



## **April Regular Session**

April 24, 2019

### **Elementary School**

*680 Academy Ct.  
Windsor, CO 80550*

### **Middle & Early College High School**

*810 Automation Dr.  
Windsor, CO 80550*

April 24, 2019

Work Session @ 5:30 p.m.  
Regular Session @ 7:00 p.m.

### Executive Board

**Samual Penn, President**  
**John Feyen, Vice President**  
**Donna James, Treasurer**  
**Kevin Albertsen, Secretary**  
**Sherry Bartmann, Member**  
**Carolyn Mader, Member**  
**Jenny Ojala, 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.



**THE MINUTES WILL BE APPROVED AT THE MAY REGULAR SESSION.**

**Executive Board Minutes  
April 24, 2019**

**Work Session: 5:30 p.m.**

**1.0 Exit Interviews**

**2.0 Executive Director Evaluation**

**3.0 June Board Retreat Dates**

The Board Retreat dates have been tentatively scheduled for June 17<sup>th</sup> from 5:30 to 9:30 p.m. and June 20<sup>th</sup> from 6:00 to 9:00 p.m.

**1.0 Opening of the Meeting**

**1.1 Call to Order**

The meeting was called to order at 7:05 p.m.

**1.2 Roll Call**

***Executive Board Members Present***

Sam Penn, Executive Board President  
John Feyen, Executive Board Vice-President  
Donna James, Executive Board Treasurer  
Kevin Albertsen, Executive Board Secretary  
Sherry Bartmann, Executive Board Member  
Carolyn Mader, Executive Board Member

***Staff Present***

Rebecca Teeples, Executive Director  
Kelly Seilbach, Director of Elementary School Education

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### **1.3 Pledge of Allegiance**

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### **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.

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### **1.5 Adoption of Agenda**

A motion to approve the April 18, 2019 Regular Session agenda, adding 2.1 Student Communications was made by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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### **1.6 Adoption of the Minutes**

A motion to approve the March 28, 2019 Regular Session was made by Sherry Bartmann and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

A motion to approve the April 18, 2019 Special Session minutes was made by Donna James and seconded by John Feyen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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## **2.0 Citizen Communication**

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There were two parents and two students at the March Executive Board Regular Session. Jocelyn P. and Bernadette R., two senior students, spoke to the Board about student experiences dealing with processes for clubs t-shirts and the need for improvement to support student clubs.

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## **3.0 Reports**

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### **3.1 Executive Director's Report**

#### ***Enrollment & Student Data Services Support***

- Student enrollment for the 2018-2019 school year is 1262.
- Last month's student enrollment projections for the 2019-2020 school year was 1373. This month's student enrollment projections are 1372.
- Past years, we based a budget on 97% of actual enrollment. Our 2019-2020 budget reflects a more conservative approach, based on 95% of actual enrollment, with projections of 1,305 students.

#### ***Fund Development***

- The Benefit Gala was a success! In 9 weeks, the team of professional staff and gala committee volunteers put together 175 auction packages, 40 dessert auction packages, secured 22 sponsors, and sold 300 event tickets. Preliminary numbers show that Windsor Charter Academy grossed \$86,540.
- Windsor Charter Academy released the silent auction two weeks before the event. We have received emails from grandparents and relatives from across the country that were grateful to participate in the online auction so they could support their grandchild/relative from afar. A grandmother in Alabama won a classroom project!
- Great Western Oil and Gas gave a \$10,000 donation to the gala and shared interested in future opportunities to support our school.
- Ottercares awarded WCA a \$1,000 grant towards the Benefit Gala.
- New Belgium Brewery awarded WCA \$2,000.

#### ***Excellence in Innovation***

- VEX Robotics will be hosting a summer camp for incoming 4th-8th grade students in June. This camp will help create a self-sustaining budget for the HS VEX Robotics teams to support ongoing program costs. The curriculum and equipment purchased for the summer camp will also encourage greater participation and opportunities with robotics for our students throughout the school year.

#### ***Excellence in Instruction***

- Professional development on various interactive and student engagement applications was provided for all elementary and MS/HS staff as a part of the ongoing introduction to technology and high-tech professional development series being offered this year.
- Students have completed CMAS, PSAT and SAT testing.
- MSHS teachers have participated in peer observations and provided feedback on best teaching practices.
- The language arts and math MSHS teams are working with administration to increase the effectiveness of literacy lab and math lab classes and are analyzing resources to help all students achieve and grow.
- The MSHS will be hosting an AVID Showcase on May 7<sup>th</sup> from 8:30 to 11:30 a.m. for administrators and teachers in Greeley Evans School District 6.

#### ***Excellence in Leadership***

- The Innovation department helped to support the 2019 Spring Benefit Gala in going 100% digital this year.

- Last week our schools invited UNC nursing students into our buildings to provide age-appropriate presentations on health-related topics ranging from hand washing to smoking/vaping. The presentations were built into the UNC nursing school curriculum, included research and evidence-based content, and were graded. Mrs. Ibarra received great feedback from our WCA teachers and students, as well as from the UNC Professor whom she collaborated with. We are hoping that this partnership can continue in coming years!

### ***Excellence in Climate and Culture***

- Plans for the elementary summer reading program are in progress.
- The spring Scholastic Book Fair will be held May 3rd—9th at the elementary school.
- The National Honor Society provided service learning opportunities for all interested high school students during the PSAT / SAT testing days.

### ***Executive Board Calendar***

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
April 26 <sup>th</sup>	6:00 p.m.	5 <sup>th</sup> Grade Midsummer Night's Dream Play	ES Gym
April 27 <sup>th</sup>	7:00 to 10:00 p.m.	HS Prom	Readiness Center
April 29 <sup>th</sup> – 30 <sup>th</sup>	10:10 to 10:30 a.m.	Kindergarten Author's Tea	Classrooms
April 30 <sup>th</sup>	7:15 a.m.	Morning with Moms	ES Gym
May 1 <sup>st</sup>	8:30 a.m.	MS/HS Volunteer Appreciation Celebration	MS/HS Media Center
May 1 <sup>st</sup>	5:00 to 7:00 p.m.	MS/HS Art Show and Reception	MS/HS Media Center
May 1 <sup>st</sup>	4:00 to 4:45 p.m.	3 <sup>rd</sup> Grade Wax Museum	ES Gym
May 2 <sup>nd</sup>	5:30 to 6:30 p.m.	NJHS Induction	MS/HS Gym
May 2 <sup>nd</sup> & 3 <sup>rd</sup>	6:30 p.m.	MS Play	ES Gym
May 6 <sup>th</sup>	3:45 p.m.	Annual Board & SAC Review of School Year	HS Conference Room
May 7 <sup>th</sup>	5:30 p.m.	2 <sup>nd</sup> Grade Music Program and 4 <sup>th</sup> and 5 <sup>th</sup> Grade Choir Program	ES Gym
May 7 <sup>th</sup>	6:30 p.m.	HS Music Department Concert	MS/HS Gym
May 9 <sup>th</sup>	3:30 p.m.	ES Volunteer Appreciation Celebration	ES Gym
May 9 <sup>th</sup>	6:30 p.m.	MS Music Department Concert	MS/HS Gym
May 10 <sup>th</sup>	All Day	MS/HS Elitches Music Festival	Denver
May 10 <sup>th</sup>	5:00 p.m.	AIMS Graduation	Budweiser Event Center
May 15 <sup>th</sup>	8:30 a.m.	Senior Breakfast/ES Walkthrough/ Convocation/Rehearsal	MS/HS Gym
May 16 <sup>th</sup>	7:00 p.m.	WCA Early College Graduation	MS/HS Gym
May 18 <sup>th</sup>	8:00 a.m. to 8:00 p.m.	Firebird Film Festival	MS/HS Gym, Media Center & Commons
May 19 <sup>th</sup>	6:00 to 8:00 p.m.	ES Talent Show	ES Gym
May 20 <sup>th</sup>	7:00 p.m.	Weld Re-4 Board Meeting	District Office
May 21 <sup>st</sup>	All Day	ES May Fair/Field Day	ES
May 22 <sup>nd</sup>	8:30 a.m./2:00 p.m.	5 <sup>th</sup> Grade Continuation/Transition	ES Gym/MS Gym
May 22 <sup>nd</sup>	12:15 to 1:45 p.m.	MS Firebird Fest	
May 22 <sup>nd</sup>	2:00 p.m.	MS Talent Show (5 <sup>th</sup> grade joins)	MS/HS Gym
May 22 <sup>nd</sup>	5:30 p.m.	8 <sup>th</sup> Grade Continuation	TBD
May 23 <sup>rd</sup>	11:30 a.m. Dismissal	Last Day of School	
May 28 <sup>th</sup>	TBD	Time Capsule to be Opened	TBD
CALENDAR PREVIEW OF THE YEAR AHEAD			
June 27 <sup>th</sup>		Election of Board Presidency	HS Commons

## **3.2 Executive Board Reports**

### **3.2.1 Samuel Penn**

Mr. Penn has been working with fellow Board member Carolyn Mader to prepare for the upcoming 2019 Executive Board elections, along with the members of the Election Committee. He has also contributed to and recently attended the Spring Benefit Gala. Additionally, Sam is worked on planning and the execution of the 2019 Spring State of the School address. He will continue to work with fellow Board members to define and complete the Executive Director evaluation process and exit interview planning.

### **3.2.2 John Feyen**

Mr. Feyen attended the 2019 Spring State of the School Address, as well as the Spring Benefit Gala.

### **3.2.3 Donna James**

Mrs. James attended the annual Spring Benefit Gala and was so impressed by the entire evening. Every element from the decorations to the auction items to the entertainment were fantastic. The Gala Committee did an incredible job and their efforts were greatly appreciated. She also attended the 9th grade honors geometry field trip to an escape room in Fort Collins. As always, Mrs. James was very impressed with our students and our dedicated teachers. She also attended the finance committee meeting.

### **3.2.4 Kevin Albertsen**

Mr. Albertsen attended the 2019 Spring State of the School Address and the following Special Session. He attended the Spring Benefit Gala to support our students.

### **3.2.5 Sherry Bartmann**

Mrs. Bartmann attended the monthly Coffee with Leadership/Parents, the Spring State of the School Address, and the April Special Session. She also attended the Gala Auction Committee meetings, assisted with the auction, and hosted a table at the 5th annual Spring Benefit Gala.

### **3.2.6 Carolyn Mader**

Mrs. Mader worked with the Election Committee on the upcoming election. She has also attended several girls' middle school soccer games. Mrs. Mader attended the Spring Benefit Gala and appreciated the work that occurred to ensure the Gala was a success.

### **3.2.7 Jenny Ojala**

This month, Mrs. Ojala attended the board candidate information meeting. She also prepared for the 2019 board election, for which she is a candidate. She also attended the fourth-grade field trip to the Platte Valley Historical Society. This was a new field trip for WCA, and one that the kids and adults enjoyed very much.



## 4.0 Items for Information

### 4.1 Executive Board Message of Gratitude

Sam Penn shared his gratitude towards Sara Sanders and her time she has given in supporting the Board with communications and Board election preparation. Carolyn Mader also thanked Irene Nissen for her supportive role in this work.

### 4.2 Exit Interviews

### 4.3 Executive Director Evaluation

### 4.4 Full-Time Kindergarten

## 5.0 Items for Action

(John Feyen stepped out of the Board meeting from 7:43 to 8:02.)

### 5.1 WCA Job Descriptions

A motion was made to approve the job descriptions of the following jobs:

- Elementary School Counselor
- Middle School Counselor
- High School Counselor
- Lunch Monitor

The motion was made by Donna James and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

### 5.2 Strategic Plan

A motion was made to approve the revised strategic plan by Donna James and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

### 5.3 Annual Stakeholder Plan

A motion was made to approve the annual stakeholder plan by John Feyen and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

### 5.4 Policy IKF Graduation Requirements, First Read

A motion was made to approve Policy IKF Graduation Requirements on first read by Donna James and seconded by John Feyen. Members voted the following: Albertsen,



aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.5 Policy GBEB-R Staff Conduct and Responsibilities—Regulation , First Read**

A motion was made to approve Policy GBEB-R Staff Conduct and Responsibilities—Regulation on first read by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.6 Policy JLCDB Administration of Medical Marijuana, First Read**

A motion was made to approve Policy JLCDB Administration to Medical Marijuana on first read by Carolyn Mader and seconded by Kevin Albertsen. Members voted the following: Albertsen, nay; Bartmann, nay; Feyen, nay; James, nay; Mader, nay; Penn, nay. The motion did not pass.

#### **5.8 Policy JICDA Code of Conduct, First Read**

A motion was made to approve Policy JICDA Code of Conduct on first read by Donna James and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.9 Policy ADC Tobacco-Free Schools, First Read**

A motion was made to approve Policy ADC Tobacco-Free Schools on first read by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.10 Policy ECAF Use of Video and Audio Monitoring, First Read**

A motion was made to approve Policy ECAF Use of Video and Audio Monitoring on first read by John Feyen and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.11 Addendum to 2019-2020 Fees**

A motion was made to approve the addendum to the 2019-2020 fees, adding a \$30 fee for MUS 09 Advanced Music Performance by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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## **6.0 Consent Agenda**

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### **6.1 Personnel**

#### *Appointments*

- Heath Boyes, Security Officer

- Crystal Speck, Literacy Intervention Teacher
- Lindsay Yackey, Elementary School Teacher
- Rachel Hay, Elementary School Teacher
- Sarah Smith, Elementary School Teacher
- Jaylinn DeVries, Elementary School Teacher
- Kristin Niswender, Elementary School Teacher

#### *Resignations/Non-Renewals/Terminations*

- Susan Pierce, Elementary School Teacher
- Julie Pedersen, Elementary School Teacher
- Jennifer Birks, Elementary School Teacher
- Rebecca Hawkins, Elementary School Teacher
- Nicole Barnes, Elementary School Teacher
- Susan Ernst, Elementary School Teacher
- Brett Morley, Elementary School Counselor
- Traisha Meyers, MS/HS Teacher

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### **6.2 Second Read Policies**

- Policy JICH Student Involvement with Drugs and Alcohol
  - Policy JLCD Administering Medicines to Students
  - Policy Deletion of Policy JLCD-R Administering Medication to Students—Regulation
  - Policy KFA Public Conduct on School Property
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### **6.3 Financials**

- March Financials
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A motion was made to approve the Consent Agenda by Kevin Albertsen and seconded by John Feyen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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## **7.0 Executive Session**

There was no Executive Session

An Executive Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Executive 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 Executive Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Executive 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 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)

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## **8.0 Adjournment**

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A motion was made to adjourn the April 24, 2019 Regular Session by Donna James and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously. The meeting adjourned at 8:59 p.m.



## **Appendix**



## **1.0 March Regular Session Minutes**

**Executive Board Minutes**  
**March 28, 2019**

**Work Session: 5:30 p.m.**

- 1.0 2019-2020 Annual Financial Budget**
- 2.0 2017-2018 IRS 990**
- 3.0 Change of Banks from Community Banks of Colorado to First Bank**
- 4.0 Training Requirements for Temporary Security**
- 5.0 Review of SAC Annual Stakeholder Survey Results**
- 6.0 Election Committee Process**
- 7.0 Exit Interviews**
- 8.0 Executive Director Evaluation**

## **1.0 Opening of the Meeting**

- 1.1 Call to Order**  
The meeting was called to order at 7:04 p.m.

- 1.2 Roll Call**
  - Executive Board Members Present***
    - Sam Penn, Executive Board President
    - John Feyen, Executive Board Vice-President
    - Donna James, Executive Board Treasurer
    - Kevin Albertsen, Executive Board Secretary

Sherry Bartmann, Executive Board Member  
Carolyn Mader, Executive Board Member

**Staff Present**

Rebecca Teeples, Executive Director

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### **1.3 Pledge of Allegiance**

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### **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.

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### **1.5 Adoption of Agenda**

A motion to approve the March 28, 2019 Regular Session agenda was made by Donna James and seconded by Sherry Bartmann. Members voted the following: Feyen, aye; James, Aye; Albertsen, Aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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### **1.6 Adoption of the Minutes**

A motion to approve the February 28, 2019 Regular Session was made by Donna James and seconded by Kevin Albertsen. Members voted the following: Feyen, aye; James, Aye; Albertsen, Aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

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## **2.0 Citizen Communication**

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There were three parents at the March Executive Board Regular Session.

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## **3.0 Reports**

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### **3.1 Executive Director's Report**

#### **Enrollment & Student Data Services Support**

- Student enrollment for the 2018-2019 school year is 1262

- Last month's student enrollment projections for the 2019-2020 school year was 1374. This month's student enrollment projections are 1373.
- Past years for student enrollment showed an 11 to 12% increase in enrollment; we project a growth of 3.9% based on external variables due to upcoming external school developments.
- Past years, we based a budget on 97% of actual enrollment. Our 2019-2020 budget reflects a more conservative approach, based on 95% of actual enrollment, with projections of 1,305 students.

### ***Fund Development***

- As of the end of February, the following monies have been raised, prior to our spring benefit Gala.
  - 2018 Year-End Campaign: \$16,075
  - Banners: \$18,650
  - Restricted Grants & Donations: \$109,316
  - Gala Sponsors & Donors: \$16,610

### ***Excellence in Innovation***

- Coltrin C. (9th Grade) and Carsten C. (11th Grade) represented WCA at the HP Code Wars competition on Saturday, March 2nd at the Hewlett Packard Enterprise facility in Fort Collins. HP Code Wars is an international computer programming competition for high school students. Students compete against other teams to solve challenging problems that demonstrate computer coding skills in multiple languages.
- One of our Vex Robotics teams qualified and participated in the state Vex Robotics tournament.

### ***Excellence in Instruction***

- The third quarterly Innovation Leadership Academy meeting was held on March 7th. Teacher participants began work on their professional portfolios to demonstrate work in innovation in the classroom and share innovative teaching strategies with their peers.
- All elementary school staff participated in peer observations to observe AVID implementation across the grade levels.
- All formal evaluations have been completed for elementary school teachers. Every new teacher had 3 formal evaluations and at least 6 informal evaluations. All other teachers had 2 formal evaluations and at least 4 informal evaluations.
- Third grade students celebrated their Native American Core Knowledge Unit with a culminating presentation of their totem pole projects.
- Grade level teams participated in Professional Learning Communities to rate their third quarter writing assessments and talk about next steps as well as looking at DIBELS progress monitoring and adjusting groups and instruction as needed.
- All elementary school certified staff attended professional development provided by Weld RE-4 District's Special Education coordinator on 504s and IEPs.
- Middle and high school teachers worked with administration to present professional development in March that addressed AVID writing to learn strategies of quick writes and reflection, as well as strategies on how to

effectively use paraprofessionals and other additional adults in the classroom to benefit student learning.

