Windsor CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

November Regular Session

November 30, 2017

Elementary School

680 Academy Ct.
Windsor, CO 80550

Middle & Early College High School

810 Automation Dr.
Windsor, CO 80550

November 30, 2017

Work Session @ 5:30 p.m.
Regular Session @ 6:30 p.m.

Executive Board

Samual Penn, President
Donna James, Vice President
Paige Adams, Secretary
Sherry Bartmann, Member
Carolyn Mader, Member
Matthew Meuli, 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.

Windsor CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

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Windsor
CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

Executive Board Agenda
November 30, 2017

Work Session: 5:30 p.m.

1.0 Board Appointment Status
2.0 Board Election Updates
3.0 Policy Review
4.0 Board Communication and Response Plans
5.0 Board Packet

Regular Session: 6:30 p.m.

1.0 Opening of Meeting

Call to Order
Roll Call
Pledge of Allegiance
Adoption of Agenda
Approval of Minutes
October 26, 2017 Regular Session Minutes
November 16, 2017 Special Session Minutes

2.0 Citizen Communication
This is an opportunity to present brief comments or pose questions to the Board for consideration or follow-up. Each person is asked to limit his or her comments to five

minutes. Any person desiring to speak during this time should complete a comment card provided on the table near the entrance or from the Executive Board Secretary.

3.0 Reports

Executive Director's Report
- Enrollment
- Fund Development Update
- Elementary School Work
- Middle & Early College High School Work
- Technology Work
- Board Calendar

Executive Board Reports
- Sherry Bartmann, Member
- Carolyn Mader, Member
- Jenny Ojala, Member
- Paige Adams, Secretary
- Donna James, Vice-President
- Samual Penn, President

4.0 Items for Information

4.1 Executive Board Messages of Gratitude

5.0 Items for Action

5.1 Concurrent Enrollment High School Model
5.2 2018-2019 Registration
5.3 2017-2018 School Accountability Surveys
5.4 Elementary 4th & 5th Grade Science Resources for 2018-2019 School Year
5.5 2018-2019 Middle School Course Catalog, 1st Read
5.6 2018-2019 Early College High School Course Catalog, 1st Read
5.7 Policy JFB Enrollment at Windsor Charter Academy Schools, 1st Read
5.8 Policy JICA Dress Code, 1st Read
5.9 Policy JICDE Bullying Prevention and Education, 1st Read
5.10 Policy IKF High School Graduation Requirements, 1st Read

6.0 Consent Agenda

6.1 Personnel
6.2 Second Reading Policies
6.3 Financial Report

7.0 Executive Session

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the District's attorney for the purpose of receiving legal advice on a particular matter, C.R.S.§24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the 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 District'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)

8.0 Adjournment

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

MINUTES TO BE APROVED AT THE DECEMBER 21, 2017 REGULAR SESSION

1.0 Opening of the Meeting @ 6:34 p.m.

Call to Order

Roll Call

Executive Board Members Present

Samual Penn, Executive Board President
Donna James, Executive Board Vice-President
Paige Adams, Executive Board Secretary
Sherry Bartmann, Executive Board Member
Carolyn Mader, Executive Board Member
Matthew Meuli, Executive Board Member
Jenny Ojala, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director
Jamie Zink, Administrative Assistant

Pledge of Allegiance

Adoption of Agenda

A motion to approve the November 30, 2017 Regular Session Agenda with an amendment to add 4.2, 4.3 and 4.4 was made by Donna James and seconded by Jenny Ojala. The motion passed unanimously.

Adoption of the Minutes
A motion to approve the October 26, 2017 Regular Session Minutes as outlined in **Appendix 1.0** and the November 16, 2017 Special Session Minutes as amended and as outlined in **Appendix 2.0** was made by Donna James and seconded by Sherry Bartmann. The motion passed unanimously.

2.0 Citizen Communication

There were no citizens that spoke at the November 30, 2017 Regular Session.

