Windsor Charter Academy:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretations.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which they live.
5. To initiate a process of reviewing all policies and practices of Windsor Charter Academy in order to achieve the objectives of this policy to the greatest extent possible.
6. To investigate and resolve promptly any complaints of discrimination and harassment.
7. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or discrimination in violation of Windsor Charter Academy policy.

Annual Notice

Windsor Charter Academy will issue a written notice prior to the beginning of each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by Windsor Charter Academy without regard to disability, race, creed, color, sex sexual orientation, marital status, religion, national origin, ancestry, or any other status protected by law need for special education. With respect to employment practices, Windsor Charter Academy will also issue written notice that it does not discriminate on the basis of age ,genetic information, or conditions related to pregnancy or childbirth. The announcement will also include the title, address, email address, and telephone number of the person(s) designated to coordinate Title IX Section 504 and ADA compliance activities.

The notice will be disseminated to persons with limited English language skills in the person's own language. It will also be made available to persons who are visually or hearing impaired.

The notice will appear on a continuing basis in all Windsor Charter Academy media containing general information, including: teachers' guides, school

publications, the Windsor Charter Academy's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

Harassment Is Prohibited

Harassment based on a person's disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work and members of the public can access and receive the benefit of Windsor Charter Academy facilities and programs. All such harassment, by Windsor Charter Academy employees, students and third parties, is strictly prohibited.

All Windsor Charter Academy employees and students share the responsibility to ensure that harassment does not occur at Windsor Charter Academy, on its property, at any school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any curricular or non-curricular activity or event.

Reporting Discrimination and Harassment

Any student who believes they have been a target of unlawful discrimination or harassment in violation as defined by Windsor Charter Academy policy and supporting regulations, or who has witnessed such discrimination or harassment, will immediately report it to an administrator, counselor, teacher or the Windsor Charter Academy's compliance officer and file a complaint as set forth in the regulation which accompanies this policy.

Any applicant for employment or member of the public who believes they have been a target of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, is encouraged to immediately file a complaint with Windsor Charter Academy's compliance officer.

Any employee who believes they have been a target of discrimination or harassment is encouraged to immediately file a complaint with either an immediate supervisor or Windsor Charter Academy's compliance officer, and any employee who has witnessed such unlawful discrimination or harassment must immediately file a complaint with either an immediate supervisor or the Windsor Charter Academy's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint shall be made to the superintendent who shall designate an alternate compliance officer to investigate the matter.

Charter Action

All Windsor Charter Academy employees who witness discrimination or harassment will take prompt and effective action to stop it, as prescribed by Windsor Charter Academy.

The Windsor Charter Academy will take appropriate action to investigate allegations of discrimination and harassment promptly and impartially, to end such behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate,

Windsor Charter Academy will take interim measures during the investigation to protect against further discrimination, harassment or retaliation.

To the extent possible, all reports of discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation will be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, employee or member of the public will be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of discrimination or harassment are occurring in particular Windsor Charter Academy settings or activities, Windsor Charter Academy will implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in discrimination or harassment will be disciplined according to applicable Windsor Charter Academy policies, and Windsor Charter Academy will take reasonable action to restore lost educational or employment opportunities target(s).

In cases involving potential criminal conduct, Windsor Charter Academy will determine whether appropriate law enforcement officials should be notified.

Notice and Training

To reduce discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all Charter and its departments. The policy and complaint process must be

prominently posted on the Windsor Charter Academy's website, be referenced in student and employee handbooks and made otherwise available to all students, staff and members of the public through electronic or hard copy distribution. Training materials regarding sex-based discrimination and sexual harassment are available to the public on the district's website.

Students and Windsor Charter Academy Charter employees will receive periodic training related to recognizing and preventing discrimination and harassment. Windsor Charter Academy employees must receive additional training related to handling reports of discrimination and harassment. The training will include, but not be limited to:

- Awareness of groups protected under state and federal law and/or targeted groups.
- How to recognize and react to discrimination and harassment.
- Proven harassment prevention strategies.

Windsor Charter Academy Executive Board
Adopted: March 2016
September 2020
November 2022

Legal References

20 U.S.C. §1681 (Title VII, Education Amendments of 1972)
20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)
29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)
42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act)
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)
42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)
34 C.F.R. Parts 100, 104, 106 and 110
C.R.S. §2-4-401(13.5) (definition of sexual orientation)
C.R.S. §18-9-121 (bias-motivated crimes)
C.R.S. §22-32-109(1)(II) (Board duty to adopt written policies prohibiting discrimination)
C.R.S. §24-34-301(7) (definition of sexual orientation)
C.R.S. §24-34-301 et seq. (Colorado Civil Rights Division)

C.R.S. §24-34-401 et seq. (discriminatory or unfair employment practices)
C.R.S. §24-34-601 (discrimination in places of public accommodation)
C.R.S. §24-34-602 (penalty and civil liability for discrimination)

Cross References

AC-E-1 Nondiscrimination/Equal Opportunity Notice
AC-E-2 Nondiscrimination/Equal Opportunity (Complaint Form)
AC-R-1 Nondiscrimination/Equal Opportunity (Complaint and Compliance Process)
GBA Open Hiring/Equal Employment Opportunity
GBAA Sexual Harassment
JB Equal Educational Opportunities
JBB Sexual Harassment





BULLYING PREVENTION AND EDUCATION

The Executive Board supports a secure school climate, conducive to teaching and learning that is free from threat, harassment and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying and other behaviors as defined below are prohibited on Windsor Charter Academy property, at school-sanctioned activities and events, when students are being transported in any vehicle dispatched by Windsor Charter Academy, or off school property when such conduct has a nexus to school curricular or non-curricular activity or event.