### ***Excellence in Leadership***

- School administration and counseling staff attended the Violence Threat Risk Assessment and Basic Digital Threat Assessment trainings hosted by the Colorado School Districts Self Insurance Pool and Safer Schools Together.
- Middle and high school administration are conducting follow up training to refine and improve the Multi-Tiered System of Support process to ensure that all students needs are being met.
- Middle and high school administration are completing the master schedule for the 2019-2020 school year. They are working with staff members to develop a schedule that best meets the needs of students.

### ***Excellence in Climate and Culture***

- A Parent Cyber Safety Education night was held on March 29th for parents of 5th-12th grade students to encourage an open conversation around online behaviors and awareness of social media use by students.
- Over \$2,000 in free books for our elementary school library was earned through the Usborne book fair that was held in February.
- The Community Relations department created webpages and updated the school website to include information on VEX Robotics, Solo & Ensemble webpage and store, King Soopers Cards page, Gala page, MS Summer Volleyball sports camp store, employment page, and other general updates.
- Our elementary, middle and high school staff worked collaboratively with administration to determine staff action steps that supported priority challenges outlined in our annual stakeholder plan. The goal of the action steps is to strengthen the culture of our school and increase positivity in the work environment.

### ***Executive Board Calendar***

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
March 28 <sup>th</sup>	5:30/7:00 p.m.	Executive Board Work/Regular Session	HS Commons
March 28 <sup>th</sup>	5:30 to 6:30 p.m.	Kindergarten Music Program	ES Gym
March 28 <sup>th</sup>	6:30 to 7:15 p.m.	1 <sup>st</sup> Grade Music Program	ES Gym
March 29 <sup>th</sup>	8:15 to 12:45 p.m.	2 <sup>nd</sup> Grade Greek Presentations	2 <sup>nd</sup> Grade Classrooms
March 29 <sup>th</sup>	8:15 a.m.	Coffee with Leadership	MS/HS Media Center
April 1 <sup>st</sup> -8 <sup>th</sup>		Spring Break	
April 13 <sup>th</sup>	5:30 p.m.	WCA Annual Spring Gala	The Ranch Event Center
April 15 <sup>th</sup>	8:30 to 10:30 a.m.	1 <sup>st</sup> Grade American Revolution Celebration	1 <sup>st</sup> Grade Classrooms
April 15 <sup>th</sup>	7:00 p.m.	Weld Re-4 Board Meeting	District Office
April 17 <sup>th</sup>	10:30 a.m.	Easter Special Lunch for Grades 1, 3, 5 and W/F Kindergarten	ES Cafeteria
April 18 <sup>th</sup>	6:00 p.m.	Spring Parent Membership Meeting	HS Commons
April 19 <sup>th</sup>	6:00 to 8:00 p.m.	ES Talent Show	ES Gym
April 22-26 <sup>th</sup>	Refer to Schedule	1 <sup>st</sup> Grade Living Animal Wax Museum	1 <sup>st</sup> Grade Classrooms
April 23 <sup>rd</sup>	5:00 p.m.	MS/HS Student Innovation Showcase	STEM Lab & HS Commons
April 23 <sup>rd</sup>	6:30 p.m.	NHS Induction	MS Commons/Gym
April 25 & 26 <sup>th</sup>	8:15 to 10:30 a.m.	Kindergarten Continent Celebration	Kinder Classrooms
April 26 <sup>th</sup>	6:00 p.m.	5 <sup>th</sup> Grade Midsummer Night's Dream Play	ES Gym



CALENDAR PREVIEW OF THE YEAR AHEAD			
May 1 <sup>st</sup>	8:30 a.m.	MS/HS Volunteer Appreciation	TBD
May 9 <sup>th</sup>	3:30 p.m.	ES Volunteer Appreciation	ES Gym
May 16 <sup>th</sup>	7:00 p.m.	WCA Early College High School Graduation	MS/HS Gym
May 21 <sup>st</sup>	All Day	ES May Fair/Field Day/Executive Board Elections	ES
May 22 <sup>nd</sup>	8:30 a.m./2:00 p.m.	5 <sup>th</sup> Grade Continuation/Transition	ES Gym/MS Gym
May 22 <sup>nd</sup>	5:30 p.m.	8 <sup>th</sup> Grade Continuation	TBD
May 23 <sup>rd</sup>	11:30 a.m. Dismissal	Last Day of School	

## 3.2 Executive Board Reports

### 3.2.1 Samuel Penn

Executive Board President Penn has been following up on the results of the board Work Session where we defined improved communication plans for our stakeholders. He has also communicated expectations for the completion of the Executive Director evaluation process, agenda for the Spring Membership Meeting, exit interview planning, Weld Re-4 charter renewal completion, and the summer Executive Board schedule. Mr. Penn also facilitated the kick-off meeting for the 2019 WCA Executive Board Elections on March 20<sup>th</sup> where timelines and roles were defined.

### 3.2.2 John Feyen

Executive Board Vice-President Feyen attended the production of Footloose and portions of the RE-4 March Board Meeting.

### 3.2.3 Donna James

Mrs. James attended all four performances of "Footloose" and they were excellent. As always, the theater department out-did itself. Mrs. James also attended the Finance Committee meeting on March 21.

### 3.2.4 Kevin Albertsen

Mr. Albertsen attended Coffee with Leadership on March 1<sup>st</sup>. He also had the opportunity to attend the music festival and the middle school band concerts in early March. Mr. Albertsen attended the Weld RE-4 board work session on March 18<sup>th</sup>. Mr. Albertsen attended the elementary school honor roll assembly on March 22<sup>nd</sup> and supported job shadowing, working with a high school student that is interested in engineering.

### 3.2.5 Sherry Bartmann

Mrs. Bartmann attended WCA Senior Capstone presentations, boys' and girls' HS basketball games, MS basketball games and playoffs, girls' soccer games and the MS basketball banquet. She is a volunteer scorekeeper for MS girls basketball games. In addition, she has been working on the gala committee with the silent auction details. Mrs. Bartmann attended the WCA student and building safety committee meeting this month as well as another outstanding WCA musical theater production, Footloose!

### 3.2.6 Carolyn Mader

Mrs. Mader participated in the first Election Committee meeting for the upcoming board election. She also attended a girls' basketball banquet.

### 3.2.7 Jenny Ojala

In the last month, Mrs. Ojala attended Coffee with Leadership. She also attended multiple meetings for the School Accountability Committee, where the group completed analysis of survey data and discussed celebrations and priority challenges identified on the surveys, as well as development of action plans to address the challenges. Mrs. Ojala also attended a Strategic Plan Review Meeting, in which small adjustments were finalized to some of the goals identified for each of the Pillars. These will be presented to the Board for approval. Mrs. Ojala also attended the 6th Grade field trip to Boettcher Concert Hall.

## 4.0 Items for Information

### 4.1 Executive Board Message of Gratitude

- **John Feyen:** A huge thank you to Mr. Lighthall and all of the staff, volunteers, and students who spent hours and hours putting together a FANTASTIC production of Footloose. The level of talent and passion we have at our school is amazing!
- **Sherry Bartmann:** Mrs. Bartmann would like to recognize the MS girls' basketball coaches, Tom Hart and Jay Helzer, for their time and dedication in teaching our WCA girls new skills and ensuring our girls are respectful, confident, and capable players.

Mrs. Bartmann would also like to recognize Mr. Lighthall for organizing and producing another fantastic WCA theater production this spring. Footloose was well performed by our student actors and techies and was an entertaining evening at WCA.

In addition, a special recognition of gratitude for our talented parent, Mrs. Schmidt, who is the costume maker for all the WCA theatrical productions as well as an encouraging, creative and fun leader of the MS cheer team, which performed at the girls basketball games.

- **Kevin Albertsen:** A huge thank you to our staff that supported our students on the MathCounts team. Three students from our MathCounts team competed in the state level competition on March 23rd. Emmit K. (8th grade), Sean H. (7th grade) and Kendall A. (6th grade).

### 4.2 Training Requirements for Temporary Security

### 4.3 April Membership Meeting Planning

### 4.4 Election Committee Process

#### **4.5 Exit Interviews**

#### **4.6 Executive Director Evaluation**

### **5.0 Items for Action**

#### **5.1 2019-2020 Annual Financial Budget**

A motion was made to approve the 2019-2020 annual financial budget by Donna James and seconded by Carolyn Mader. Members voted the following: Feyen, aye; James, aye; Albertsen, Aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.2 2017-2018 IRS 990**

A motion was made to approve the 2017-2018 IRS 990 by Donna James and seconded by Kevin Albertsen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.3 Change of Banks from Community Banks of Colorado to First Bank**

A motion was made to approve the change of banks from Community Banks of Colorado to First Bank by Sherry Bartmann and seconded by Donna James. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.4 Owner's Representative for Firebird Facility**

A motion was made to table the approval of an owner's representative for Windsor Charter Academy until a Special Session on April 18<sup>th</sup> by Donna James and seconded by John Feyen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.5 Training Requirements for Temporary Security**

The Safety Committee recommended that temporary security meet the Armed School Employee Insurability Standards as armed security. A motion was made to accept the Safety Committee's recommendation by Donna James and seconded by Sherry Bartmann. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.6 WCA Job Descriptions**

A motion was made to approve the job descriptions of the following jobs:

- K-12 Paraprofessional
- K-5 Elementary Education Teacher
- 6-12 Secondary Education Teacher
- Office Manager
- Head of Security

- Bus Operator

The motion was made by Donna James and seconded by Kevin Albertsen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, nay; Mader, aye; Penn, aye. The motion passed.

#### **5.7 Policy JICH Student Involvement with Drugs and Alcohol, First Read**

A motion was made to approve Policy JICH Student Involvement with Drugs and Alcohol on first read by Donna James and seconded by John Feyen. Members voted the following: Feyen, aye; James, aye; Bartmann, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

#### **5.8 Policy JLCD Administering Medicines to Students, First Read**

A motion was made to approve Policy JLCD Administering Medicines to Students on first read by Donna James and seconded by John Feyen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, nay; Mader, aye; Penn, aye. The motion passed.

#### **5.9 Policy Deletion of Policy JLCD-R Administering Medication to Students—Regulation, First Read**

A motion was made to approve the policy deletion of Policy JLCD-R Administering Medication to Students—Regulation on first read by Donna James and seconded by John Feyen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

#### **5.10 Policy JLCDB Administration of Medical Marijuana, First Read**

A motion was made to approved Policy JLCDB Administration to Medical Marijuana on first ready by John Feyen and seconded by Donna James. A motion was then made to table Policy JLCDB Administration of Medical Marijuana to Qualified Students on first read until a Special Session on April 18<sup>th</sup> by Sherry Bartmann and seconded by John Feyen. Members voted the following: Feyen, nay; James, aye; Albertsen, aye; Bartmann, nay; Mader, nay; Penn, aye. The motion passed.

#### **5.11 Policy KFA Public Conduct on School Property, First Read**

A motion was made to approve Policy KFA Public Conduct on School Property on first read by John Feyen and seconded by Donna James. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

## **6.0 Consent Agenda**

### **6.1 Personnel**

#### *Appointments*

- Rebecca Diener, HS Counselor

- Denise Miller, K-12 Paraprofessional
  - Jody Monsivais, K-12 Paraprofessional
  - Crystal Lowe, 2019-2020 Literacy Interventionist
- 

## **6.2 Second Read Policies**

- Policy EEAEAA Drug and Alcohol Testing for School Transportation Vehicle Operators
  - Policy EEAEAA-R Drug and Alcohol Testing for School Transportation Vehicle Operators—Regulation
  - Policy JICEC Student Distribution of Non-Curricular Materials
  - Policy ECAF-R Use of Video and Audio Monitoring—Regulation
- 

## **6.3 Financials**

- February Financials
- 

A motion was made to approve the Consent Agenda by John Feyen and seconded by Kevin Albertsen. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously.

## **7.0 Executive Session**

There was an Executive Session at the March Regular Session. A motion was made to enter into Executive Session, based on the following:

*Conduct discussions regarding the charter's position, strategies, and bargaining instructions regarding collective bargaining negotiations, C.R.S. §24-6-402(4)(e)*

The motion was made by Donna James and seconded by John Feyen. The Executive Board entered Executive Session at 9:03 p.m.

An Executive Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Executive 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 Executive Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Executive 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 Schools' attorney for 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)

The Executive Board exited Executive Session at 9:47 p.m.

## **8.0 Adjournment**

A motion was made to adjourn the March 28, 2019 Regular Session by John Feyen and seconded by Donna James. Members voted the following: Feyen, aye; James, aye; Albertsen, aye; Bartmann, aye; Mader, aye; Penn, aye. The motion passed unanimously. The meeting adjourned at 9:49 p.m.



## 2.0 April Special Session Minutes

### Executive Board Minutes April 18, 2019

#### 1.0 Opening of the Meeting

##### 1.1 Call to Order

The meeting was called to order at 7:32 p.m.

##### 1.2 Roll Call

###### ***Executive Board Members Present***

Sam Penn, Executive Board President  
John Feyen, Executive Board Vice-President  
Donna James, Executive Board Treasurer  
Kevin Albertsen, Executive Board Secretary  
Sherry Bartmann, Executive Board Member  
Carolyn Mader, Executive Board Member  
Jenny Ojala, Executive Board Member

###### ***Staff Present***

Rebecca Teeples, Executive Director

##### 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.

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## **1.5 Adoption of Agenda**

A motion to approve the April 18, 2019 Special Session agenda was made by John Feyen and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

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## **2.0 Citizen Communication**

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There were 10 parents at the March Executive Board Special Session. Tina Tolman shared concerns around parents at pick up

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## **3.0 Items for Information**

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### **3.1 Owner's Representative Candidate Presentations**

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## **4.0 Items for Action**

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### **4.1 Board Meeting Date Changes**

A motion was made to approve the following date changes for the April, May and July Regular Sessions:

- Change from Thursday, April 25<sup>th</sup> to Wednesday, April 24<sup>th</sup> for the April Regular Session

The motion was made by John Feyen and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, (abstain); Penn, aye. The motion passed unanimously.

- Change from Thursday, May 16<sup>th</sup> to Wednesday, May 15<sup>th</sup> for the May Regular Session

The motion was made by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

- Cancellation of the July Regular Session



The motion was made by John Feyen and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

#### **4.2 Owner's Representative Selection**

A motion was made to approve Brown Property Services as an owner's representative for Windsor Charter Academy by John Feyen and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

### **5.0 Executive Session**

An Executive Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Executive 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 Executive Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Executive 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 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)

### **6.0 Adjournment**

A motion was made to adjourn the April 18, 2019 Special Session by Jenny Ojala and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye;

Feyen, nay; James, aye; Mader, aye; Ojala, aye: Penn, aye. The motion passed. The meeting was adjourned at 8:30 p.m.



## **3.0 Job Descriptions**



## **JOB DESCRIPTION**

### **Elementary Counselor**

#### **Summary**

Responsible for supporting students in the areas of academic success, career and college readiness, and social/emotional development; serving as a resource for students, families, staff, and community; and delivering services within the framework of the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success.

#### **Essential Duties and Responsibilities**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Description of Job Tasks**

- Demonstrate a commitment to:
  - Understand, appreciate, and make accommodations for student diversity.
  - Include and engage families in the student's education.
  - Support all Windsor Charter Academy policies, procedures, and expectations.
  - Provide personal and professional excellence.
- Actively participate in:
  - Team, building, and school wide meetings and discussions.
  - MTSS team work ( Multi-Tiered Systems of Supports)
  - PBIS work.
  - Student and/or family conferences and other meetings.
  - Social, cultural, interscholastic, and extracurricular activities.
  - Professional growth opportunities.
  - 504 Meetings.
- Collaborate with:
  - Administrators, parents/guardians, staff, and community partners regarding student emotional needs and concerns.
  - Administrators, parents/guardians, staff, and students to develop and implement academic and/or behavior plans and interventions.
- Provide:
  - Individual and small group counseling services that support academic, career, and social/emotional development.
  - Classroom-guidance lessons centered on the ASCA Mindsets and Behaviors for Student Success: K-12 College and Career-Readiness Standards for every student.
- Promote the 8 Keys of Excellence through instruction and activities school wide.
- Plan, organize, and deliver a data-driven, comprehensive, and developmentally-appropriate school counseling program to all students based on the ASCA National Model.
- Respond to student crisis situations and report or refer to appropriate professionals or agencies.
- Support student transitional activities, including registration and grade-level transitions.
- Assist students and families with educational and/or career planning.

- Provide growth opportunities for staff and families.
- Provide leadership and expertise in creating a positive school culture and climate that integrates diverse backgrounds, strengths, and needs.
- Facilitate problem-solving skills and conflict resolution.
- Understand and use current job-related technology.
- Prepares required reports and paperwork such as discipline reports, parent communications, and other paperwork as assigned.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

### **Education and Related Work Experience**

- Master's degree in school counseling or related field and special service provider licensure program required.
- Experience working with students in a school setting preferred.
- Experience counseling students in a school setting preferred.

### **Licenses, Registrations or Certifications**

- Criminal background check required for hire.
- Valid Colorado Special Services license with School Counselor or related endorsement required.
- CPR and first aid training will be required at hire.

### **Technical Skills, Knowledge & Abilities**

- Possess the following skills:
  - Oral and written communication skills
  - Conflict resolution skills
  - English language skills
  - Math skills
  - Interpersonal relations skills
  - Critical thinking and problem-solving skills
- Maintain confidentiality in all aspects of the job.
- Work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Communicate with students, parents/guardians, staff, and community members.
- Be a part of and work with a team.
- Manage multiple priorities.
- Manage multiple tasks with frequent interruptions.
- Maintain honesty and integrity in all aspects of the job.
- Adhere to attendance requirements, including regular and punctual employee presence.
- Communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

### **Materials and Equipment Operating Knowledge**

- Personal computers, peripherals, and media equipment
- Microsoft Word, Excel, PowerPoint, Adobe, and/or other software packages
- Typical educational/instructional technology equipment and programs
- Typical office equipment

### Physical Requirements & Working Conditions

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Close vision at 20 inches or less				X
Distance vision at 20 feet or more				X
Peripheral vision				X
Ability to adjust to focus				X
				X

Weight and Force Demands	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

Mental Functions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute			X	
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate			X	



## **JOB DESCRIPTION**

### **Middle School Counselor**

#### **Summary**

Responsible for supporting students in the areas of academic success, career and college readiness, and social/emotional development; serving as a resource for students, families, staff, and community; and delivering services within the framework of the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success.