3.0 Reports

Executive Director's Report

Fund Development Update

- Our Fund Development Manager, Emily Land, is sending out gift acknowledgement letters for those donors who contributed with cash/check above at the $100 level and above for our 2017 Firebird Fund Drive.
- A proposal has been submitted to a donor to underwrite a documentary, which will be shown during our middle/ high school Safety Day.
- A $1,250 grant from the Women's Fund of Colorado to support our VEX Robotics program. Emily Land is working with Vex Robotics to ensure that we meet the terms of the grant that will support our VEX competition team.
- A digital advertising campaign will be launched to promote enrollment. This campaign should be ready to launch after Thanksgiving break.
- Preparation has begun for our spring benefit event. This year's theme will be a carnival/ circus them and will be called: "Benefit Under the Big Top." The benefit will be held at the Ranch Event Complex April 14, 2018. We made a significant investment in an online auction and event management. This will be a robust tool for us going forward, but I will be spending considerable time learning this software for the next few months.

Elementary School Work

- *Excellence in Innovation*
    - The Technology Teacher Council met to collaborate and problem solve around topics related to technology.
    - Lego Robotics participated in the Hydrodynamic Challenge where students solved problems and code robots to create dynamic solutions to hydro problems. Third grade students will attend an expo in January.

- *Excellence in Instruction*
    - Professional Development:
        - The Pineapple Chart: Teachers are constantly searching for new ideas, solutions to problems with classroom management, organization and instructions. The pineapple is a symbol of hospitality. The Pineapple Chart is s systematic way to put a "welcome mat" out for all classrooms that lets other teachers know that someone in our building is doing something worth watching. Teachers can go and observe one another with no strings attached to see all of the great things happening in our school.
        - Teachers are participating in ongoing professional development throughout the year including: Close and Critical Reading, Writer's Workshop and Teach Like a Champion.
    - Induction Work
        - New teachers meet monthly as a group to strengthen best practices. The induction program focuses on instructional strategies, procedures that maximize instructional time, and action steps that enhance communication and collaboration. New teachers reviewed how to have successful parent teacher conferences.
    - New Teacher Support
        - Administrators have observed instructional practices through classroom observations and met with each of the new teachers individually to support their growth through performance plans and goal setting. The Elementary Director meets monthly with each new teacher to support them in the many challenges of being a first-year teacher.
- *Excellence in Leadership*
    - Six teachers from the elementary school are participating this year in the Leadership Academy and have selected capstone projects that allow them to support the mission and vision of the school, while developing their leadership abilities. Each teacher, as well as mentor teachers, meet individually each month with the Executive Director.
    - In the spring, six of our teacher will host University of Northern Colorado Practicum Teachers.
- *Excellence in Culture and Climate*
    - Elementary Teacher Council focuses on problem solving and collaboration around common school goals, initiatives and challenges.
    - Pie Celebration: November is a time of gratitude and enjoying time with friends and family. Our annual pie celebration at our November staff meeting was topped off with great laughs as the staff played Minute to Win It.
    - The Sunshine Committee hosted an FAC for staff.
    - The Elementary Director meets monthly with each new teacher to support them in the many challenges of being a first-year teacher.