Prohibited Behavior

Prohibited behavior includes:

- Bullying
- Retaliation against those reporting bullying and/or other behaviors prohibited by this policy
- Making knowingly false accusations of bullying behavior

Definitions

Bullying

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental, or emotional harm to another person. Bullying can occur through written, verbal, or electronically transmitted expressions (i.e., cyberbullying) or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of their academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, gender identity, gender

expression, marital status, national origin, religion, ancestry, or the need for special education services, whether such characteristic(s) is actual or perceived.

Retaliation

Retaliation is an act or communication intended as retribution against an individual who reports an act of bullying. Retaliation can also include knowingly making false accusations of bullying or acting to influence the investigation of, or the response to, a report of bullying.

False Accusations

False accusations of bullying are those made knowingly by an individual or group of individuals with the purpose of causing harm to another individual and which are false.

Prevention and Intervention

The Executive Director, or designee, shall develop a comprehensive program to address bullying at all school levels and will ensure that the program is consistently applied across all students and staff. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff on an annual basis in taking proactive steps to prevent bullying from occurring, which includes but is not limited to, training on the bullying prevention and education policy, how to recognize and intervene in bullying situations, and positive school climate practices.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
6. To support targets of bullying through a layered continuum of supports that includes, but is not limited to, individual and peer counseling.
7. To help develop peer support networks, social skills and confidence for all students.

8. To support positive school climate efforts that clearly define, teach, and reinforce prosocial behavior. This includes intentional efforts to promote relationships between staff and students as well as students with other students.
9. To designate a team of persons at each school who advise the school administration on the severity and frequency of bullying. The team of persons at the school may include, but need not be limited to, school resource officers, social workers, school psychologists, health professionals, mental health professionals, members of bullying prevention or youth resiliency community organizations, counselors, teachers, administrators, parents, and students.
10. To survey students' impressions of the severity and frequency of bullying behaviors in their school. To include students in the development, creation, and delivery of bullying prevention efforts as developmentally appropriate.
11. To provide character building for students that includes, but is not limited to, age-appropriate, evidence-based social and emotional learning as well as information on the recognition and prevention of bullying behaviors.

Reporting

Any student who believes they have been a victim of bullying and/or other behaviors prohibited by this policy, or who has witnessed such bullying and/or other prohibited behaviors, is strongly encouraged to immediately report it to a school administrator, counselor, or teacher.

Investigating and Responding

As part of the Executive Director's comprehensive program to address bullying, procedures will be developed with the goal of immediate intervention and investigation in response to reports of students engaged in bullying and/or other behaviors prohibited by this policy. Procedures will include, to the extent appropriate as determined by the investigator and designated administrator, and in accordance with applicable law and Executive Board policy and procedures, notification to parents/guardians of the results of bullying investigations and their right to appeal investigatory findings to the Windsor Charter Academy.

Supports and Referrals

As part of the Executive Director's comprehensive program to address bullying, procedures will be developed with the aim toward accomplishing the following goals:

- Initiate efforts to change the behavior of students engaged in bullying behaviors.
- Support targets of bullying in ways that avoid increasing their likelihood of discipline.
- Support witnesses of bullying.

A student who engages in any act of bullying, retaliation, and/or other behaviors prohibited by this policy is subject to appropriate disciplinary action including but not limited to suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior will be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment will be subject to investigation and discipline under related Executive Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Executive Board policies and procedures regarding unlawful discrimination and harassment.

Windsor Charter Academy Executive Board
December 2017
October 2020
November 2022

Legal References
C.R.S. 22-32-109.1

Cross References
AC Nondiscrimination/Equal Opportunity
JBB Sexual Harassment
JICDA Code of Conduct
JS Appropriate Use of Personal Technology by Students
JK Student Discipline

JKD/JKE Suspension/ Expulsion of Students (and Other Disciplinary Interventions)





Windsor
CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS
ADMINISTERING MEDICINES TO STUDENTS

Medication Administration to Students by School Personnel

School personnel shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours and the student's parent/guardian is not available to administer the medication during the school day.

Medication may be administered to students by school personnel whom a registered nurse has trained and delegated the task of administering such medication. For purposes of this policy, the term "medication" includes both prescription and nonprescription medication, but does not include homeopathic/herbal medications, medical marijuana, CBD oil/products and essential oils. The administration of medical marijuana shall be in accordance with the Executive Board's policy on administration of medical marijuana to qualified students.