#### **Essential Duties and Responsibilities**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Description of Job Tasks**

- Demonstrate a commitment to:
  - Understand, appreciate, and make accommodations for student diversity.
  - Include and engage families in the student's education.
  - Support all Windsor Charter Academy policies, procedures, and expectations.
  - Provide personal and professional excellence.
- Actively participate in:
  - Team, building, and school wide meetings and discussions.
  - MTSS team work ( Multi-Tiered Systems of Supports)
  - PBIS work.
  - Student and/or family conferences and other meetings.
  - Social, cultural, interscholastic, and extracurricular activities.
  - Professional growth opportunities.
  - 504 Meetings.
- Collaborate with:
  - Administrators, parents/guardians, staff, and community partners regarding student emotional needs and concerns.
  - Administrators, parents/guardians, staff, and students to develop and implement academic and/or behavior plans and interventions.
- Provide:
  - Individual and small group counseling services that support academic, career, and social/emotional development.
  - Classroom-guidance lessons centered on the ASCA Mindsets and Behaviors for Student Success: K-12 College and Career-Readiness Standards for every student.
- Promote the 8 Keys of Excellence through instruction and activities school wide.
- Plan, organize, and deliver a data-driven, comprehensive, and developmentally-appropriate school counseling program to all students based on the ASCA National Model.
- Respond to student crisis situations and report or refer to appropriate professionals or agencies.
- Support student transitional activities, including registration and grade-level transitions.
- Assist students and families with educational and/or career planning.

- Provide growth opportunities for staff and families.
- Provide leadership and expertise in creating a positive school culture and climate that integrates diverse backgrounds, strengths, and needs.
- Facilitate problem-solving skills and conflict resolution.
- Understand and use current job-related technology.
- Prepares required reports and paperwork such as discipline reports, parent communications, and other paperwork as assigned.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

### **Education and Related Work Experience**

- Master's degree in school counseling or related field and special service provider licensure program required.
- Experience working with students in a school setting preferred.
- Experience counseling students in a school setting preferred.

### **Licenses, Registrations or Certifications**

- Criminal background check required for hire.
- Valid Colorado Special Services license with School Counselor or related endorsement required.
- CPR and first aid training will be required at hire.

### **Technical Skills, Knowledge & Abilities**

- Possess the following skills:
  - Oral and written communication skills
  - Conflict resolution skills
  - English language skills
  - Math skills
  - Interpersonal relations skills
  - Critical thinking and problem-solving skills
- Maintain confidentiality in all aspects of the job.
- Work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Communicate with students, parents/guardians, staff, and community members.
- Be a part of and work with a team.
- Manage multiple priorities.
- Manage multiple tasks with frequent interruptions.
- Maintain honesty and integrity in all aspects of the job.
- Adhere to attendance requirements, including regular and punctual employee presence.
- Communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

### **Materials and Equipment Operating Knowledge**

- Personal computers, peripherals, and media equipment
- Microsoft Word, Excel, PowerPoint, Adobe, and/or other software packages
- Typical educational/instructional technology equipment and programs
- Typical office equipment



### Physical Requirements & Working Conditions

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Close vision at 20 inches or less				X
Distance vision at 20 feet or more				X
Peripheral vision				X
Ability to adjust to focus				X
				X

Weight and Force Demands	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

Mental Functions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute			X	
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate			X	



## **JOB DESCRIPTION**

### **High School Counselor**

#### **Summary**

Responsible for supporting students in the areas of academic success, career and college readiness, and social/emotional development; serving as a resource for students, families, staff, and community; and delivering services within the framework of the American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success.

#### **Essential Duties and Responsibilities**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Description of Job Tasks**

- Demonstrate a commitment to:
  - Understand, appreciate, and make accommodations for student diversity.
  - Include and engage families in the student's education.
  - Support all Windsor Charter Academy policies, procedures, and expectations.
  - Provide personal and professional excellence.
- Actively participate in:
  - Team, building, and school wide meetings and discussions.
  - MTSS team work.
  - PBIS work.
  - Student and/or family conferences and other meetings.
  - Social, cultural, interscholastic, and extracurricular activities.
  - Professional growth opportunities.
- Collaborate with:
  - Administrators, parents/guardians, staff, and community partners regarding student emotional needs and concerns.
  - Administrators, parents/guardians, staff, and students to develop and implement academic and/or behavior plans and interventions.
- Provide:
  - Individual and small group counseling services that support academic, career, and social/emotional development.
  - Classroom-guidance lessons centered on the ASCA Mindsets and Behaviors for Student Success: K-12 College and Career-Readiness Standards for every student.
- Promote the 8 Keys of Excellence through instruction and activities school wide.
- Plan, organize, and deliver a data-driven, comprehensive, and developmentally-appropriate school counseling program to all students based on the ASCA National Model.
- Respond to student crisis situations and report or refer to appropriate professionals or agencies.
- Support student transitional activities, including registration and grade-level transitions.
- Collaborate with the concurrent enrollment advisor when working with high school students, supporting students schedules.

- Assist students and families with educational and/or career planning.
- Provide growth opportunities for staff and families.
- Provide leadership and expertise in creating a positive school culture and climate that integrates diverse backgrounds, strengths, and needs.
- Facilitate problem-solving skills and conflict resolution.
- Understand and use current job-related technology.
- Prepares required reports and paperwork such as discipline reports, parent communications, and other paperwork as assigned.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

#### **Education and Related Work Experience**

- Master's degree in school counseling or related field and special service provider licensure program required.
- Experience working with students in a school setting preferred.
- Experience counseling students in a school setting preferred.

#### **Licenses, Registrations or Certifications**

- Criminal background check required for hire.
- Valid Colorado Special Services license with School Counselor or related endorsement required.
- CPR and first aid training will be required at hire.

#### **Technical Skills, Knowledge & Abilities**

- Possess the following skills:
  - Oral and written communication skills
  - Conflict resolution skills
  - English language skills
  - Math skills
  - Interpersonal relations skills
  - Critical thinking and problem-solving skills
- Maintain confidentiality in all aspects of the job.
- Work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Communicate with students, parents/guardians, staff, and community members.
- Be a part of and work with a team.
- Manage multiple priorities.
- Manage multiple tasks with frequent interruptions.
- Maintain honesty and integrity in all aspects of the job.
- Adhere to attendance requirements, including regular and punctual employee presence.
- Communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

#### **Materials and Equipment Operating Knowledge**

- Personal computers, peripherals, and media equipment
- Microsoft Word, Excel, PowerPoint, Adobe, and/or other software packages
- Typical educational/instructional technology equipment and programs
- Typical office equipment

### Physical Requirements & Working Conditions

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand			X	
Walk			X	
Sit			X	
Use hands to finger, handle, or feel		X		
Reach with hands and arms		X		
Climb or balance		X		
Stoop, kneel, crouch, or crawl		X		
Talk				X
Hear				X
Close vision at 20 inches or less				X
Distance vision at 20 feet or more				X
Peripheral vision				X
Ability to adjust to focus				X
				X

Weight and Force Demands	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds			X	
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

Mental Functions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare				X
Analyze				X
Communicate				X
Copy		X		
Coordinate				X
Instruct				X
Compute			X	
Synthesize				X
Evaluate				X
Interpersonal Skills				X
Compile			X	
Negotiate			X	



## **JOB DESCRIPTION**

### **K-12 Lunch Monitor**

#### **Summary**

Responsible for provide supervision during lunch and recess. Duties include supervising students on the playground and in the lunch room and cleaning tables between lunches. Supervise student behavior and safety, and implement discipline and emergency procedures as needed.

#### **Essential Duties and Responsibilities**

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

#### **Description of Job Tasks**

- Demonstrate a commitment to:
  - Understand, appreciate, and make accommodations for student diversity.
  - Include and engage families in the student's education.
  - Support all Windsor Charter Academy policies, procedures, and expectations.
  - Provide personal and professional excellence.
- Monitor students during lunch and recess.
- Reinforce school-wide discipline procedures and ensure student safety.
- Assist with cleaning tables and maintaining a clean eating environment.
- Promote the 8 Keys of Excellence through instruction and activities school wide.
- Respond to student crisis situations and report or refer to appropriate professionals or agencies.
- Facilitate problem-solving skills and conflict resolution.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

#### **Education and Related Work Experience**

- High school diploma or equivalent required.
- One year of related experience required.
- Experience working with students in a school setting preferred.

#### **Licenses, Registrations or Certifications**

- Criminal background check required for hire
- CPR and first aid training will be required at hire

#### **Technical Skills, Knowledge & Abilities**

- Possess the following skills:
  - Oral and written communication skills
  - Conflict resolution skills
  - English language skills
  - Math skills
  - Interpersonal relations skills

- Critical thinking and problem-solving skills
- Maintain confidentiality in all aspects of the job.
- Work supportively with other teachers, staff, and administrators to provide an effective learning environment.
- Communicate with students, parents/guardians, staff, and community members.
- Be a part of and work with a team.
- Manage multiple priorities.
- Manage multiple tasks with frequent interruptions.
- Maintain honesty and integrity in all aspects of the job.
- Adhere to attendance requirements, including regular and punctual employee presence.
- Communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.
- Ability to manage multiple tasks with frequent interruptions, use time efficiently, demonstrate attention to detail, follow instructions, and respond to management direction.

**Materials and Equipment Operating Knowledge**

- Personal computers, peripherals, and media equipment
- Typical office equipment

### Physical Requirements & Working Conditions

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Physical Activity	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Stand				X
Walk				X
Sit				X
Use hands to finger, handle, or feel				X
Reach with hands and arms				X
Climb or balance		X		
Stoop, kneel, crouch, or crawl			X	
Talk				X
Hear				X

Weight and Force Demands	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Up to 10 pounds				X
Up to 25 pounds			X	
Up to 50 pounds		X		
Up to 100 pounds	X			
More than 100 pounds	X			

Mental Functions	Amount of Time			
	None	Under 1/3	1/3 to 2/3	Over 2/3
Compare			X	
Analyze				X
Communicate				X
Copy		X		
Coordinate			X	
Instruct				X
Compute		X		
Synthesize		X		
Evaluate		X		
Interpersonal Skills				X
Compile			X	
Negotiate		X		



## **4.0 Strategic Plan**



## Excellence in Instruction

### 1. Highly Effective Teachers

- At least 90% of retained teachers with more than two years experience at WCA will score proficient or higher on the Professional Practice Teacher Effectiveness evaluation.
- At least 95% of teachers will participate in 32 hours of professional development each year.
- Schools will earn 90% of the available points on the state performance framework (SPF).

### 2. Post-Secondary Preparation

- At least 85% of graduates will pass at least one college class.
- At least 60% of graduates will complete the requirements for an associate degree.
- 100% of seniors enrolled at Windsor Charter Academy will complete the "Common Application" by the early deadlines.
- 100% of students will have Post-Secondary Plan when they graduate.

Current	Proposed
Highly Effective Teachers	Highly Effective Teachers
The percentage of teachers that are proficient or higher for each element of Standard III of professional standards will increase by 10% from 2015-2016 to 2018-2019.	At least 90% of retained teachers with more than two years experience at WCA will score proficient or higher on the Professional Practice Teacher Effectiveness evaluation.
<p>The average hours of completed professional development per educator will increase by 10% from 2015-2016 to 2018-2019.</p> <p>70% of educators will participate in 32 hours of professional development by 2019.</p>	At least 95% of teachers will participate in 32 hours of professional development each year.
Students that will meet or exceed state expectations in achievement and growth in ELA and math will increase by 10% from 2016 to 2019, as measured by the state performance framework.	
The overall percent of points earned on the state performance framework (SPF) will increase by 10% from the 2015-2016 to 2018-2019.	Schools will earn 90% of the available points on the state performance framework (SPF).
	<b>Post-Secondary Preparation</b> <p>At least 85% of graduates will pass at least one college class.</p> <p>At least 60% of graduates will complete the requirements for an associate degree.</p>

	<p>100% of seniors enrolled by the end of September of the school year at Windsor Charter Academy will complete the "Common Application" by the early deadlines.</p> <p>100% of students will have Post-Secondary Plan when they graduate.</p>
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### Excellence in Leadership

#### 1. Executive Board Professional Development

- At least 85% of Executive Board members will participate in 12 hours of professional development each year.
- 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.

#### 2. School Leadership Professional Development

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

Current	Proposed
<b>Completion of Board Modules and Charter Conference Attendance</b>	<b>Executive Board Professional Development</b>
<p>100% of Board members will complete and pass 80% proficiency on module annually from January to December each year.</p> <p>100% of Board members will participate in the annual charter conference once in the first 2 years of their term.</p>	<p>At least 85% of Executive Board members will participate in 12 hours of professional development each year.</p>
	<p>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.</p>
<b>Hours of Professional Development per School Leadership</b>	<b>School Leadership Professional Development</b>

The average hours of completed professional development per administrator will increase by 10% from 2016 to 2019.	
100% of administrators will participate in 32 hours of professional development by 2019.	100% of school leadership will participate in 32 hours of professional development each year.

## Excellence in Culture & Climate

### 1. Parent Culture

- At least 50% of parent stakeholders will participate in the annual stakeholder survey.
- At least 33% of parent stakeholders will participate in Executive Board elections.
- At least 50% of families will complete 35 hours or more of service hours at Windsor Charter Academy schools.
- At least 90% of parents will be satisfied or extremely satisfied in their child's overall quality of education.
- At least 85% of parents will believe that appropriate emotional support is provided at every level for their student(s).
- 100% of parents will feel that their child's school is a safe and secure building.

### 2. Student Culture

- 100% of middle and high students will complete the required service hours at Windsor Charter Academy schools.
- At least 85% of students will feel emotionally safe in their classes and on-campus.
- At least 85% of students will feel physically safe in their classes and on-campus.
- At least 80% of 5th grade and 8th grade students will remain at Windsor Charter Academy during transitional years.

### 3. Staff Culture

- 90% of teachers will feel valued as employees.
- 90% of teachers will feel satisfied and fulfilled with their jobs.

Current	Proposed
Parent Culture	Parent Culture
The average number of parents that complete the annual WCA stakeholder survey will increase by 25% from 2016 - 2019.	At least 50% of parent stakeholders will participate in the annual stakeholder survey.
The average number of parents that complete the vote in the annual Executive Board elections will increase by 25% from 2016 - 2019.	At least 33% of parent stakeholders will participate in Executive Board elections.

The average hours of completed volunteer service per household will increase by 10% from the 2016 to 2019.	At least 50% of families will complete 35 hours or more of service hours at Windsor Charter Academy schools.
90% of parents will be satisfied or extremely satisfied by 2019 in their child's overall quality of education, with administration creating a positive culture and climate, and in enrichment and extracurricular programs.	At least 90% of parents will be satisfied or extremely satisfied in their child's overall quality of education.
	At least 85% of parents will believe that appropriate emotional support is provided at every level for their student(s).
	100% of parents will feel that their child's school is a safe and secure building.
<b>Student Culture</b>	<b>Student Culture</b>
	100% of middle and high students will complete the required service hours at Windsor Charter Academy schools.
	At least 85% of students will feel emotionally safe in their classes and on-campus.
	At least 100% of students will feel physically safe in their classes and on-campus.
85% of 5 <sup>th</sup> grade and 75% of 8 <sup>th</sup> grade students will remain at Windsor Charter Academy during transitional years from elementary to middle and from middle to high school, respectively.	At least 80% of 5th grade and 8th grade students will remain at Windsor Charter Academy during transitional years.
70% of students will be agree or strongly agree by 2019 that they have a voice in making decisions that affect them and that faculty and staff value what they have to say.	At least 80% of students will be satisfied or extremely satisfied in their overall experience of Windsor Charter Academy.
<b>Teacher Culture</b>	<b>Teacher Culture</b>
	90% of teachers will feel valued as employees.
	90% of teachers will feel satisfied and fulfilled with their jobs.
70% of teachers will be satisfied or extremely satisfied by 2019 in feeling as they have work-life	

balance and have opportunities to have a voice in shaping decisions.

### Excellence in Innovation\*

\*Proposed pillar change to Excellence in Operational and Organizational Effectiveness.

#### 1. Organizational Effectiveness

- At least 5 credits per year of technology and innovation professional development will be offered.
- Student participation in K-12 after-school enrichment programs will increase each year.
- A minimum of 5% of graduating seniors will earn their STEM distinction.
- 25% of participants in elementary, middle and early college high school school after-school STEM-based enrichment programming will be represented by female students.
- 25% of enrollment for STEM-based elective courses at the middle and early college high school will be represented by female students.

#### 2. Operational Effectiveness

- Windsor Charter Academy will maintain 110 days of cash on hand, a baseline for S&P credit rating.
- WCA will maintain a strong benefits package, keeping cost for employees paid 100%.
- Starting teacher salary will be at 90% of the District's starting teacher salary.
- WCA will create and monitor a fact- and law-based exit interview with data reported bi-annually.
- WCA wait lists will be 2:1 for every possible student seat.

Current	Proposed
Technical and Creative Instruction	Organizational Effectiveness
Funding to support innovative technical and creative instruction from 2016-2017 school year to 2018-2019 school year will increase by 10%.	<ol style="list-style-type: none"> <li>1. At least 5 credits per year of technology and innovation professional development will be offered.</li> <li>2. Student participation in K-12 after-school enrichment programs will increase each year.</li> <li>3. A minimum of 5% of graduating seniors will earn their STEM distinction.</li> <li>4. 25% of participants in elementary, middle and early college high school school after-school STEM-based enrichment programming will be represented by female students.</li> <li>5. 25% of enrollment for STEM-based elective courses at the middle and early college</li> </ol>

	high school will be represented by female students.
Financial Reserves	Operational Effectiveness
By 2019, financial reserves would increase from 75 to 95 days cash on hand.	<ol style="list-style-type: none"> <li>1. Windsor Charter Academy will maintain 110 days of cash on hand, a baseline for S&amp;P credit rating.</li> <li>2. WCA will maintain a strong benefits package, keeping cost for employees paid 100%.</li> <li>3. Starting teacher salary will be at 90% of the District's starting teacher salary.</li> <li>4. WCA will create and monitor a fact- and law-based exit interview with data reported bi-annually to the Executive Board.</li> <li>5. WCA wait lists will be 2:1 for every possible student seat.</li> </ol>



## 5.0 Annual Stakeholder Plan



## 2018-2019 ANNUAL STAKEHOLDER PLAN

### ANNUAL PARENT SURVEY RESULTS

Promoting excellence in student learning is at the heart of everything we do at Windsor Charter Academy. Our mission provides students with challenging academics that promotes academic excellence, character development, and enthusiasm for lifelong learning. Parent input is critical in the process of schoolwide improvement.