Middle & Early College High School Work

- *Excellence in Innovation*

    - Nine students from MathCounts qualified for the UNC math contest and have advanced to the second Round that will be held on January 20th. We are so proud of our MathCounts team and their problem-solving abilities.
    - Three of our WCA students participated at the CSU's Math Day on Thursday, November 2nd. They placed 3rd out of 32 teams.
    - Course offerings for the 2018-2019 school year are being finalized. Students will have the opportunity to participate in many STEM-focused electives.
    - A new STEM distinction for graduation has been created for future graduating students. Students will qualify if they complete requirements in the areas of science, technology, engineering and math.
- *Excellence in Instruction*
    - Peer Observations: Teachers were provided substitutes so that they could spend a block observing their peers. Teachers were encouraged to observe teachers throughout the building whom they may not have opportunities to otherwise see teach. Many teachers observed in teams so that they could debrief about the instructional strategies they saw together and how they could apply those in their own practice.
    - Formal and Informal Observations: MS/HS administrators continue to schedule formal observations with MS/HS staff. Administration focus on observations with our new teaching staff, as well as those needing extra support to achieve their professional growth plans.
    - Team Planning Days: Teachers had the opportunity to apply for professional development funds for substitutes for team planning days. Our science, English, history, music, art, and Spanish departments have taken a day to work together and plan vertically and horizontally, as well as discuss their goals and visions for their teams.
- *Excellence in Leadership*
    - ALICE training: Jeremy Schriner attended two ALICE trainings (active shooter response training) this month and is making plans to present the information to both elementary and MS/HS staff at upcoming professional development days.
    - MTSS training: Valerie Perciante attended a MTSS training and is using this new information to revamp our current MS/HS MTSS process. She is planning on presenting our revised procedures with the staff next month.
    - Teacher Council: Participation in our teacher councils is growing! This past council had 11 teachers participate and their innovative ideas and leadership have contributed to exciting changes with many of our MS/HS procedures. This past meeting, teachers discussed school-wide expectations for hall passes, meeting schedules, and our new teacher mentorship program.
- *Excellence in Culture and Climate*
    - Staff Sunshine Committee: This committee continues to encourage a positive staff culture in our building.
    - Character Education: A comprehensive list of the many ways character education is implemented addresses counselor lessons within the classrooms, advisory lessons, all-school activities, and partnerships with

parents. Last month an all school character assembly with a guest speaker, Craig Horton, was held. Teachers awarded select students with our Firebirds on Fire Award for consistently showing the 8 Keys of Excellence and high character.
    - HYPE: Our administrative and counseling teams have invited students to participate in HYPE (Harnessing Your Positive Energy) once a month to spread positivity around our school. We had over 50 students interested in joining us for our November activities.
    - Student-Initiated Organizations: We have had many students who have applied for student-initiated organizations and they are gaining momentum with their meetings. Recently, we have had students begin Random Acts of Kindness, Fellowship of Christian Athletes, and Excel clubs.
    - Safety Day: We are working to prepare our annual Safety Day on December 21st. Parents, as in past years, will be invited. We have invited the District Attorney to talk to parents and students about the new sexting law and will also be showing the movie Screenagers.

Technology Work

- *Excellence in Innovation*
    - 3D printers and Microsoft Studio desktop machines have been deployed and configured in the STEM lab and training with staff and students has begun.
    - Supplies to support creative projects in the MS/HS library were purchased.
    - iPads for 1st grade classrooms have been configured and will be deployed for use following the Thanksgiving break.
- *Excellence in Instruction*
    - The Technology Volunteer Committee met on November 7th to discuss technology curriculum plans for elementary and MS/HS grades.
    - A STEM capstone guide is being prepared for the 2018-2019 school year for the HS STEM distinction graduation program.
- *Excellence in Leadership*
    - The Technology Director and Technology Manager attended the EdTech Google Admin Retreat and EdTech Google Summit November 3rd-5th where they received 24 hours of professional development surrounding innovative instruction with Google Apps for Education and methods and best practices for administrative management of the Google administrative console.
- *Excellence in Climate and Culture*
    - Technology Teacher Council meetings were held and the decision was made to transform these committees into a WCA EdTech team. Teachers who serve on the EdTech team will receive monthly professional development on instructional technology tools and methods and will share this information with their peers and model strategies in their classrooms to encourage innovative teaching strategies that meaningfully integrate technology.
    - The Technology Volunteer Committee met on November 7th and has begun discussing the February parent technology night and preparing presentation materials.