Medication may be administered to students by the school nurse or other school designee only when the following requirements are met:

Medication shall be in the original properly labeled container. If it is a prescription medication, the student's name, name of the medication, dosage, how often it is to be administered, and name of the prescribing licensed health care practitioner shall be printed on the container.

The school shall have received written permission to administer the medication from the student's licensed health care practitioner with prescriptive authority under Colorado law.

The school shall have received written permission from the student's parent/guardian to administer the medication to the student. When such a request is made by a parent/guardian, a full release from the responsibilities pertaining to side effects or other medical consequences of such medications also must be presented.

The parent/guardian shall be responsible for providing all medication to be administered to the student.

Student Medication Possession and Self-Administration

High school and middle school students may possess and self-administer medications during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. This includes medications to treat the student's asthma, food or other allergy, anaphylaxis or related life-threatening condition.

The parent/legal guardian shall notify the school administration of the student's medical needs and/or of the fact that the student may be in possession of his or her medication. This notification, when appropriate, should include a written treatment plan from the licensed health care practitioner. These notifications will be shared with the school nurse, teachers, and other staff as appropriate.

Controlled substances prescribed to students cannot be possessed or self-administered and must follow the above section of this policy, Medication Administration to Students by School Personnel. Students may only possess a sufficient dosage of a medication to treat their medical condition for a single day. Insulin pumps or other medical devices that deliver medication doses over a period of time are allowed.

Elementary students may NOT possess and self-administer medications during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity, except for medications prescribed for the emergency treatment of anaphylaxis, asthma, and hyperglycemia and hypoglycemia, or as negotiated by the school nurse, parents, and the prescribing licensed health care practitioner. Elementary student possession and self-administration of medications must meet the following:

- Written authorization signed by the student's health care practitioner must be on file with the school which must include the student's name; the name, purpose, prescribed dosage, frequency and length of time between dosages of the medication to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.
- The school nurse, in consultation with the student's health care practitioner and the student's parent/guardian, must collaborate to make an assessment of the student's knowledge of their condition and ability to self-administer medication.
- A written statement signed by the student's parent/guardian must be on file with the school which must include permission for the student to self-

administer their medication and release from liability for any injury arising from the students' self-administration of such medication.

- A written contract between the school nurse, the student, and the student's parent/guardian must be on file with the school, assigning levels of responsibility to the student's parent/guardian, student, and school employees.
- Authorization for a student to possess and self-administer a medication may be limited or revoked by the school principal after consultation with the school nurse and the student's parent/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

Administering Medications to Students During Non-School Hours

Medication administration by school staff will be made available by either the school nurse or his/her delegate during field trips outside of the school day, for all required activities that occur outside of school hours, and to the extent possible, many non-required special activities/events, including but not limited to, athletics, and pre-registered school sponsored clubs and events. It is the parent/guardian's responsibility to notify the school nurse and provide the required documentation and authorization needed if a student requires administration of medications outside of school hours. Each non-school hour activity may require a separate authorization.

Use of Stock Epinephrine Auto-Injectors in Emergency Situations

Windsor Charter Academy may have a stock supply of epinephrine auto-injectors for use in emergency anaphylaxis events that occur on school grounds. Any administrations of a stock epinephrine auto-injector to a student by a Windsor Charter Academy employee shall be in accordance with applicable state law, including applicable State Board of Education rules.

Windsor Charter Academy stock supply of epinephrine auto-injectors is not intended to replace student-specific orders or medication provided by the student's parent/guardian to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition.

Use of Opiate Antagonists in Emergency Situations

To the extent state funding and supplies are available, Windsor Charter Academy shall have a stock supply of opiate antagonists to assist a student who is at risk of experiencing an opiate-related drug overdose event. For purposes of this policy, an opiate antagonist means naloxone hydrochloride or any similarly acting drug that is not a controlled substance and that is approved by the

federal Food and Drug Administration (FDA) for the treatment of a drug overdose. The stock supply of opiate antagonists may also be used to assist a Windsor Charter Academy employee or any other person who is at risk of experiencing an opiate-related drug overdose event. Administration of an opiate antagonist by a Windsor Charter Academy employee to a student or any other person shall be in accordance with applicable state law.

Disposal of Medications

Medications that are no longer needed at school and have not been picked up by the parent/guardian, once notified by school staff, will be disposed of according to applicable laws. It is the responsibility of the school nurse or designated school employee to dispose of medication. Should school personnel be required to dispose of medication, one witness must be present and school personnel must document the disposal, including the signatures of the individual disposing of the medication and the witness.

Preventative Measures

Preventative measures (such as sunscreen, insect repellent, diaper ointment, and cough drops) may be administered by school personnel with written parental permission only. These items must be supplied by the parent.

Windsor Charter Academy Executive Board
Adopted: April 2019
November 2022

Legal Reference

C.R.S. 22-1-119
C.R.S. 12-38-132
C.R.S. 22-1-119.5
C.R.S. 22-2-135
C.R.S. 24-10-101
1 CCR 301-68
6 CCR 1010-6, Rule 9-105

Cross Reference

JICH Student Involvement with Drugs and Alcohol
JKE JKD Suspension/Expulsion of Students
JLCE Medical Emergencies and First Aid