#### LAST YEAR'S PARENT PRIORITY CHALLENGES

Last year, three priority challenges were selected for each school based on data. Below are the selected challenges and the data trend over multiple years. Work in these areas will continue with the Executive Board and Administration.

PRIORITY CHALLENGE		ELEMENTARY SCHOOL	MIDDLE & HIGH SCHOOL
#1	<b>Board Communication</b>	<ul style="list-style-type: none"><li>• 2017-2018: 62%</li><li>• 2018-2019: 76%</li></ul>	<ul style="list-style-type: none"><li>• 2017-2018: 50%</li><li>• 2018-2019: 72%</li></ul>
#2	<b>Input from Parents for Important Decision Making</b>	<ul style="list-style-type: none"><li>• 2017-2018: 65%</li><li>• This year's survey question was changed to ensure that the question adequately addressed the active role of a parent stakeholder: I utilize opportunities to attend Board committees, Executive Board meetings, Coffee with Leadership, and/or vote during Board elections to guide change at Windsor Charter Academy Elementary School.</li></ul>	<ul style="list-style-type: none"><li>• 2017-2018: 46%</li><li>• This year's survey question was changed to ensure that the question adequately addressed the active role of a parent stakeholder: I utilize opportunities to attend Board committees, Executive Board meetings, Coffee with Leadership, and/or vote during Board elections to guide change at Windsor Charter Academy Middle &amp; High School.</li></ul>
#3	<b>Appropriate Emotional &amp; Behavioral Support</b>	<ul style="list-style-type: none"><li>• Emotional Support<ul style="list-style-type: none"><li>◦ 2017-2018: 73%</li><li>◦ 2018-2019: 85%</li></ul></li><li>• Behavioral Support<ul style="list-style-type: none"><li>◦ 2017-2018: 78%</li><li>◦ 2018-2019: 86%</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Emotional Support<ul style="list-style-type: none"><li>◦ 2017-2018: 60%</li><li>◦ 2018-2019: 71%</li></ul></li><li>• Behavioral Support<ul style="list-style-type: none"><li>◦ 2017-2018: 61%</li><li>◦ 2018-2019: 70%</li></ul></li></ul>



## 2018-2019 PARENT CELEBRATIONS

There were many celebrations on data gathered from this year's parent surveys. From the many celebrations—from safe schools to quality of education, the School Accountability selected three celebrations to highlight.

ELEMENTARY SCHOOL PARENTS WERE EXTREMELY SATISFIED OR SATISFIED	
#1	98% of parents feel that the school is a safe and secure building.
#2	94% of parents feel that their child(ren)'s academic needs are being met.
#3	Parents feel that the school has a strong culture & climate as evident in the following: <ul style="list-style-type: none"> <li>• 93% feel that there is strong communication from administration.</li> <li>• 95% feel that administrative are respectful in interactions.</li> <li>• 96% feel that that the administration creates a positive school environment.</li> <li>• 98% believe their teachers create a positive environment.</li> </ul>

MIDDLE & HIGH SCHOOL PARENTS WERE EXTREMELY SATISFIED OR SATISFIED	
#1	91% of parents feel that Windsor Charter Academy Middle & High School is a safe learning environment.
#2	Parents feel that teachers demonstrate best practices as evident in the following: <ul style="list-style-type: none"> <li>• 89% of parents feel that communication with teachers is open, honest, thoughtful and welcome.</li> <li>• 86% of parents feel that teachers respond to emails, phone calls and notes within 48 business hours.</li> <li>• 83% of parents rate their child(ren)'s teachers as effective.</li> <li>• 82% of parents feel that homework from their child(ren)'s teachers is appropriate for their age and supports learning in the classroom.</li> </ul>
#3	Parents feel that Windsor Charter Academy Middle & High School is committed to academic excellence as evident in the following: <ul style="list-style-type: none"> <li>• 88% of parents feel that the overall quality of education is deserving of an A or B rating.</li> <li>• 82% of parents feel that the school is successful in meeting its mission statement.</li> </ul>

## 2018-2019 PARENT PRIORITY CHALLENGES

Based on survey data, the School Accountability Committee selected three priority performance challenges. From these challenges, goals and primary actions were created to address the challenge.

#1	EXECUTIVE BOARD WORK	
<b>SMART Goal</b>	<b>Board Communication</b> While board communication increased in satisfaction by 23% by elementary school parents and 44% by middle and high school parents, Windsor Charter Academy values positive communication and will continue to focus on this as a priority challenge.  Parent satisfaction on effective Executive Board communication and engagement in the mission and vision of the school will increase from: <ul style="list-style-type: none"> <li>• Elementary School: 76% to 80% in one year, as measured by the annual WCA parent stakeholder survey.</li> <li>• Middle &amp; High School: 72% to 76% in one year, as measured by the annual WCA parent stakeholder survey.</li> </ul>	<b>Parent Participation as Stakeholders</b> Parent utilization of opportunities to attend Board committees and meetings and/or vote during elections to guide change will increase from: <ul style="list-style-type: none"> <li>• Elementary School: 45% to 50% in one year, as measured by the annual WCA parent stakeholder survey.</li> <li>• Middle &amp; High School: 45% to 50% in one year, as measured by the annual WCA parent stakeholder survey.</li> </ul>
<b>Primary Actions</b>	1. Board President & Secretary will meet with Executive Director and Communications Manager to determine drip campaigns for	1. Board President & Secretary will meet with Executive Director and Communications Manager to determine drip campaigns for

	<p>elections and bi-annual parent membership meetings.</p> <ol style="list-style-type: none"> <li>Continuous invitations throughout the year for the Education and Safety Committees and board meetings.</li> <li>Quarterly newsletter that addresses the work of the Board and the Board committees. The Secretary will work with committee liaisons and the Executive Director and Communications Manager to create the newsletter.</li> </ol>	<p>elections and bi-annual parent membership meetings.</p> <ol style="list-style-type: none"> <li>Continuous invitations throughout the year for the Education and Safety Committees and board meetings.</li> <li>Consistent reminder that participation in Board events (Board meetings, committees and elections) serves as double volunteer time.</li> </ol>
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#2	ELEMENTARY SCHOOL ENRICHMENT OPPORTUNITIES	
<b>SMART Goal</b>	Elementary school parent satisfaction on student opportunities for extracurricular activities will increase from 71% to 74% in one year, as measured by the annual WCA parent stakeholder survey.	
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>Administration will ensure that all extracurricular activities that are offered are accurately advertised on the website, newsletters and advertising documents.</li> <li>The elementary school choir will expand its program to include 3<sup>rd</sup> grade students. The elementary school choir will be open to all 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students to participate in during the 2019-2020 school year.</li> <li>A survey will be sent out to staff members in the summer of 2019 to see if they would be interested in sponsoring any extracurricular activities for our students in kindergarten through 2<sup>nd</sup> grade and 3<sup>rd</sup> through 5<sup>th</sup> grade.               <ol style="list-style-type: none"> <li>Additional K-2 possible extracurricular activities: life science "Critters", art club, building with Legos, coding, yoga, creative movement/dance, and soccer.</li> <li>Additional 3-5 possible extracurricular activities: running club, poetry club, and Odyssey of the Mind.</li> </ol> </li> </ol>	

#3	MIDDLE & HIGH SCHOOL EMOTIONAL & BEHAVIOR SUPPORT	
<b>SMART Goal</b>	<p><i>While appropriate emotional and behavior support increased in satisfaction by 18% and 15%, respectively, Windsor Charter Academy values students' needs for emotional and behavior support and will continue to focus on this as a priority challenge.</i></p>	
	<p><b>Emotional Support</b></p> <p>MSHS parent satisfaction on appropriate emotional support for students will increase from 71% to 75% in one year, as measured by the annual WCA parent stakeholder survey.</p>	<p><b>Behavior Support</b></p> <p>MSHS parent satisfaction on appropriate behavioral support for students will increase from 70% to 74% in one year, as measured by the annual WCA parent stakeholder survey.</p>
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>A newsletter section will be designated that outlines available resources that support mental health and educates parents and students on understanding positive behaviors relations.</li> <li>Continued work on annual Safety Day that addresses emotional support.</li> <li>Train staff in Sources of Strength and other programs that support:               <ol style="list-style-type: none"> <li>Peer Counseling.</li> <li>Advisory lessons.</li> <li>HS Advisory.</li> </ol> </li> <li>Student team building activities               <ol style="list-style-type: none"> <li>LINK Crew.</li> <li>Utilize the first two days of school for testing and team building of the grade level.</li> <li>Advisory competitions days.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>A newsletter section will be designated that outlines available resources and events that are occurring that will support students.</li> <li>Continued work on annual Safety Day that addresses behavioral support.</li> <li>Train all staff in Love &amp; Logic.</li> <li>Peer Counseling—peer counselors will work with students on building conflict resolution skills.</li> <li>Promote 8 Keys of Excellence.               <ol style="list-style-type: none"> <li>Advisory lessons.</li> <li>Integration of 8 Keys of Excellence and behavioral expectations in classroom instruction.</li> <li>Character education assemblies that highlight 8 Keys of Excellence.</li> </ol> </li> <li>Train additional staff on CPI and de-escalating strategies.</li> </ol>

# ANNUAL STUDENT SURVEY RESULTS

Promoting excellence in student learning is at the heart of everything we do at Windsor Charter Academy. Our mission provides students with challenging academics that promotes academic excellence, character development, and enthusiasm for lifelong learning. All middle and high school students participated in our annual survey. Student input is critical in the process of schoolwide improvement.

## LAST YEAR'S STUDENT PRIORITY CHALLENGES

Last year, three priority challenges were selected for each school based on data. Below are the selected challenges and the data trend over multiple years. Last year was the first year that students completed a survey. In one year, each of these priority challenges showed growth. Work in these areas will continue with the Administration.

#1	<b>Balance Between School, Work &amp; Home</b> <ul style="list-style-type: none"> <li>2017-2018: 43%</li> <li>2018-2019: 52%</li> </ul>
#2	<b>Students Feel That Their Opinions and Thoughts are Respected by Staff</b> <ul style="list-style-type: none"> <li>Encouraged to Share Their Opinions and Thoughts                             <ul style="list-style-type: none"> <li>2017-2018: 41%</li> <li>2018-2019: 43%</li> </ul> </li> <li>Faculty and Staff Value What Students Have to Say                             <ul style="list-style-type: none"> <li>2017-2018: 47%</li> <li>2018-2019: 54%</li> </ul> </li> </ul>
#3	<b>Peer Interactions</b> <ul style="list-style-type: none"> <li>Peers Treat Each Other with Respect                             <ul style="list-style-type: none"> <li>2017-2018: 40%</li> <li>2018-2019: 38%</li> </ul> </li> <li>Peers Help One Another, Even If They Are Not Friends                             <ul style="list-style-type: none"> <li>2017-2018: 42%</li> <li>2018-2019: 41%</li> </ul> </li> </ul>

## 2018-2019 STUDENT CELEBRATIONS

There were many celebrations on data gathered from this year's student surveys. From the many celebrations—from relationships to the learning environment of our middle and high school, the School Accountability selected three celebrations to highlight.

STUDENTS WERE EXTREMELY SATISFIED OR SATISFIED	
#1	<b>Relationships</b> <ul style="list-style-type: none"> <li>97% of students have one good friend at school.</li> <li>95% of students show respect to their teachers.</li> <li>94% of students feel that teachers know them by name.</li> <li>72% of students feel that their teachers respect them.</li> </ul>
#2	<b>Engagement, Empowerment, and Education</b> <ul style="list-style-type: none"> <li>90% of students care about learning and receiving a quality education.</li> <li>84% of students participate regularly in class.</li> <li>83% of students have a growth mindset and believe that they can improve their skills and understanding in all subject areas.</li> <li>81% of students feel that their teachers are passionate about teaching.</li> <li>Almost <math>\frac{2}{3}</math> of students participate in extracurricular activities.</li> </ul>
#3	<b>Physical and Emotional Safety</b> <ul style="list-style-type: none"> <li>85% of students feel physically safe in classes.</li> <li>81% of students feel physically safe outside classes.</li> </ul>

	<ul style="list-style-type: none"> <li>• 76% of students feel emotionally safe in classes.</li> <li>• 75% of students feel emotionally safe outside classes.</li> </ul>
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## 2018-2019 STUDENT PRIORITY CHALLENGES

Based on survey data, the School Accountability Committee selected three priority performance challenges. From these challenges, goals and primary actions were created to address the challenge.

#1	Balance Between School, Work, and Home
<b>SMART Goal</b>	Middle and high school students' perception of work/life balance will increase from 52% to 57% in one year, as measured by the annual WCA student survey. Long-term, students' perception of work/life balance will increase to 70% by the 2022-2023 student survey.
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. MS and HS teachers will provide an estimated timeframe for homework completion. Should students spend more time than recommended, they should connect with the teacher.</li> <li>2. MS and HS teachers will post due dates for assignments/projects on daily agenda at the beginning of class.</li> <li>3. MS and HS teachers will post due dates assignments/projects on Google Classroom or homework website.</li> <li>4. MS teachers will display homework calendar during advisory and perform planner checks to ensure homework is written and understood.</li> </ol>

#2	Students Feel That Their Opinions and Thoughts are Respected by Staff
<b>SMART Goal</b>	<p>Middle and high school students' belief that they are encouraged to share their opinions and thoughts will increase from 43% to 47% in one year, as measured by the annual WCA student survey.</p> <p>Middle and high school students' belief that faculty and staff value what students have to say will increase from 54% to 59% in one year, as measured by the annual WCA student survey.</p> <p>Middle and high school students' belief that they would feel comfortable to share problems and concerns with an administrator or teacher would increase from 43% to 47% in one year, as measure by the annual WCA student survey.</p>
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. A Student Advisory Council will be created that is a liaison to the staff with MS students from advisory.</li> <li>2. MS Leadership and HS Student Council representatives will attend board meetings and board committee meetings.</li> <li>3. A "lunch with the principal or assistant principal" activity will occur once a month, where students meet and voice concerns or share information about where they would love to see the school go.</li> <li>4. Administration will attend MS Leadership and HS Student Council meetings.</li> <li>5. MS Leadership and HS Student Council meetings will have an open forum once a month for students to share their feedback and concerns.</li> <li>6. A MS/HS suggestion box for students will be created to share their concerns/questions.</li> </ol>

#3	Peer Interactions
<b>SMART Goal</b>	<p>Middle and high school students' belief that peers treat each other with respect will increase from 38% to 42% in one year, as measured by the annual WCA student survey.</p> <p>Middle and high school students' belief that their peers help one another, even if they are not friends will increase from 41% to 45% in one year, as measured by the annual WCA student survey.</p>
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. A newsletter section will be designated that outlines available resources that support mental health and educates parents and students on understanding positive behavior relations.</li> <li>2. Continued work on annual Safety Day that addresses emotional and / or behavioral support will occur.</li> <li>3. Staff will promote the 8 Keys of Excellence and behavioral expectations through: <ol style="list-style-type: none"> <li>a. Advisory lessons.</li> <li>b. Classroom instruction.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>c. Character education assemblies.</li> </ul>
	<ul style="list-style-type: none"> <li>4. Staff and students will be trained in Sources of Strength and other programs that support:               <ul style="list-style-type: none"> <li>a. Peer Counseling.</li> <li>b. MS Advisory lessons.</li> <li>c. HS Advisory.</li> </ul> </li> <li>5. Student team building activities will be implemented using the following:               <ul style="list-style-type: none"> <li>a. LINK Crew.</li> <li>b. Designated testing and grade-level team building during first two days of school Advisory competitions days.</li> </ul> </li> <li>6. Visual reminders of positive school culture will be located throughout the building.</li> </ul>

## ANNUAL ELEMENTARY SCHOOL STAFF SURVEY RESULTS

Promoting excellence in student learning is at the heart of everything we do at Windsor Charter Academy. Our mission provides students with challenging academics that promotes academic excellence, character development, and enthusiasm for lifelong learning. All teaching staff participated in our annual survey. Staff input is critical in the process of schoolwide improvement.

### LAST YEAR'S ELEMENTARY SCHOOL STAFF PRIORITY CHALLENGES

Last year, three priority challenges were selected for each school based on data. Below are the selected challenges and the data trend over multiple years. Work in these areas will continue with the Administration.

#1	<b>Work-Life Balance</b> <ul style="list-style-type: none"> <li>• 2015-2016: 47%</li> <li>• 2016-2017: 44%</li> <li>• 2017-2018: 61%</li> <li>• 2018-2019: 55%</li> </ul>
#2	<b>Voice in Decision Making</b> <ul style="list-style-type: none"> <li>• 2015-2016: 53%</li> <li>• 2016-2017: 34%</li> <li>• 2017-2018: 63%</li> <li>• 2018-2019:               <ul style="list-style-type: none"> <li>○ Sufficient opportunities provided to have one's voice heard: 94%</li> <li>○ Utilization of sufficient opportunities to have one's voice heard: 65%</li> </ul> </li> </ul>
#3	<b>Positive Staff Morale</b> <ul style="list-style-type: none"> <li>• 2017-2018: 67%</li> <li>• 2018-2019:               <ul style="list-style-type: none"> <li>○ My morale: 91%</li> <li>○ Morale among staff: 85%</li> </ul> </li> </ul>

### 2018-2019 ELEMENTARY SCHOOL STAFF CELEBRATIONS

There were many celebrations on data gathered from this year's staff surveys. From the many celebrations—from relationships to the learning environment of our elementary school, the School Accountability selected three celebrations to highlight.