Board Calendar

Date	Time	Event	Location
November 27	8:15 a.m.	4th Grade Colorado Christmas	Classrooms
December 1	12:00 p.m.	2nd Grade Immigration Day	Classrooms
December 2	7:00 p.m.	HS Winter Dance	MS/HS Gym
December 5	6:00 p.m.	MS/HS Band & Choir Concert	MS/HS Gym
December 7	5:00 p.m.	AVID Parent Information Night	MS Commons
December 10	5:00 p.m.	Sweets with Santa	Elementary School
December 11	3:30 p.m.	School Safety Committee	ES Library
December 11	7:00 p.m.	Weld Re-R Board Meeting	District
December 14	4:00 p.m.	Finance Committee	HS Conference
December 15	7:00 p.m.	MS Musical	ES Gym
December 18	8:15 a.m.	ES PBIS Assembly	ES Gym
December 19	Lunch	Grades 1, 3, 7 5 Holiday Lunch	ES Cafeteria
December 21		MS/HS Safety Day	MS/HS
December 21		ES Winter Holiday Parties	Classrooms
December 21	5:30 p.m.	Board Work/Regular Session	ES Library

Executive Board Reports

Sherry Bartmann, Member

Mrs. Bartmann attended the Halloween Parade at the elementary school. She had the opportunity to attend middle school lunch festivities including an incredible "Popcorn Party Line" that Mrs. Chantelle Barrett coordinated with middle school Leadership students. Mrs. Bartmann also helped the high school Ag Club with the final harvest and fall cleanup of the organic garden. She attended Coffee with Leadership, as well as the Student and School Safety Committee. The committee continues to focus on the additional implications of the Claire Davis Act, including reviewing our crisis response plans and WCA policies. In addition, the committee has begun the process of researching and reviewing different visitor and volunteer systems. Administration is organizing a Safety Day for the middle and high school students that will be held on December 21st. Parents are encouraged to attend as well. Mrs. Bartmann was also able to attend the bi-annual State of the School address.

Carolyn Mader, Member
Mrs. Mader attended the middle school character education assembly. As a board liaison, she participated in the Education Committee, where members unanimously agreed to recommend needed science curriculum resources for the 4th & 5th grade teachers for the 2018-2019 school year. The minutes for the Education Committee can be found in **Appendix 3.0.** Mrs. Mader was also able to attend the bi-annual State of the School address.

Jenny Ojala, Member
Mrs. Ojala attended the Veteran's Day assembly at the elementary school. The performances by the children were very well done, and the assembly was a great tribute to our veterans. Mrs. Ojala worked with kindergarten students to facilitate AR testing in Mrs. Speck's class. Mrs. Ojala was also able to attend the various Halloween activities throughout the elementary school. As a board liaison, she participated in the work of the School Accountability Committee in November. The committee reviewed and finalized questions for the annual surveys for parents, students and staff. These surveys were presented to the Executive Board. Mrs. Ojala was able to chaperone a second-grade field trip to the Fort Collins Museum of Discovery. Mrs. Ojala was also able to attend the bi-annual State of the School address.

Paige Adams, Secretary
Mrs. Adams attended the PERA tour meeting in Ft. Collins on November 1st to learn more about PERA's recommended package of changes to the PERA plan. Mrs. Adams also attended the State of the School address, the elementary school Veteran's Day assembly, and two evenings at Barnes and Noble enjoying the poetry slam, art show, and a few scenes from the upcoming production of "Bye Bye Birdie." Mrs. Adams, as board liaison, participated in the work of the Finance Committee. The minutes can be found in **Appendix 4.0**.

Donna James, Vice President
As a board liaison, Mrs. James participated in the work of the School Accountability Committee in November. The committee reviewed and finalized questions for the annual surveys for parents, students and staff. These surveys were presented to the Executive Board. Mrs. James was able to attend both schools' Veteran's Day assembly. She appreciated that three senior students currently enlisted in the military were at the MS/HS assembly in their uniforms. She enjoyed also attending the Barnes & Noble book fair and the enjoyed the various activities that were scheduled at the book fair. Mrs. James was able to attend the bi-annual State of the School address.