STAFF WERE EXTREMELY SATISFIED OR SATISFIED	
#1	<b>Safe Work Environment</b> <ul style="list-style-type: none"> <li>• 100% of teachers feel that their school is safe.</li> </ul>

#2	<b>Positive Work Environment</b> <ul style="list-style-type: none"> <li>100% of teachers feel that the administration creates a positive work environment.</li> <li>91% of teachers feel that their individual morale at school is high.</li> </ul>
#3	<b>Mutual Respect and Positive, Supportive Relationships</b> <ul style="list-style-type: none"> <li>100% of teachers feel that there is a good working relationship between teachers and office staff.</li> <li>100% of teachers feel that parents are respectful.</li> <li>100% of teachers feel that administration supports them in difficult situations w/ students.</li> <li>97% of teachers feel that elementary administration supports them in difficult situations w/ parents.</li> <li>97% of teachers feel that the elementary administration is respectful.</li> <li>97% of teachers feel that students are respectful.</li> <li>94% of teachers are happy with their working relationships with other staff.</li> </ul>

## 2018-2019 ELEMENTARY SCHOOL STAFF PRIORITY CHALLENGES

Based on survey data, the School Accountability Committee selected three priority performance challenges. From these challenges, goals and primary actions were created to address the challenge.

#1	Work-Life Balance
<b>SMART Goal</b>	Elementary staff's perception of work/life balance will increase from 57% to 63% in one year, as measured by the annual WCA staff survey.
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>Administration will print all reports for benchmark testing to add to teachers' data sheets for parent teacher conferences in order to ensure timely communication regarding student progress.</li> <li>Spring conferences will continue to be optional, with the exception of students who are on a READ Plan, have Ds or Fs in core content areas, and/or are being considered for retention.</li> <li>During staff professional development days, administration will commit to allocating half of the time to professional development and the other half to working in classrooms.</li> <li>In the beginning of the year, grade level teams will work together to determine ways to increase the efficiency of professional learning communities.</li> <li>School committee meetings will be determined at the beginning of the year so that staff can sign up for a committee that works best with their schedule.</li> <li>Administration will continue to allow flexibility for teachers to schedule conferences in a way that works best for their schedule, rather than designating specific times.</li> </ol>

#2	Voice in Decision Making
<b>SMART Goal</b>	Elementary staff's perception of utilizing their opportunities in having their voice heard in shaping decisions will increase from 65% to 72% in one year, as measured by the annual WCA staff survey.
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>Administration will restructure Teacher Council to ensure that the platform is a strong avenue for teacher voice in decision making. <ol style="list-style-type: none"> <li>Prior to upcoming Teacher Council meetings, administration will create an agenda that includes topics that are timely and are based on upcoming events.</li> <li>If teachers have questions or concerns on a specific topic that they would like to add to the agenda, they will share this item with their team lead. The team leader may choose to bring the topic to their one-on-one meetings with administration or the Building Leadership Team meeting. If it is determined more input from staff is needed, the topic will be placed on the Teacher Council agenda.</li> <li>The agenda for each Teacher Council meeting will be sent to staff ahead of time so that individuals can attend those meetings that address specific concerns that they want to give input.</li> <li>At the mid-year Teacher Council meeting, the Council will reflect on the priority challenge, the goals, and action items identified based off of the staff survey to determine if progress is being made.</li> </ol> </li> </ol>

	2. School committee meetings will be determined at the beginning of the year so that staff can sign up for a committee that works best with their schedule.
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#3	School Culture
<b>SMART Goal</b>	Elementary staff's perception of a positive work environment, mutual respect, and positive, Supportive relationships will remain strengths, with scores above 90%.
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. Administration will continue to provide opportunities for staff to develop relationships with grade-level team members and other staff by organizing team-building activities throughout the year.</li> <li>2. Administration will continue to collect fees for the Sunshine Committee so that staff members are supported during life events such as baby showers, wedding and loss of loved ones.</li> <li>3. The Sunshine Committee will continue to provide activities that support positive culture, such as the Sunshine Cart and other staff morale-building activities.</li> <li>4. Administration will continue to focus on positive staff morale with new teachers by providing Energy Bus professional development at the beginning of the year and building relationships through new teacher one-one-one meetings.</li> </ol>

## ANNUAL MIDDLE/HIGH SCHOOL STAFF SURVEY RESULTS

Promoting excellence in student learning is at the heart of everything we do at Windsor Charter Academy. Our mission provides students with challenging academics that promotes academic excellence, character development, and enthusiasm for lifelong learning. All teaching staff participated in our annual survey. Staff input is critical in the process of schoolwide improvement.

### LAST YEAR'S MIDDLE & HIGH SCHOOL STAFF PRIORITY CHALLENGES

Last year, three priority challenges were selected for each school based on data. Below are the selected challenges and the data trend over multiple years. Work in these areas will continue with the Administration.

#1	<b>Work-Life Balance</b> <ul style="list-style-type: none"> <li>• 2015-2016: 47%</li> <li>• 2016-2017: 44%</li> <li>• 2017-2018: 50%</li> <li>• 2018-2019: 68%</li> </ul>
#2	<b>Administrative Support with Students</b> <ul style="list-style-type: none"> <li>• 2016-2017: 65%</li> <li>• 2017-2018: 73%</li> <li>• 2018-2019: 75%</li> </ul>
#3	<b>Voice in Decision Making</b> <ul style="list-style-type: none"> <li>• 2015-2016: 53%</li> <li>• 2016-2017: 34%</li> <li>• 2017-2018: 54%</li> <li>• 2018-2019: <ul style="list-style-type: none"> <li>○ I have sufficient opportunities to have my voice heard in teacher councils, one-on-one meetings, and committees: 78%</li> <li>○ I utilize my opportunities to have my voice heard through teacher councils, one-on-one meetings, and committees: 73%</li> </ul> </li> </ul>

## 2018-2019 MIDDLE & HIGH SCHOOL STAFF CELEBRATIONS

There were many celebrations on data gathered from this year's staff surveys. From the many celebrations—from relationships to the learning environment of our MS/HS school, the School Accountability selected three celebrations to highlight.

STAFF WERE EXTREMELY SATISFIED OR SATISFIED	
#1	<b>Safe Work Environment</b> <ul style="list-style-type: none"> <li>100% of teachers feel that their school is safe.</li> </ul>
#2	<b>Mutual Respect and Positive, Supportive Relationships</b> <ul style="list-style-type: none"> <li>93% of teachers feel that there is a good working relationship between teachers and office staff.</li> <li>90% of teachers are happy with their working relationships with other staff.</li> <li>88% of teachers feel that parents are respectful.</li> <li>85% of teachers feel that students are respectful to them.</li> <li>85% of teachers feel valued as an employee.</li> </ul>
#3	<b>Professional Growth/Staff Motivation</b> <ul style="list-style-type: none"> <li>Teachers feel that administration support their professional growth, increasing by 27% in the last 2 years.                             <ul style="list-style-type: none"> <li>2016-2017: 67%</li> <li>2017-2018: 81%</li> <li>2018-2019: 85%</li> </ul> </li> <li>100% of teachers are motivated to do good work</li> </ul>

## 2018-2019 MIDDLE & HIGH SCHOOL STAFF PRIORITY CHALLENGES

Based on survey data, the School Accountability Committee selected three priority performance challenges. From these challenges, goals and primary actions were created to address the challenge.

#1	Morale and Job Satisfaction
<b>SMART Goal</b>	MS/HS staff's perception of morale and job satisfaction will increase by 5% in the categories below in one year, as measured by the annual WCA staff survey. <ul style="list-style-type: none"> <li>From 55% to 58%: Morale among staff at school is high.</li> <li>From 68% to 72%: Balance in work and personal life.</li> <li>From 70% to 74%: Individual morale at school is high.</li> <li>From 75% to 79%: Satisfied and fulfilled in their job.</li> </ul>
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>Staff will continue "unplugging," a school tradition that occurs three times a year during long breaks.</li> <li>Staff will implement a philosophy of "unplugging" on the weekends with the expectation that responses to emails will not occur from 8 a.m. on Saturday until noon on Sunday.</li> <li>Staff will have a consolidated committee meeting schedule one day a week.</li> <li>Clubs and committees will have assigned number of sponsors based on the time commitment, work load and number of students that participate.</li> <li>Professional development days will include designated time for teachers to work in classrooms.</li> </ol>

#2	Support in Difficult Situations
<b>SMART Goal</b>	MS/HS staff's perception of administrative support in difficult situations will increase 5% in the categories below in one year, as measured by the annual WCA staff survey. <ul style="list-style-type: none"> <li>From 58% to 61%: Administrative support when dealing with difficult situations with parents.</li> <li>From 73% to 77%: Administrative support when dealing with difficult situations with students.</li> <li>Positive qualitative data trend on need for greater approachability with administration.</li> </ul>



<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. Administration and staff will collaborate to determine what type of support the staff are seeking—information, consultation, coaching, collaboration, etc. Administration will empower teachers to find solutions and build skills in effectively handling difficult situations.</li> <li>2. Administration will communicate results of discipline issues to the staff that made the discipline referral to administration. Staff will approach administration with questions regarding discipline outcome if additional clarity regarding the situation is desired.</li> <li>3. Timely meetings will be held for all staff when vital information needs to be shared, creating an environment that is safe for all.</li> <li>4. Professional development will be conducted where staff review the refocus and referral process.</li> </ol>
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<b>#3</b>	<b>Enhanced Communication Between Administration and Staff</b>
<b>SMART Goal</b>	<p>MS/HS staff's perception of positive communication between administration and staff will increase 5% in the categories below in one year, as measured by the annual WCA staff survey.</p> <ul style="list-style-type: none"> <li>• From 78% to 82%: Continue to feel they have sufficient opportunities to have their voice heard in teacher councils, one-on-one meetings, and committees.</li> <li>• From 73% to 77%: Utilize opportunities to have voice heard.</li> <li>• Positive qualitative data trend on need for enhanced communication between staff and administration.</li> </ul>
<b>Primary Actions</b>	<ol style="list-style-type: none"> <li>1. Administration and staff will collaborate to determine what type of support the staff are seeking—information, consultation, coaching, collaboration, etc. Administration will empower teachers to find solutions and build skills in effectively handling difficult situations.</li> <li>2. Administration will communicate results of discipline issues to the staff that made the discipline referral to administration. Staff will approach administration with questions regarding discipline outcome if additional clarity regarding the situation is desired.</li> <li>3. All staff will adhere to the 48-hour email guidelines.</li> <li>4. Teacher Council and Building Leadership Team will be held regularly throughout the year. The meetings will be planned at the beginning of the school year and the calendar of scheduled meetings will be shared with teachers.</li> <li>5. Leadership roles will be outlined and delineated.</li> <li>6. Administration will conduct one-on-one meetings with new staff to support teacher growth.</li> <li>7. Administration will have dedicated "office hours" time, which creates opportunities for staff to discuss a variety of topics.</li> </ol>



## **6.0 First Read Policies**



Windsor Charter Academy Executive Board establishes the following graduation requirements for Windsor Charter Academy. These requirements are formed to meet the many demands of a literate society. These requirements are established after consideration of many factors. Some of the contributing factors are:

- Providing students with the necessary preparation and credits to enter a post-secondary institution and fulfilling the requirements that these institutions may have relative to admissions requirements.
- Meeting K-12 educational standards as measured by state accreditation mandates.

### **Minimum Units of Credit Needed to Graduate**

All students must complete the necessary credit requirements outlined in the graduation requirements below to participate in the graduation ceremony. Credits shall be granted for grades of D and above. The exception to this requirement shall be “social graduations” for certain students with disabilities. Foreign exchange students are not eligible for an authorized diploma from Windsor Charter Academy.

To be awarded a diploma, a student enrolled at Windsor Charter Academy Early College High School must earn a minimum of 26 credits that include the following:

- Math—3 credits
- English—4 credits
- History/Social Sciences—3.5 credits
- Science—3.0 credits
- Physical Education/Health—1.0 credits
- ICAP—2.0 credits
- Electives—9.5 credits

A diploma shall consist of the minimum requirements necessary to graduate from Windsor Charter Academy. Any exception to these requirements must be

approved by the student's counselor, the principal, the Executive Director and the Director of Instruction from Weld Re-4 and should align with a student's individual career and academic plan.

## College and Career-Prepared Demonstration of Competency Needed to Graduate

Additionally, beginning with the class of 2021, all students in Colorado must meet additional minimum requirements to graduate from high school and demonstrate college and career readiness. To graduate, students must obtain one passing score in English and one passing score in math from one of the options below.

English*	Math*
470 in <del>on</del> <b>English</b> Evidence-Based Reading and Writing <del>on</del> <b>for</b> SAT	500 in <del>on</del> Math <del>on</del> <b>for</b> SAT
18 on <del>ACT</del> English <b>for ACT</b>	19 on <del>ACT</del> Math <b>for ACT</b>
70 on Sentence Skills or 62 on Reading Comprehension <del>for</del> <b>in</b> Accuplacer	61 on Elementary Algebra <del>in</del> <b>for</b> Accuplacer
<b>241 on Reading OR 236 on Writing for Next Generation Accuplacer</b>	<b>255 on Arithmetic OR 230 on Quantitative Reasoning, Algebra, and Statistics for Next Generation Accuplacer</b>
C or higher <del>in</del> <b>for</b> Concurrent Enrollment Course at the ENG 122 Level or Above	C or higher <del>in</del> <b>for</b> Concurrent Enrollment Course at the <b>MAT 121</b> College Algebra Level <del>(MAT 121)</del> or Above
2 on <del>AP</del> Language and Composition or Literature and Composition <b>for Advanced Placement</b>	2 on <del>AP</del> Statistics <b>for Advanced Placement</b>
Bronze level <del>on</del> <b>in</b> Reading for Information or Locating Information (3 or above) <del>English on</del> <b>for</b> ACT Work Keys	Bronze level <del>in</del> <b>on</b> Applied Mathematics (3 or above) <del>Math on</del> <b>for</b> ACT Work Keys
31 <del>in</del> <b>for</b> <b>English</b> Verbal Skills Domain on ASVAB	31 <del>in</del> <b>on</b> Math Skill Domain <del>on</del> <b>for</b> ASVAB

\*Other options may become available to students based on changes in availability or legislation.

## College Preparation

If students wish to pursue admission to a four-year college or university, higher scores than the minimum to graduate may be a component of admission to institutes of higher education. The requirements of admission at any college or university being considered should be researched for specifics. Recommended scores are below.

- College Readiness Benchmarks on SAT
  - 480 in Evidence-Based Reading and Writing
  - 530 in Math
- College Readiness Benchmarks on ACT
  - 18 in English
  - 22 in Math
- College Readiness Cut Scores for Accuplacer
  - 80 in Reading Comprehension
  - 95 in Sentence Skills
  - 85 in Elementary Algebra
- **Advanced Placement Scores for College Credit**
  - **3 or Higher**
- **AVAB**
  - **50 in AFQT**

## Students on Individualized Education Plans

For students eligible for special education and who have an active Individualized Education Plan (IEP), the IEP may be used to outline and provide for appropriate course substitutions to supplant or replace current graduation requirements with alternate course options. These course alternatives must directly align with the student's IEP and documented postsecondary goals and must be approved by both the school principal and the Executive Director. Students whose IEP may supplant required graduation requirements may still earn a diploma if they are able to demonstrate minimum competency measures by meeting one or more of the assessment thresholds listed above. Students requiring curricular modifications may earn a diploma if able to demonstrate minimum proficiencies outlined by this policy and/or the Colorado Department of Education.

Special Education students who are eligible to participate in social graduations are those who:

- Have a current Individualized Education Plan (IEP).

- Have a commensurate number of credits (currently 26) required by the Windsor Charter Academy Executive Board for graduation (These need NOT be the same required courses needed for a diploma).
- After obtaining their 26 credits, will continue to receive special education services in the district's 18-21 Windsor Exceptional Students Transitioning (WEST) program and have district transition related goals necessary to obtain the postsecondary goals outlined in the IEP.
- Are ready and need community based part-time transition focused special education services.

Those students who are NOT eligible for social graduation are those who:

- Have less than 26 total credits.
- Are younger than 17 years of age as of September 1st of the active school year.
- Have 26 credits but whose needs require continuation at the high school instead of a part-time community-based setting in order to receive Free Appropriate Education (FAPE).

Special education students participating in a social graduation shall receive a certificate of transition at the commencement ceremony in lieu of a diploma or certificate of completion. Once a student is no longer eligible to receive special education services (e.g., the student has reached the age of twenty-one), the student shall be issued either a diploma if the district diploma requirements as outlined above have been met or a certificate of completion if the district diploma requirements have not been met.

Students are encouraged to begin planning during their high school years so they will be adequately prepared for postsecondary opportunities upon graduation. The Colorado Commission on Higher Education (CCHE) is required to provide information about postsecondary education opportunities including admission requirements for institutions of higher education in Colorado to the parents/guardians of eighth grade students. Prior to a student's enrollment in ninth grade courses, Windsor Charter Academy will make information available to the parents/guardians of eighth grade students concerning the courses the Windsor Charter Academy offers that meet the CCHE admission requirements.

April 2018  
November 2018  
**May 2019**







## STAFF CONDUCT AND RESPONSIBILITIES

### Professional Boundaries with Co-Workers

Windsor Charter Academy strongly believes that a work environment where employees maintain clear boundaries between employee personal and business interactions is necessary for effective business operations. Although this regulation does not prevent the development of friendships or romantic relationships between co-workers, it does establish boundaries as to how relationships are conducted during working hours and within the working environment.

Individuals in supervisory or managerial roles, and those with authority over others' terms and conditions of employment, are subject to more stringent requirements under this regulation due to their status as role models, their access to sensitive information, and their ability to affect the employment of individuals in subordinate positions.

This regulation does not preclude or interfere with the rights of employees protected by the National Labor Relations Act, C.R.S. § 24-34-402.5, or any other applicable statute concerning the employment relationship.

### Procedures

1. During working time and in working areas, employees are expected to conduct themselves in an appropriate workplace manner that does not interfere with others or with overall productivity.
2. During nonworking time, such as lunches, breaks, and before and after work periods, employees engaging in personal exchanges in nonwork areas should observe an appropriate workplace manner to avoid offending other workers or putting others in an uncomfortable position.
3. Employees are strictly prohibited from engaging in physical contact that would in any way be deemed inappropriate in the workplace by a reasonable person while anywhere on school premises, whether during working hours or not.



## Policy GBEB-R

4. Employees who allow personal relationships with co-workers to adversely affect the work environment will be subject to Windsor Charter Academy's disciplinary policy, including counseling for minor problems. Failure to change behavior and maintain expected work responsibilities is viewed as a serious disciplinary matter.
5. Employee off-duty conduct is generally regarded as private, as long as such conduct does not create problems within the workplace. An exception to this principle, however, is romantic or sexual relationships between supervisors and subordinates.
6. Any supervisor, manager, executive or other school leader in a sensitive or influential position with Windsor Charter Academy must disclose the existence of a romantic or sexual relationship with another co-worker. Disclosure may be made to the individual's immediate supervisor or the Director of Human Resources (HR). Windsor Charter Academy will review the circumstances to determine whether any conflict of interest exists.
7. When a conflict-of-interest or potential risk is identified due to a school leader's relationship with a co-worker, Windsor Charter Academy will work with the parties involved to consider options for resolving the problem. The initial solution may be to make sure the parties no longer work together on matters where one is able to influence the other or take action for the other. Matters such as hiring, firing, promotions, performance management, compensation decisions and financial transactions are examples of situations that may require reallocation of duties to avoid any actual or perceived reward or disadvantage. In some cases, other measures may be necessary, such as transfer of one or both parties to other positions or departments. If one or both parties refuse to accept a reasonable solution, such refusal will be deemed a voluntary resignation.
8. Failure to cooperate with Windsor Charter Academy to resolve a conflict or problem caused by a romantic or sexual relationship between co-workers or among managers, supervisors or others in positions of authority in a mutually agreeable fashion may be deemed insubordination and result in disciplinary action up to and including termination.
9. The provisions of this regulation apply regardless of the sexual orientation of the parties involved.

10. Where doubts exist as to the specific meaning of the terms used above, employees should make judgments based on the overall spirit and intent of this regulation.
11. Any concerns about the administration of this regulation should be addressed to the director of HR.

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Windsor Charter Academy Executive Board  
Adopted: May 2019





## ADMINISTRATION OF MEDICAL MARIJUANA TO QUALIFIED STUDENTS

The ~~Board~~**Executive Board** strives to honor families' private medical decisions while ensuring a learning environment free of disruption. To accomplish these goals, ~~the district~~**Windsor Charter Academy** restricts the administration of medications, including medical marijuana, during school hours unless administration cannot reasonably be accomplished outside of school hours.

Administration of medical marijuana to qualified students shall be in accordance with this policy. Administration of all other prescription and nonprescription medications to students shall be in accordance with applicable law and the ~~Board~~**Executive Board's** policy concerning the administration of medications to students.

### Definitions

For purposes of this policy, the following definitions shall apply:

1. "Designated location" means a location identified in writing by the ~~district~~**Windsor Charter Academy** in its sole discretion and may include a location on the grounds of the school in which the student is enrolled, upon a school bus in Colorado, or at a school-sponsored event in Colorado.
2. "Permissible form of medical marijuana" means non-smokeable products such as oils, tinctures, edible products or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive ongoing adult assistance or on a case-by-case basis as determined by the ~~district~~**Windsor Charter Academy** when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student's primary caregiver<sup>[SB1][BDC2]</sup> to the ~~superintendent~~**Executive Director**, who may authorize such a request after consultation with appropriate medical personnel chosen by the ~~district~~**Windsor Charter Academy**.

3. "Primary caregiver" means the qualified student's parent, guardian or other responsible adult over eighteen years of age<sup>[SB3]</sup><sup>[SB4]</sup><sup>[BDC5]</sup> who is identified by the student's parent/guardian as the qualified student's primary caregiver. In no case shall another student or a staff member be recognized as a primary caregiver, unless the staff member is the student's parent/guardian. Any primary caregiver seeking access to school or ~~district~~**Windsor Charter Academy** property, a school bus or school--sponsored event for purposes of this policy must comply with the ~~Board~~**Executive Board**'s policy and/or procedures concerning visitors to schools and all other applicable policies.
4. "Qualified student" means a student who holds a valid registration from the state of Colorado (license issued by the Colorado Department of Public Health and Environment) for the use of medical marijuana and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

## **Permissible Administration of Medical Marijuana to a Qualified Student**

A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met:

1. The qualified student's parent/guardian provides the school with a copy of the student's valid registration from the state of Colorado authorizing the student to receive medical marijuana.
2. ~~The district~~**Windsor Charter Academy** prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan shall be signed by the school administrator, the qualified student (if capable) and the qualified student's parent/guardian.
3. The qualified student's parent/guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the ~~district~~**Windsor Charter Academy** from liability for any injury that occurs pursuant to this policy.
4. The qualified student's parent/guardian or primary caregiver shall be responsible for providing the permissible form of medical marijuana to be administered to the qualified student.

5. ~~The district~~**Windsor Charter Academy** determines, in its sole discretion, the location and method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students.
6. After administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver shall remove any remaining marijuana from the grounds of the school, ~~district~~**Windsor Charter Academy**, school bus or school-sponsored event.

## **Additional Parameters**

School personnel shall not administer or hold medical marijuana in any form.

This policy conveys no right to any student or to the student's parents/guardians or other primary caregiver to demand access to any general or particular location on school or ~~district~~**Windsor Charter Academy** property, a school bus or at a school-sponsored event to administer medical marijuana.

This policy shall not apply to school grounds, school buses or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of marijuana inconsistent with this policy may be considered a violation of ~~Board~~**Executive Board** policy concerning drug and alcohol involvement by students or other ~~Board~~**Executive Board** policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable ~~Board~~**Executive Board** policy.

If the federal government indicates that the ~~district~~**Windsor Charter Academy's** federal funds are jeopardized by this policy, the ~~Board~~**Executive Board** declares that this policy shall be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus or at a school-sponsored event shall not be permitted. ~~The district~~**Windsor Charter Academy Schools** shall post notice of such policy suspension and prohibition in a conspicuous place on its website.

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Windsor Charter Academy Executive Board  
Adopted: April 2019

## Legal Reference

Colo. Const. Art XVIII, Section 14

C.R.S. 22-1-119.3 (3) (c) (d)

C.R.S. 22-1-119.3 (3)(d)(III)

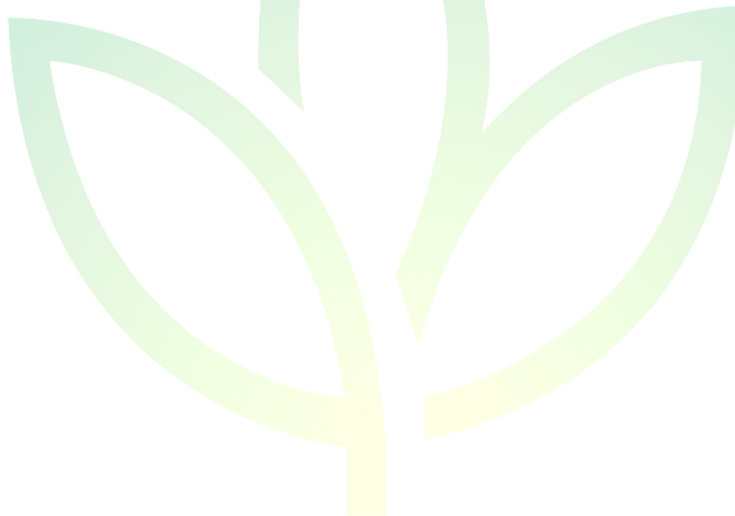
## Cross Reference

JICH Drug and Alcohol Involvement by Students

JKD/JKE Suspension/Expulsion of Students

JLCD Administering Medications to Students

JLCE First Aid and Emergency Medical Care







## CODE OF CONDUCT

In accordance with applicable law and **Windsor Charter Academy** District 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 ~~District~~ **school** property, when being transported in vehicles dispatched by ~~the District or one of its schools~~ **Windsor Charter Academy**, during a school-sponsored or ~~District-sponsored~~ activity or event and off school property when the conduct has a reasonable connection to school or any ~~District~~ 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 ~~District~~ staff.
2. Causing or attempting to cause damage to school property or stealing or attempting to steal ~~District~~ **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 ~~District~~ policy or building regulations.
6. Violation of ~~the District's~~ policy on weapons in the schools. In accordance with federal law, expulsion shall be mandatory for bringing or possessing a firearm.
7. Violation of ~~the District's~~ policy on student conduct involving drugs and alcohol.
8. Violation of ~~the District's~~ **policy on** violent and aggressive behavior ~~policy~~.
9. Violation of ~~the District's~~ **policy on** tobacco-free schools ~~policy~~.
10. Violation of ~~the District's~~ policy on prohibiting sexual or other harassment.
11. Violation of the ~~District's~~ policy on nondiscrimination.
12. Violation of ~~the District's~~ **policy on** dress code ~~policy~~.
13. Violation of ~~the District's~~ policy on bullying prevention and education.
14. Violation of ~~the District's~~ 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 ~~District~~ or 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** ~~the District'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** ~~the District~~ or on the general safety or welfare of students or staff.
23. Lying or giving false information, either verbally or in writing, to ~~an~~ **a** District 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~~ District employee to law enforcement or to **Windsor Charter Academy's** ~~the District~~ 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.



Windsor Charter Academy Executive Board  
April 2019

## 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  
ECAC Vandalism  
GBGB Staff Personal Security and Safety  
JICA Student Dress  
JICE Student Publications (and Distribution of Literature)  
JICE-R School Publications Code  
JICF Secret Societies  
JICFA Gang-Related Activity  
JICH Student Involvement with Drugs and Alcohol  
JICI Weapons in School  
JICK Prevention of Bullying  
JICKA Sexual Harassment of Students  
JIH Law Enforcement Interview and Interrogation of Students  
JIHA Searches  
JK Student Discipline  
JK-A Use of Physical Intervention and Restraint  
JK-A-R Use of Physical Intervention and Restraint  
JKB Discipline of Students with Disabilities  
JKDA JKEA Expulsion Prevention  
JKD JKE Suspension and Expulsion (And Other Disciplinary Interventions)  
JKG Discipline of Habitually Disruptive Students  
JKG-R Discipline of Habitually Disruptive Students Regulation  
JS Appropriate Use of District and Personal Technology by Students



## TOBACCO-FREE SCHOOLS

Whereas the use of Tobacco Products is detrimental to the well-being of students and staff, the following prohibitions are placed on its use and/or possession in school facilities, on **school** ~~district~~ property, during ~~district~~ or school-sponsored activities, or in school-owned transportation at all times.

Use of any Tobacco Products by staff, teachers, students, and visitors ~~in or on any district~~ **school** property or at any ~~district~~ or school-sponsored activity is prohibited.

Students shall not be in possession of any Tobacco Products while in school facilities, on school ~~district~~ property, during ~~district~~ or school-sponsored activities or in school-owned transportation at any time.

“Tobacco Product” means:

- Any product that contains nicotine or tobacco or is derived from tobacco and is intended to be ingested or inhaled by or applied to the skin of an individual, including but not limited to cigarettes, cigars, pipe tobacco, snuff and chewing tobacco.
- Any electronic or manual device that can be used to deliver nicotine to the person inhaling from the device, including but not limited to an electronic cigarette, cigar, cigarillo, vapor pen, vaporizer, or pipe.
- “Tobacco Product” does not include any product that has been approved by the appropriate federal agency as a tobacco use cessation product, and that is possessed or being used by a person legally permitted to purchase such tobacco use cessation product.

“Use of any Tobacco Product” means lighting, chewing, smoking, inhaling, vaporizing, ingesting or application of any Tobacco Product.

“School property” means all property owned, leased, rented, or otherwise used or contracted for by ~~a school or the school district~~ **Windsor Charter Academy** and shall include school grounds over which the school exercises control

including, but not limited to, areas surrounding any buildings, playgrounds, athletic fields, recreation areas, and parking areas.

"School facilities" includes, but is not limited to, all indoor and outdoor facilities used to provide educational services, library services, routine health care services, athletic or recreation services, ~~and daycare or early childhood development services to children~~ as well as facilities used for administration, support services, maintenance or storage and the grounds surrounding those facilities that are under the District's **Windsor Charter Academy's** ownership or control.

"School-owned transportation" means all vehicles owned, leased, or rented by the ~~school or school district~~ **Windsor Charter Academy** used for transporting students, staff, visitors, or other persons.

Signs regarding this prohibition and the consequences of a violation will be displayed in prominent places on all school property. This policy will be published in all employee and student handbooks, ~~and will be posted on bulletin boards in school facilities.~~

Any member of the general public considered by the ~~superintendent~~ **Executive Director** or designee to be in violation of this policy will be instructed to leave school ~~district~~ property or a ~~district or school-sponsored~~ activity. Employees found to be in violation of this policy will be subject to appropriate disciplinary action in accordance with personnel policies.

Any student who violates this policy is subject to the consequences described below. The sequence of consequences that follow will occur during the student's tenure in each of the three building levels (K-5, 6-8, 9-12) that exist in ~~the school district~~ **at Windsor Charter Academy**. The student returns to a first offense consequence only when ~~he or she~~ **they** advances to a new building level.

1. For the first offense, the student shall be suspended from classes for one day and a letter shall be sent to his or her parents notifying them of the violation. This suspension may be in school or out of school.
2. For the second offense, the student shall be suspended from school for two days and a letter shall be sent to his or her parents notifying them of the violation. Before the student is readmitted to school, a conference will be held with the student, parents and a building administrator.

3. For the third and subsequent offense(s), the student shall be suspended from school for a minimum of two days and a maximum of 5 days and a letter shall be sent to his or her parents notifying them of the violation. Before the student is readmitted to school, a conference will be held with the student, parents, and a building administrator. Notwithstanding other provisions of this policy, a student may be recommended for expulsion by the building principal at any time: (1) if the offense is deemed to be behavior that is detrimental to the welfare of other students or of school personnel, including behavior that creates a threat of physical harm to the child or the other children; (2) for the fourth and subsequent violations of this policy if the smoking violation(s) is (are) deemed by the building principal to be a pattern of continued willful disobedience or open and persistent defiance of proper authority; or (3) if the student distributes, dispenses, sells, gives, or exchanges a Tobacco Product on school ~~district~~ property, during ~~district~~ or school-sponsored activities, in school-owned transportation or off school ~~district~~ property when such conduct has a reasonable connection to school or any ~~district~~ curricular or non-curricular activity or event or when such conduct interferes with the operations of ~~the District~~ **Windsor Charter Academy** or the safety or welfare of students or employees.

### Exemptions

Pursuant to state law no exemption shall be granted pursuant to this policy.

Windsor Charter Academy Executive Board  
April 2019

### Legal References

20 U.S.C 7181 *et seq.*

C.R.S. 18-13-121

C.R.S 22-32-109 (1) (bb)

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

C.R.S. 25-14-103.5

C.R.S 25-14-301



## USE OF VIDEO AND AUDIO MONITORING

The **Executive** Board of Education recognizes that maintaining the safety and security of students, staff and ~~district~~ **school** property is best implemented with a multi-faceted approach. To the extent modern technology provides tools to maintain safety and security, the use of technology such as video surveillance cameras is supported by the **Executive** Board.

Video surveillance may be utilized in and around schools, on ~~district~~ **school** property and on school transportation vehicles. Cameras may be equipped with audio recording capabilities as well. Video surveillance shall be in accordance with applicable law pertaining to such use. ~~The district~~ **Windsor Charter Academy** also shall comply with applicable law related to maintaining video recordings.

The ~~superintendent~~ **Executive Director** or designee is directed to develop regulations governing the use of video surveillance in accordance with applicable law and **Executive** Board policy.

### Exclusions

Recording of teacher instruction for purposes of completing a licensed personnel performance evaluation is not intended to be covered by this policy ~~and shall not be permitted except as provided by state law~~. Recording of students for purposes of their educational programming is also not intended to be covered by this policy.

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Windsor Charter Academy Executive Board  
Adopted: May 2019

### Legal References

20 U.S.C. §1232g (Family Educational Rights and Privacy Act of 1974)  
34 C.F.R. §99.1 et seq. (FERPA regulations)  
C.R.S. 24-72-113 (limit on retention of passive surveillance records)

# Policy ECAF

Cross References

GBEB, Staff Conduct (And Responsibilities)

JIC, Student Conduct, and Subcodes

JK, Student Discipline, and Subcodes

JRA/JRC, Student Records/Release of Information on Students





## **7.0 Second Read Policies**





## STUDENT INVOLVEMENT WITH DRUGS AND ALCOHOL

### Definitions

"Controlled substances" for purposes of this policy **means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP), amphetamines (including methamphetamine), and anabolic steroids**~~include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana, anabolic steroids, any other controlled substances as defined in law.~~

**"Prohibited substances" for the purposes of this policy means** ~~or any~~ prescription or nonprescription drug, medication, vitamin or other chemical substances not taken **or possessed** in accordance with board policy and regulation on administering medication to students or the board's policy on administration of medical marijuana to qualified students.

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

~~"Illegal drugs" means all drugs not defined herein as legal drugs~~**for the purpose of this policy shall include both controlled substances and prohibited substances.**

"Drug paraphernalia" means any machine, instrument, tool or device as defined in the Uniform Controlled Substances Act of ~~2013~~**1992**, C.R.S. § 18-18-426.

~~"To possess" or "to be in possession" means to have controlled substances,~~  
~~illegal drugs~~**illegal drugs**, drug paraphernalia, or alcohol on ones' personal property, or in an automobile or other vehicle, locker, desk or other storage area on Windsor Charter Academy property as defined in this policy.

"Distributing," "dispensing," "selling," "giving," and "exchanging" shall include any means by which illegal drugs or alcohol are transferred from one person to



another regardless of whether there is use or intent to use the drugs or alcohol involved in the transfer.

**Using,** ~~Because the possession and use of illegal drugs and/or alcohol is unlawful and harmful to students, using, possessing, distributing, selling, giving, exchanging and being under the influence of illegal drugs or alcohol is prohibited on Windsor Charter Academy property, at a school-sponsored activity or event, or while being transported in vehicles dispatched by Windsor Charter Academy at any time during the calendar year, and off school property when such conduct has a reasonable connection to school curricular or non-curricular activity or event or at any time or place when such conduct interferes with the operations of Windsor Charter Academy or the safety or welfare of students or employees.~~ [BDC1]

Students violating this policy shall be subject to disciplinary sanctions, which may include suspension and/or expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case.