Samual Penn, President
Mr. Penn enjoyed attending the elementary school Halloween parade. He attended the November Weld Re-4 District Board meeting, as well as the first Adhoc Planning Committee for the new auditorium and gymnasium. Mr. Penn also met for bi-monthly meetings with the Executive Director. Additional work was spent on reviewing the schools' UIP, strategic plan, and the board appointment process. Mr. Penn shared updates with the WCA community on the board appointment process, as well. Mr. Penn was also able to attend and lead the bi-annual State of the School address.

4.0 Items for Information

4.1 Executive Board Messages of Gratitude

Paige Adams: Mrs. Adams gave a big note of appreciation to the staff that coordinated the fun and exciting events at the Barnes and Noble Book Fair. She heard such positive comments from parents, excitement from students, and saw fantastic displays of student talent. After putting in a full day in the classroom, teachers were all smiles and full of encouragement and support of students. Thank you!

Sherry Bartmann: Chantelle Barrett can usually be found in the MSHS Media Center, engaging our students with various activities. On days where weather prohibits outdoor recess, she provides students with fun activities in the library. She has also started a book club that meets weekly over the lunch hour, where students are encouraged to read books, write summaries, and share with their peers. Ms. Barrett often brings snacks for the kids that participate. One week she made root beer floats for them to celebrate their accomplishment. Ms. Barrett also coordinated a fun holiday activity that involved setting up a popcorn station where the students could "decorate" their popcorn snack and enjoy with friends after they ate lunch. It seems that every time Mrs. Bartmann entered the school, she was engaging students in so many different ways. Ms. Barrett is always there to help out with the printer, computers, video system, etc. She really embraces our students and helps them achieve in anything they are working on.

Mrs. Bartmann also recognizes Amy Legg-Rogers. Mrs. Legg-Rogers is a true friend of the school. For as long as Mrs. Bartmann can recall, Mrs. Legg-Rogers has been a driving force (along with Mrs. Boward) in creating and maintaining our WCA Organic Garden. She volunteers many, many hours planning, planting, cultivating, and harvesting the garden as well as educating those around her. She can often be found out there helping the Ag Club students or the elementary students in their planter box and field projects. She oftentimes enlists the help of her husband in garden activities

and often uses her own seed stock and resources to get our beautiful garden going. She teaches the kids out there about different seeds & processes but fosters opportunities for students to design growing spaces as well. Mrs. Legg-Rogers teaches them through active role-modeling to maintain the garden and is just a wealth of knowledge and encouragement for the students who spend time in the garden.

Both of these women go above and beyond to educate, empower, and equip our students to reach their highest potential.

Sam Penn: Mr. Penn thanked WCA Leadership at both schools for the countless hours they spend preparing for the many school activities and events that make Windsor Charter Academy special. He also thanked the Executive Board for their dedication to the schools as they govern and support the work of the vision and mission of WCA.

Jenny Ojala: Mrs. Ojala thanked the teachers, administration, and staff at the elementary school. The Veteran's Day assembly was such a large production and involved a great deal of preparation and coordination. It was a great show of patriotism. She appreciated all of the hard work. Mrs. Ojala also recognized Mrs. Schaefer and Mrs. Scholand, for their enthusiasm for reading. They continue to create an environment in the elementary library that is infectious. It is a joy to watch Mrs. Schaefer and Mrs. Scholand as they interact with the kids who come into the library.

4.2 Executive Board Appointment Update

Matthew Meuli was appointed to the Executive Board to complete a partial term. The members are thankful for Mr. Meuli's willingness to serve on the governing body for Windsor Charter Academy.

4.3 Executive Board Election Update

Windsor Charter Academy membership received an email on the appointment of Mr. Meuli. The communication also invited parent membership to attend future board meetings to learn more about the three board positions that will be open to membership. Elections will occur in May 2018.

4.4 Ad Hoc Auditorium & Gymnasium Planning Committee Update

Mr. Penn shared first drafts of the layout of the future auditorium and gymnasium that architect Carol Vaughan shared at the last planning meeting. Mrs. Vaughan will be working on suggested changes in preparation for the December planning meeting.