The Executive Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents/guardians and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs which are available.

Information provided to students and/or parents/guardians about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that Windsor Charter Academy assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups.

October 2017

April 2019

## Legal References

20 U.S.C. § 7101

20 U.S.C. § 812

C.R.S. § 18-18-102 (3), (5), (13) (definition of “anabolic steroids,” “controlled substance” and “drug”

C.R.S. 18-18-407 (2)

C.R.S. 22-1-110

C.R.S. 22-1-119.3 (3)(c), (d)

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

C.R.S. 22-33-106(1)(d)

C.R.S. 25-1.5-106(12)(b)

C.R.S. 25-14-103.5

## Cross References

JICDA Code of Conduct

JLCDB Administration of Medical Marijuana to Qualified Students

JK Student Discipline

JKB Discipline of Students with Disabilities

JKD/JKE Suspension and Expulsion

ADC Tobacco-Free Schools

JICH-R Student Involvement with Drugs and Alcohol



## 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.

[BDC1]

**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:

1. 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.
2. 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.
3. 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.

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

## **Student Medication Possession and Self-Administration**

**A middle or high school student with asthma, a food allergy, other severe allergies, or a related, life-threatening condition may possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or related, life-threatening condition. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with the regulation accompanying this policy.** ~~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. 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.~~

**Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition 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.**

~~Permission to possess and self-administer medications may be restricted if school administration determines that a student's possession or self-administration of the medication poses a risk of harm to the student or other students.~~ **Controlled substances** ~~Medication~~ 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.

Any student, regardless of age level, may possess and self-administer an emergency medication prescribed for them by a licensed health care practitioner to treat anaphylaxis, hypoglycemia, or respiratory distress. 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.

## **Use of Stock Epinephrine Auto-injectors in Emergency Situations**

~~The~~ 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.

~~The~~ 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.

## **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**

Preventive 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.

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Windsor Charter Academy Executive Board  
Adopted: April 2019

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







## **ADMINISTERING MEDICATION TO STUDENTS**

If under exceptional circumstances a student is required to take medication during school hours, only the School Nurse or the Nurse's designee may administer the medication to the student in compliance with the following regulation. In the alternative, the parent/guardian may come to school to administer the medication.

1. All directives of the accompanying policy shall be followed.
2. Written orders from the student's health care practitioner with prescriptive authority under Colorado law shall be on file in the school stating:
  - a. Student's name
  - b. Name of medication
  - c. Dosage
  - d. Purpose of the medication
  - e. Time of day medication is to be given
  - f. Anticipated number of days it needs to be given at school
  - g. Possible side effects
3. The medication shall be brought to school in a container appropriately labeled by the pharmacy or health care practitioner.
4. An individual record shall be kept of medications administered by school personnel.
5. Medication shall be stored in a clean, locked cabinet or container. Emergency medications (such as epinephrine) shall be inaccessible to students, but immediately available to trained school personnel and not in a locked cabinet.

Unless these requirements are met, medication will not be administered to students at school.

### **Self-Administration of Medication for Asthma, Allergies or Anaphylaxis**

A school shall permit a student to possess and self-administer medication, such as an inhaler or epinephrine, if all of the following conditions are met:

1. Written authorization signed by the student's health care practitioner must be on file with the school which shall include the student's name; the name, purpose, prescribed dosage, frequency, and length of time

~~between dosages of the medication(s) to be self-administered; and confirmation that the student has been instructed and is capable of self-administration of the medication.~~

- ~~2. The School Nurse or school administrator, in consultation with the School Nurse, the student's health care practitioner, and the student's parent/guardian collaborate to assess the student's knowledge of his or her condition and ability to self-administer medication.~~
- ~~3. A written statement signed by the student's parent/guardian must be on file with the school, which shall include permission for the student to self-administer his/her medication and a release from liability for any injury arising from the student's self-administration of such medication.~~
- ~~4. A written contract between the School Nurse, school administrator, 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.~~

~~A treatment plan authorizing a student to possess and self-administer medication for asthma or anaphylaxis shall be effective only for the school year in which it is approved.~~

~~A student shall report to the School Nurse or designee or to some adult at the school immediately after the student uses an epinephrine auto-injector during school hours. Upon receiving such report from a student, the School Nurse, designee, or other adult will provide appropriate follow up care to the student, which shall include making a 911 emergency call.~~

### **~~Administering Medication to Students During Non-School Hours~~**

~~The administration of medication during non-school hours will depend on the type of activity and whether the activity requires pre-registration. All required activities that occur during non-school hours and field trips, 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, will have medication administration available either by the School Nurse or her/his delegate.~~

~~Unfortunately, due to the nature of some events, including drop-in activities, small group activities, school dances, or other events, it is not possible for Windsor Charter Academy to have a staff member available that is trained to administer medications. If a student requires the administration of medications outside of school hours, it is the responsibility of the parents to notify the School Nurse consultant and provide the required documentation and authorization needed. Each non-school hours activity may require a separate authorization. It is the goal of Windsor Charter Academy to ensure that all students have access to as many non-school hour events as they choose to participate in. Windsor~~



# Policy JLCD-R

Charter Academy encourages the parents of students that may be impacted by this policy to communicate with the School Nurse in advance so that Windsor Charter Academy can understand the student's need. Parents are always welcome to drop in to any school sponsored events to administer the student's medication.

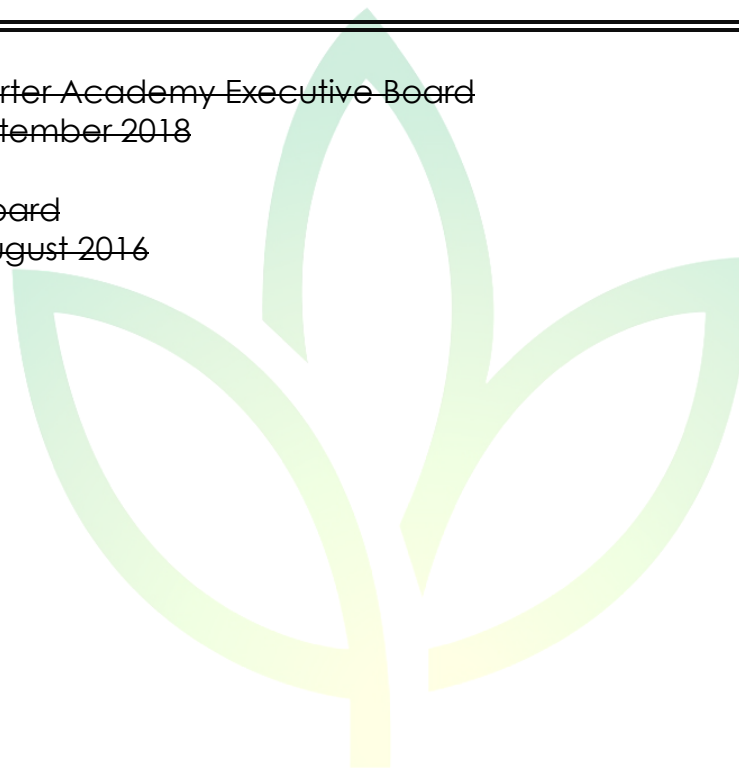
## **Non-School Sponsored Event Definition**

Non-School sponsored events may be hosted on school grounds, but are run by an outside organization or individual. No staff will be available to tend to health care needs or administer medications. Parents are always welcome to drop in to non-school sponsored events to administer the student's medication.

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Windsor Charter Academy Executive Board  
Revised: September 2018

Weld Re-4 Board  
Adopted: August 2016





## PUBLIC CONDUCT ON WINDSOR CHARTER ACADEMY PROPERTY

Persons using or upon school- property, including all school buildings, school parking lots, and any- school vehicle used to transport students, shall not engage in the conduct described below.

Any person considered by the Executive Director or designee to be in violation of this policy shall be instructed to leave- school property and law enforcement may be contacted. Any person who has engaged or Windsor Charter Academy officials reasonably believe will engage in conduct prohibited by this policy may be excluded from- school property.

The following conduct by any person is prohibited:

1. Any conduct that obstructs, disrupts or interferes with or threatens to obstruct, disrupt or interfere with school operations or any activity sponsored or approved by the Windsor Charter Academy.
2. Physical abuse or threat of harm to any person or school property.
3. Damage or threat of damage to -school property regardless of the location, or property of a member of the community when such property is located on- property owned by Windsor Charter Academy.
4. Forceful or unauthorized entry to or occupation of school facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on school property, at school-sponsored functions or in any- school vehicle transporting students. For purposes of the policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP), ~~and~~ amphetamines (including methamphetamine), **and anabolic steroids**. If, however, the administration of medical marijuana is in accordance with the Executive

Board's policy to qualified students; such possession shall not be considered a violation of this policy.

6. Distribution, manufacture, or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Entry- into school buildings or onto grounds by a person known to be under the influence of alcohol or a controlled substance.
8. Unlawful use of any tobacco product.
9. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings.
10. Profanity or verbally abusive language.
11. Violation of any federal, state or municipal law or Executive Board policy.

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Windsor Charter Academy Executive Board  
Adopted: April 2019

#### Legal Reference

21 U.S.C. 860  
C.R.S. 18-1-901 (3)(e)  
C.R.S. 18-9-106  
C.R.S. 18-9-108  
C.R.S. 18-9-109  
C.R.S. 18-9-110  
C.R.S. 18-9-117  
C.R.S. 18-12-105.5  
C.R.S. 18-12-214 (3)(a)  
C.R.S. 18-18-407 (2)  
C.R.S. 25-1.5-106 (12)(b)  
C.R.S. 25-14-103.5  
C.R.S. 25-14-301

#### Cross Reference

ADC Tobacco-Free Schools

GBED Smoking-Staff and Public  
GBEC Alcohol and Drug-Free Workplace  
JICH Student Involvement with Drugs and Alcohol  
JICI Weapons in School  
JLCDB Administration of Medical Marijuana to Qualified  
Students  
KI Visitors to the Schools





## 8.0 Financials



**Committee**

Paige Adams, Chair

Donna James, Board Treasurer

Rebecca Teeple, Exec Direct: Absent

SarahGennie Colazio, Finance Director

Sara Bakula, Committee Member

Matt Meuli, Committee Member

Levi Burkhardt, Committee Member

Lauren Miller, Bus Mgr: Absent

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**Agenda 4.18.19**

**Meeting by Email**

1. Reviewed March 2019 Financials, Balance Sheet, Rev & Exp, Food Service, Student Fund
  - a. **Motion to approve March 2019 Financials by Sara, second by Matt, motion passes unanimously.**
2. Next Meeting – Thursday May16th

# Rev and Exp as of 3.31.19

Printed: 4/16/2019 9:05 AM  
Windsor Charter Academy

Page 1 of 3  
Expense on & PO Date thru 3/31/2019

## Charter School 11

Account Type	I	Revenue				
Source of Revenue/Objec	1300	Tuition				
Description			Y.T.D. Activity	Amended Budget	Budget Balance	% of Budget
1300	Tuition		180,260.00	213,900.00	33,640.00	84.27
1500	Earnings on Investments		19,900.63	212.00	(19,688.63)	9,387.09
1700	Pupil Activities		72,583.00	86,497.20	13,914.20	83.91
1900	Other Revenue from Local Sources		368,967.47	524,673.87	155,706.40	70.32
3000	Revenue from State Sources		217,192.43	343,799.62	126,607.19	63.17
3900	Other Revenue From State Sources		74,125.63	30,191.00	(43,934.63)	245.52
5200	Interfund Transfers		188,499.51	10,000.00	(178,499.51)	1,885.00
5600	Direct Allocations		7,528,085.67	10,093,979.84	2,565,894.17	74.58
I	Revenue		8,649,614.34	11,303,253.53	2,653,639.19	76.52
0100	Salaries		3,557,147.54	5,138,751.00	1,581,603.46	69.22
0200	Employee Benefits		1,344,233.78	1,951,335.62	607,101.84	68.89
0300	Purchased Professional and Technical Services		39,025.82	46,596.00	7,570.18	83.75
0400	Purchased Property Services		1,193,312.78	1,831,708.00	638,395.22	65.15
0500	Other Purchased Services		1,154,128.27	1,439,022.04	284,893.77	80.20
0600	Supplies		292,669.23	389,219.00	96,549.77	75.19
0700	Property		148,820.57	168,763.00	19,942.43	88.18
0800	Other Objects		94,588.16	148,700.00	54,111.84	63.61
X	Expense		7,823,926.15	11,114,094.66	3,290,168.51	70.40
11	Charter School		(825,688.19)	(189,158.87)	636,529.32	436.51

\* Account Type

\* Account Type

Fund

# Rev and Exp as of 3.31.19

Printed: 4/16/2019 9:05 AM  
Windsor Charter Academy

Page 2 of 3  
Expense on & PO Date thru 3/31/2019

## Pupil Activity Fund 23

Account Type	I	Revenue				
Source of Revenue/Objec	1900	Other Revenue from Local Sources				
Description			Y.T.D. Activity	Amended Budget	Budget Balance	% of Budget
1900	Other Revenue from Local Sources		293,981.29	250,010.00	(43,971.29)	117.59
I	Revenue		293,981.29	250,010.00	(43,971.29)	117.59 * Account Type
0600	Supplies		125,849.60	250,194.00	124,344.40	50.30
0868	Overhead Costs		0.00	58,000.00	58,000.00	0.00
X	Expense		125,849.60	308,194.00	182,344.40	40.83 * Account Type
23	Pupil Activity Fund		<u>(168,131.69)</u>	<u>58,184.00</u>	<u>226,315.69</u>	<u>-288.97</u> Fund



# Rev and Exp as of 3.31.19

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Windsor Charter Academy

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Expense on & PO Date thru 3/31/2019

## Building Corporation 61

Account Type I Revenue  
Source of Revenue/Objec 1500 Earnings on Investments

Description		Y.T.D. Activity	Amended Budget	Budget Balance	% of Budget	
1500	Earnings on Investments	25,996.51	21,000.00	(4,996.51)	123.79	
1900	Other Revenue from Local Sources	975,136.49	1,543,406.00	568,269.51	63.18	
2000	Revenue from Intermediate Sources	22,526.26	13,000.00	(9,526.26)	173.28	
I	Revenue	1,023,659.26	1,577,406.00	553,746.74	64.90	* Account Type
0700	Property	0.00	350,000.00	350,000.00	0.00	
0800	Other Objects	1,129,388.12	1,448,403.00	319,014.88	77.97	
0900	Other Uses of Funds	188,499.51	95,000.00	(93,499.51)	198.42	
X	Expense	1,317,887.63	1,893,403.00	575,515.37	69.60	* Account Type
61	Building Corporation	294,228.37	315,997.00	21,768.63	93.11	Fund
Report Total:		699,591.51	(185,022.13)	(884,613.64)	-378.11	

# Balance Sheet

Printed: 4/16/2019 10:25 AM  
Windsor Charter Academy

## Charter School 11

Account Class	8100	Current Assets				
Description			Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
<b>Current Assets</b>						
Bingo Checking Acct			550.11	0.00	550.11	11-950-00-0000-8101-000-0000
General Fund Checking			1,129,978.46	100,514.60	1,230,493.06	11-950-00-0000-8102-000-0000
Health Insurance Checking			524,130.40	(67,034.11)	457,096.29	11-950-00-0000-8102-000-0000
COLOTRUST Account			2,115,268.49	4,632.14	2,119,900.63	11-950-00-0000-8102-000-0000-9665
MSHS Petty Cash			300.00	0.00	300.00	11-950-00-0000-8103-000-0000
PTC/Booster Petty Cash			18.56	0.00	18.56	11-950-00-0000-8103-000-0000
CDE Grants Receivable			0.61	0.00	0.61	11-950-00-0000-8141-000-0000
Accounts Receivable GF			0.00	0.00	0.00	11-950-00-0000-8153-000-0000
Prepaid Expenses			8,395.37	0.00	8,395.37	11-950-00-0000-8181-000-0000
Prepaid Insurance			5,344.15	0.00	5,344.15	11-950-00-0000-8182-000-0000
Food Service Petty Cash			133.00	0.00	133.00	11-950-31-0000-8103-000-0000
<b>8100 Current Assets</b>			<b>3,784,119.15</b>	<b>38,112.63</b>	<b>3,822,231.78</b>	* Account Class
<b>Liabilities</b>						
18-19 Kinder Tuition Deposits			(21,165.00)	0.00	(21,165.00)	11-901-00-0000-7481-000-0000-9393
19-20 Kinder Tuition Deposits			(22,080.00)	(640.00)	(22,720.00)	11-901-00-0000-7481-000-0000-9393
Accounts Payable			(63,491.63)	(21,807.57)	(85,299.20)	11-950-00-0000-7421-000-0000
GARNISHMENT			(384.97)	0.00	(384.97)	11-950-00-0000-7471-000-0000
Rental Deposits Liability			(800.00)	0.00	(800.00)	11-950-00-0000-7491-000-0000
PERA & Life Liab			(282.50)	0.00	(282.50)	11-950-04-0000-7471-000-0000
Health/Dental/Vision Liab			(75,528.08)	(13,456.43)	(88,984.51)	11-950-05-0000-7471-000-0000
<b>7400 Liabilities</b>			<b>(183,732.18)</b>	<b>(35,904.00)</b>	<b>(219,636.18)</b>	* Account Class
<b>Reserved Co Dept of Ed use only.</b>						
Tabor Reserve			(284,000.00)	0.00	(284,000.00)	11-950-00-0000-6721-000-0000
Unreserved Fund Balance			(2,479,167.89)	0.00	(2,479,167.89)	11-950-00-0000-6770-000-0000
Non Spendable FB- Prepays			(13,739.52)	0.00	(13,739.52)	11-950-00-0000-6770-000-0000
Gen Fund Net Income/Loss			(823,479.56)	(2,208.63)	(825,688.19)	11-950-00-0000-6775-000-0000
<b>6100 Reserved Co Dept of Ed use only.</b>			<b>(3,600,386.97)</b>	<b>(2,208.63)</b>	<b>(3,602,595.60)</b>	* Account Class
<b>11 Charter School</b>			<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	Fund

# Balance Sheet

Printed: 4/16/2019 10:25 AM  
Windsor Charter Academy

Page 2 of 3  
Report as of: 3/31/2019

## Pupil Activity Fund 23

Account Class	8100	Current Assets				
		Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number
<b>Current Assets</b>						
		Activity Account Checking	175,513.85	4,550.90	180,064.75	23-950-00-0000-8100-000-0000
<b>8100</b>	<b>Current Assets</b>		<u>175,513.85</u>	<u>4,550.90</u>	<u>180,064.75</u>	* Account Class
<b>Liabilities</b>						
		Bus Liab Due to GF	(5,677.75)	(586.50)	(6,264.25)	23-950-00-0000-7400-000-0000
		MSHS Activity Accts Payable	(10,189.89)	4,521.11	(5,668.78)	23-950-00-0000-7421-000-0000
<b>7400</b>	<b>Liabilities</b>		<u>(15,867.64)</u>	<u>3,934.61</u>	<u>(11,933.03)</u>	* Account Class
<b>Reserved Co Dept of Ed use only.</b>						
		Elem Activity Acct Fund Balanc	8,843.14	0.00	8,843.14	23-901-00-0000-6760-000-0000
		MSHS Activity Acct Fund Balanc	(8,853.17)	0.00	(8,853.17)	23-950-00-0000-6760-000-0000
		Fund Balance	10.00	0.00	10.00	23-950-00-0000-6770-000-0000
		Activity Net Income/Loss	(159,646.18)	(8,485.51)	(168,131.69)	23-950-00-0000-6775-000-0000
<b>6100</b>	<b>Reserved Co Dept of Ed use only.</b>		<u>(159,646.21)</u>	<u>(8,485.51)</u>	<u>(168,131.72)</u>	* Account Class
<b>23</b>	<b>Pupil Activity Fund</b>		<u><u>0.00</u></u>	<u><u>0.00</u></u>	<u><u>0.00</u></u>	Fund

# Balance Sheet

Printed: 4/16/2019 10:25 AM  
Windsor Charter Academy

## Building Corporation 61

Account Class	8100	Current Assets				
	Description	Y.T.D. Bal.Frwd.	M.T.D. Activity	Y.T.D. Activity	State Account Number	
<b>Current Assets</b>						
	Def Loss on Refunding-2016	309,212.59	0.00	309,212.59	61-950-65-0000-8100-000-0000	
	Bldg Corp Interest Fund-2016	458,391.84	(364,464.86)	93,926.98	61-950-65-0000-8105-000-0000	
	Bldg Corp Reserve Fund-2016	1,240,337.53	2,185.82	1,242,523.35	61-950-65-0000-8105-000-0000	
	Bldg Corp Principal Fund-2016	79,392.08	10,828.17	90,220.25	61-950-65-0000-8105-000-0000	
	Bldg Corp Interest Fund-2017	28,128.98	9.81	28,138.79	61-950-65-0000-8105-000-0000	
<b>8100</b>	<b>Current Assets</b>	<u>2,115,463.02</u>	<u>(351,441.06)</u>	<u>1,764,021.96</u>	* Account Class	
<b>Fixed Assets</b>						
	Bldg Corp Land-Elem	692,451.00	0.00	692,451.00	61-950-00-0000-8211-000-0000	
	Bldg Corp Land-MSHS	1,060,000.00	0.00	1,060,000.00	61-950-00-0000-8211-000-0000	
	Bldg Corp Water Shares 2017	92,000.00	0.00	92,000.00	61-950-00-0000-8211-000-0000	
	Bldg Corp Building & Imp ELEM	9,172,903.94	0.00	9,172,903.94	61-950-00-0000-8231-000-0000	
	Bldg Corp Building & Imp MSHS	14,231,328.93	0.00	14,231,328.93	61-950-00-0000-8231-000-0000	
	Construction in Progress	0.10	0.00	0.10	61-950-00-0000-8231-000-0000	
	Bldg Corp Accum Depr ELEM	(1,973,604.71)	0.00	(1,973,604.71)	61-950-00-0000-8232-000-0000	
<b>8200</b>	<b>Fixed Assets</b>	<u>23,275,079.26</u>	<u>0.00</u>	<u>23,275,079.26</u>	* Account Class	
<b>Liabilities</b>						
	Bldg Corp Premium on Bonds	(218,459.08)	0.00	(218,459.08)	61-950-00-0000-7443-000-0000	
	Bldg Corp Loans Payable	(24,011,293.17)	0.00	(24,011,293.17)	61-950-00-0000-7451-000-0000	
	Bldg Corp Loans Payable 2017	(4,133,706.83)	0.00	(4,133,706.83)	61-950-00-0000-7451-000-0000	
	Bldg Corp Accrued Interest	(314,685.00)	0.00	(314,685.00)	61-950-00-0000-7455-000-0000	
<b>7400</b>	<b>Liabilities</b>	<u>(28,678,144.08)</u>	<u>0.00</u>	<u>(28,678,144.08)</u>	* Account Class	
<b>Reserved Co Dept of Ed use only.</b>						
	Bldg Corp Unreserved Fund Bal	3,344,814.49	0.00	3,344,814.49	61-950-00-0000-6720-000-0000	
	Bldg Corp Net Income/Loss	(57,212.69)	351,441.06	294,228.37	61-950-00-0000-6775-000-0000	
<b>6100</b>	<b>Reserved Co Dept of Ed use only.</b>	<u>3,287,601.80</u>	<u>351,441.06</u>	<u>3,639,042.86</u>	* Account Class	
<b>61</b>	<b>Building Corporation</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>	Fund	
	<b>Report Total:</b>	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>		

# A/P Check Register

Printed: 4/16/2019 8:58 AM  
Windsor Charter Academy  
Check Date: 3/1/2019 to 3/31/2019

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21080	Ace Hardware WCA	28	03/01/2019	6250	699.08	0.00	699.08
218283	Banghart, Kristopher and Jordan	28	03/01/2019	6251	320.00	0.00	320.00
218169	BOYES, HEATH	28	03/01/2019	6252	1,035.00	0.00	1,035.00
21009	Brooms N More Inc	28	03/01/2019	6253	255.50	0.00	255.50
218287	Choi, Woo Hyuck	28	03/01/2019	6254	250.00	0.00	250.00
21016	Computer Information Concepts Inc	14	03/01/2019	6255	11,599.41	0.00	11,599.41
21140	EON Office	28	03/01/2019	6256	12.22	0.00	12.22
217599	Machol & Johannes LLC	22	03/01/2019	6257	445.19	0.00	445.19
218149	Olson, David	28	03/01/2019	6258	294.00	0.00	294.00
21498	Purchase Power Pitney Bowes	28	03/01/2019	6259	100.00	0.00	100.00
21059	School Health Supply	28	03/01/2019	6260	154.74	0.00	154.74
21681	Snappy Holdings LLC	28	03/01/2019	6261	13.80	0.00	13.80
21136	Supply Works	28	03/01/2019	6262	509.36	0.00	509.36
21076	University of Northern Colorado	28	03/01/2019	6263	26.00	0.00	26.00
218284	Vallino, Dylan and Ashley	28	03/01/2019	6264	320.00	0.00	320.00
21009	Brooms N More Inc	5	03/07/2019	6265	163.97	0.00	163.97
218292	Bustamante, Lindsey	5	03/07/2019	6266	320.00	0.00	320.00
21425	Colorado State University	5	03/07/2019	6267	175.00	0.00	175.00
21015	Comcast Cable	5	03/07/2019	6268	481.50	0.00	481.50
218202	Fidelity Security Life Insurance Co.	5	03/07/2019	6269	677.08	0.00	677.08
218291	Foelschow, Dilynn	5	03/07/2019	6270	100.00	0.00	100.00
21254	Gallegos Sanitation Inc	5	03/07/2019	6271	261.00	0.00	261.00
218293	Galya, Michael & Erin	5	03/07/2019	6272	320.00	0.00	320.00
218036	GoJo Sports of Greeley	5	03/07/2019	6273	34.50	0.00	34.50
217851	Independent Interpreters of Northern CO LLC	5	03/07/2019	6274	120.00	0.00	120.00
21038	Lewan and Associates	5	03/07/2019	6275	827.81	0.00	827.81
21092	Lincoln National Life Insurance	5	03/07/2019	6276	1,184.70	0.00	1,184.70
218294	Osborn, Lacy	5	03/07/2019	6277	320.00	0.00	320.00
21177	Pinnacol	5	03/07/2019	6278	5,667.75	0.00	5,667.75
21093	Security Benefit	5	03/07/2019	6279	1,437.71	0.00	1,437.71
218127	Sheridan, Marie	5	03/07/2019	6280	65.40	0.00	65.40
217892	T-Mobile	5	03/07/2019	6281	84.30	0.00	84.30
217638	UNCC	5	03/07/2019	6282	7.10	0.00	7.10
21078	Waste Management	5	03/07/2019	6283	550.02	0.00	550.02
21079	Wells Fargo Financial Leasing	5	03/07/2019	6284	3,026.41	0.00	3,026.41
21396	Nash, Julie	7	03/08/2019	6285	1,830.35	0.00	1,830.35
21319	Elan	12	03/18/2019	6286	17,997.08	0.00	17,997.08
21638	Ammirati, Michelle	13	03/19/2019	6287	74.28	0.00	74.28
218195	Bimbo Bakeries USA	13	03/19/2019	6288	102.00	0.00	102.00
21015	Comcast Cable	13	03/19/2019	6289	501.30	0.00	501.30
217633	Diversified Underground Inc.	13	03/19/2019	6290	300.00	0.00	300.00
21140	EON Office	13	03/19/2019	6291	71.58	0.00	71.58
21022	F and C Door Check Lock Service Corp	13	03/19/2019	6292	128.00	0.00	128.00
21032	Houghton Mifflin Harcourt	13	03/19/2019	6293	104.92	0.00	104.92
218295	Humane Society of Weld County	12	03/19/2019	6294	100.00	0.00	100.00
21038	Lewan and Associates	13	03/19/2019	6295	464.84	0.00	464.84
21109	Mail N Copy	13	03/19/2019	6296	1,048.95	0.00	1,048.95
217792	Manweiler Hardware Inc.	13	03/19/2019	6297	81.83	0.00	81.83
218300	Mayer, Vickie	18	03/19/2019	6298	100.00	0.00	100.00
21273	Meadow Gold - Greeley	13	03/19/2019	6299	558.30	0.00	558.30
217993	Miller Farmer Law LLC	12	03/19/2019	6300	4,053.50	0.00	4,053.50
21098	Staples Advantage	13	03/19/2019	6301	179.07	0.00	179.07
21136	Supply Works	13	03/19/2019	6302	430.65	0.00	430.65
218133	Tickler, Theresa	13	03/19/2019	6303	70.85	0.00	70.85
21072	Town of Windsor	13	03/19/2019	6304	1,204.29	0.00	1,204.29
218298	Wassenaar, Amanda	13	03/19/2019	6305	320.00	0.00	320.00

# A/P Check Register

Printed: 4/16/2019 8:58 AM  
Windsor Charter Academy  
Check Date: 3/1/2019 to 3/31/2019

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21120	Weld RE-4 School District	13	03/19/2019	6306	699.19	0.00	699.19
21015	Comcast Cable	13	03/19/2019	6307	2,200.00	0.00	2,200.00
21245	Absolute Shredding	21	03/22/2019	6308	110.00	0.00	110.00
217917	Air Experts Inc.	21	03/22/2019	6309	3,866.30	0.00	3,866.30
21007	Barefoot Farms Landscaping Inc.	21	03/22/2019	6310	832.50	0.00	832.50
21009	Brooms N More Inc	21	03/22/2019	6311	98.13	0.00	98.13
218302	Demaree, Lara	21	03/22/2019	6312	69.60	0.00	69.60
217795	Don's Keyway Lock Service	21	03/22/2019	6313	81.00	0.00	81.00
21140	EON Office	21	03/22/2019	6314	1,965.89	0.00	1,965.89
21131	Knowledge Bound	21	03/22/2019	6315	179.79	0.00	179.79
217599	Machol & Johannes LLC	18	03/22/2019	6316	445.19	0.00	445.19
21681	Snappy Holdings LLC	21	03/22/2019	6317	13.80	0.00	13.80
21098	Staples Advantage	21	03/22/2019	6318	199.13	0.00	199.13
21136	Supply Works	21	03/22/2019	6319	486.36	0.00	486.36
21080	Ace Hardware WCA	27	03/29/2019	6320	447.01	0.00	447.01
21577	Apple, Inc.	27	03/29/2019	6321	49.00	0.00	49.00
21007	Barefoot Farms Landscaping Inc.	27	03/29/2019	6322	674.25	0.00	674.25
21009	Brooms N More Inc	27	03/29/2019	6323	299.10	0.00	299.10
21012	CenturyLink	27	03/29/2019	6324	118.08	0.00	118.08
218303	Clerk of the Combined Courts	22	03/29/2019	6325	100.00	0.00	100.00
21140	EON Office	27	03/29/2019	6326	26.80	0.00	26.80
218204	Helzer, Jay	27	03/29/2019	6327	500.00	0.00	500.00
21038	Lewan and Associates	27	03/29/2019	6328	6,836.09	0.00	6,836.09
217599	Machol & Johannes LLC	22	03/29/2019	6329	445.19	0.00	445.19
217993	Miller Farmer Law LLC	26	03/29/2019	6330	5,181.00	0.00	5,181.00
21498	Purchase Power Pitney Bowes	27	03/29/2019	6331	138.85	0.00	138.85
217690	Townsend, Erin	27	03/29/2019	6332	500.00	0.00	500.00
217740	Tucker, Wendi	27	03/29/2019	6333	1,000.00	0.00	1,000.00
21747	Casale, John	28	03/01/2019	9722	45.00	0.00	45.00
21464	Hennen, Annie	28	03/01/2019	9723	1,177.94	0.00	1,177.94
218229	Jeffer, Steven	28	03/01/2019	9724	75.00	0.00	75.00
217667	Lochard, John	28	03/01/2019	9725	45.00	0.00	45.00
218270	Schulze, Jon	28	03/01/2019	9726	75.00	0.00	75.00
218009	Latchaw, Robert	1	03/07/2019	9727	130.00	0.00	130.00
21319	Elan	12	03/18/2019	9728	8,320.47	0.00	8,320.47
218286	Auto Integrity	13	03/19/2019	9729	367.48	0.00	367.48
217669	Children's Hospital Colorado	8	03/19/2019	9730	450.00	0.00	450.00
21183	Elite Awards and Trophies	13	03/19/2019	9731	80.00	0.00	80.00
21382	Pioneer Press	13	03/19/2019	9732	84.00	0.00	84.00
21706	Burts Logo Apparel	21	03/22/2019	9733	726.50	0.00	726.50
217996	Denver Street School	21	03/22/2019	9734	250.00	0.00	250.00
218304	Campion Academy	25	03/29/2019	9735	250.00	0.00	250.00
218310	Culver, Jay	27	03/29/2019	9736	84.00	0.00	84.00
21124	Dick Blick Art Materials	27	03/29/2019	9737	652.13	0.00	652.13
21529	Mallal, Munir	27	03/29/2019	9738	56.00	0.00	56.00
21382	Pioneer Press	27	03/29/2019	9739	212.50	0.00	212.50
218309	Rossi, Wayne	27	03/29/2019	9740	56.00	0.00	56.00
21120	Weld RE-4 School District	27	03/29/2019	9741	453.01	0.00	453.01
218208	OptumRX	4	03/05/2019	10017	2,828.18	0.00	2,828.18
218315	Surgery Center of Fort Collins	4	03/04/2019	10018	2,948.00	0.00	2,948.00
218208	OptumRX	4	03/19/2019	10019	3,046.93	0.00	3,046.93
218207	UMR Health	4	03/27/2019	10023	270.00	0.00	270.00
218207	UMR Health	4	03/28/2019	10024	24.05	0.00	24.05
21286	Voya Financial	11	03/31/2019	33119111	1,127.38	0.00	1,127.38
21088	American Fidelity	11	03/31/2019	33119222	1,076.40	0.00	1,076.40
21088	American Fidelity	11	03/31/2019	33119333	770.83	0.00	770.83
21459	CBIZ	11	03/31/2019	33119444	433.51	0.00	433.51

# A/P Check Register

Printed: 4/16/2019 8:58 AM  
Windsor Charter Academy  
Check Date: 3/1/2019 to 3/31/2019

Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21459	CBIZ	11	03/31/2019	33119555	328,898.98	0.00	328,898.98
21459	CBIZ	11	03/31/2019	33119666	44,683.35	0.00	44,683.35
21084	PERA	11	03/31/2019	33119777	114,755.60	0.00	114,755.60
21286	Voya Financial	11	03/31/2019	33119999	1,500.00	0.00	1,500.00
218207	UMR Health	4	03/01/2019	030119030	1,277.40	0.00	1,277.40
218205	Delta Dental of Colorado	4	03/01/2019	030119100	4,784.62	0.00	4,784.62
218207	UMR Health	4	03/06/2019	030619030	45.00	0.00	45.00
217847	US Foods Inc.	8	03/06/2019	030619190	2,463.28	0.00	2,463.28
218207	UMR Health	4	03/06/2019	030619300	2,049.96	0.00	2,049.96
218207	UMR Health	4	03/07/2019	030719070	32,407.31	0.00	32,407.31
218207	UMR Health	4	03/08/2019	030819030	164.33	0.00	164.33
217847	US Foods Inc.	8	03/13/2019	031319190	3,145.02	0.00	3,145.02
218207	UMR Health	4	03/15/2019	031519031	45.00	0.00	45.00
218207	UMR Health	4	03/15/2019	031519310	1,534.37	0.00	1,534.37
21156	Xcel Energy	5	03/18/2019	031819880	13,491.13	0.00	13,491.13
217847	US Foods Inc.	8	03/20/2019	032019190	2,931.50	0.00	2,931.50
218207	UMR Health	4	03/22/2019	032219030	4,729.44	0.00	4,729.44
217847	US Foods Inc.	4	03/27/2019	032719190	3,354.63	0.00	3,354.63
218207	UMR Health	4	03/29/2019	032919030	4,682.33	0.00	4,682.33
218207	UMR Health	4	03/29/2019	032919320	10,981.81	0.00	10,981.81
21088	American Fidelity	11	03/31/2019	331191210	3,148.47	0.00	3,148.47
21088	American Fidelity	11	03/31/2019	331191310	9,316.44	0.00	9,316.44
Report Total					\$705,647.87	\$0.00	\$705,647.87