5.0 Items for Action

5.1 Concurrent Enrollment High School Model

The Administration recommended a change in the concurrent enrollment high school model. Currently, all courses are held on campus for concurrent enrollment students. The Administration recommends a shift from all concurrent enrollment courses offered

on the campus of Windsor Charter Academy to students having the opportunity to take 14 credits off campus or online. Information on the Concurrent Enrollment High School Model can be found in **Appendix 5.0.** A motion was made to approve the new recommended model by Donna James and was seconded by Jenny Ojala. The motion passed unanimously.

5.2 2018-2019 Registration

The Administration recommended an increase cap of overall students registered for the sixth-grade class, beginning the 2017-2018 school year. Currently student enrollment caps at 4 tracks, or roughly 104 students. Administration recommends that the sixth-grade class move to a 5 track sixth grade class with roughly 130 students. Information on the 2018-2019 registration can be found in **Appendix 6.0.** A motion was made to table the recommendation of moving the sixth-grade class from 4-track to 5-track until the December 2017 board meeting by Jenny Ojala and was seconded by Donna James. The motion passed unanimously.

5.3 2017-2018 School Accountability Surveys

The School Accountability Committee reviewed and revised questions for Windsor Charter Academy's annual survey for parents, students, and staff. The School Accountability Committee recommended that the Executive Board approve the survey questions outlined in **Appendix 7.0.** A motion was made to approve the questions for parent, student and staff surveys by Donna James and was seconded by Sherry Bartmann. The motion passed unanimously.

5.4 Elementary 4th & 5th Grade Science Resources for 2018-2019 School Year

The Education Committee voted unanimously to recommend Discovery Education as a supplementary science resource for 4th and 5th grade. Discovery Education is a 6-year online subscription that supports the Core Knowledge sequence in 4th and 5th grade science as well as the Colorado Academic Standards. A motion was made to approve the Discovery Education curriculum for the 2018-2019 school year as 4th & 5th grade science resources by Carolyn Mader and was seconded by Jenny Ojala. The motion passed unanimously.

5.5 2018-2019 Middle School Course Catalog, 1st Read

The 2018-2019 Windsor Charter Academy middle school course catalog summarizes the course offerings for middle school students. A motion was made to accept the 2018-2019 Windsor Charter Academy middle school course catalog on first ready by Donna James as outlined in **Appendix 8.0** and was seconded by Carolyn Mader. The motion passed unanimously.

5.6 2018-2019 Early College High School Course Catalog, 1st Read

The 2018-2019 Windsor Charter Academy high school course catalog summarizes the course offerings for high school students, as well as additional information on high school graduation. A motion was made to accept the 2018-2019 Windsor Charter Academy early college high school course catalog on first ready by Donna James as outlined in **Appendix 9.0** and was seconded by Jenny Ojala. The motion passed unanimously.

5.7 Policy JFB Enrollment at Windsor Charter Academy Schools, 1st Read

Policy JFB Enrollment at Windsor Charter Academy outlines the lottery process. All first read policies can be found in **Appendix 10.0**. A motion was made to approve Policy JFB Enrollment at Windsor Charter Academy on first read by Donna James and was seconded by Jenny Ojala. The motion passed unanimously.

5.8 Policy JICA Dress Code, 1st Read

Policy JICA Dress Code outlines the parameters for dress code expectations at the elementary, middle and high school. All first read policies can be found in **Appendix 10.0**. A motion was made to approve Policy JICA Dress Code on first read by Carolyn Mader and was seconded by Donna James. The motion passed unanimously.

5.9 Policy JICDE Bullying Prevention and Education, 1st Read

Policy JICDE Bullying Prevention and Education defines bullying and outlines the general parameters for programs in educating. All first read policies can be found in **Appendix 10.0**. A motion was made to approve Policy JICDE Bullying Prevention and Education on first read by Donna James and was seconded by Jenny Ojala. The motion passed unanimously.

5.10 Policy IKF High School Graduation Requirements, 1st Read

Policy IKF High School Graduation Requirements outlines criteria for high school graduation. All first read policies can be found in **Appendix 10.0**. A motion was made to approve Policy IKF High School Graduation Requirements on first read by Carolyn Mader and was seconded by Donna James. The motion passed unanimously.

6.0 Consent Agenda

6.1 Personnel

There are no appointments or resignations at this time.

6.2 Second Reading Policies

Policy BC Executive Board Member Conduct
Policy BCA Code of Ethics for Executive Board Members
Policy BCB Executive Board Member Conflict of Interest
Policy BC-R Executive Board Member Financial Disclosure
Policy BID/BIE School Board Member Compensation/Expense/Insurance/Liability
Policy EBAB Hazardous Materials
Policy EBAB-R Guidelines for Hazardous Materials
Policy EBB Safety and Security of School Buildings

Policy EBBA Handling Body Fluids
Policy GCIE Professional Development
Policy KI Visitors to School

All second read policies can be found in **Appendix 11.0**.

1.1 Financial Report

All financials can be found in **Appendix 12.0**.

A motion was made to approve the Consent Agenda, as outlined by 2nd read policies and the financial report by Donna James and was seconded by Carolyn Mader. The motion passed unanimously.

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

8.0 Adjournment @ 9:21 p.m.

A motion was made to adjourn the November 30, 2017 Regular Session by Donna James and was seconded by Carolyn Mader. The motion passed unanimously.

Appendix

1.0 October 26th Regular Session Minutes

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

1.0 Opening of the Meeting

Call to Order

The meeting was called to order at 6:31 p.m.

Roll Call

Executive Board Members Present

Samual Penn, Executive Board President
Donna James, Executive Board Vice-President
Jackie Compton, Executive Board Treasurer
Paige Adams, Executive Board Secretary
Sherry Bartmann, Executive Board Member
Carolyn Mader, Executive Board Member
Jenny Ojala, Executive Board Member

Executive Board Members Absent

Jenny Ojala, Executive Board Member

Staff Present

Rebecca Teeples, Executive Director
SarahGennie Colazio, Finance Director
Jamie Zink, Administrative Assistant

Pledge of Allegiance

Adoption of Agenda
A motion to approve the October 26, 2019 Regular Session Agenda was made by Donna James and seconded by Carolyn Mader. The motion passed unanimously.

Adoption of the Minutes
A motion to approve the September 28, 2017 Regular Session Minutes and the October 12, 2017 Work Session Minutes were made by Carolyn Mader and seconded by Paige Adams. The motion passed unanimously.

2.0 Citizen Communication

Jessica Dizmang spoke to the Executive Board as a WCA parent stakeholder. She encouraged the Executive Board to continue their efforts in communication with consistent Board Corner messages in the weekly newsletters, as well as information on next year's election process.

3.0 Reports

Executive Director's Report

Enrollment
Current enrollment for students is 1136.5 students. This is an increase of 4 students from the month of September.

Teacher Councils
Both the elementary and middle/high school host optional quarterly teacher councils in education and also in technology. These councils serve as an avenue for administration and staff to sit together and discuss celebrations and challenges, and as a council, collaboratively seek solutions.

Leadership Academy

18 teachers are participating in our first annual Leadership Academy. The purpose of this course is to build teacher capacity as teacher leaders. Teachers will earn 2.0 to 2.5 credits for this course. They attended a full-day class in June and are participating in monthly classes as a group, as well as online work in the discussion forum. Each member of the Leadership Academy will complete a capstone that builds his/her skills as a teacher leader. Our teacher leaders are involved in capstone work that ranges from the creation and hosting of a regional solo and ensemble competition to organizing an Elementary Math Night to teaching a wide-range of professional development classes for our staff.

Fund Development Update

In efforts to support the targeted needs for fund development that cultivate culture and climate, our fund development manager, Emily Land has completed the following work:

- Focused work on the Firebird Fund Drive and campaign wrap up. Through the Firebird Fund Drive and parking raffle, which also supported fund drive initiatives, the schools have raised $44,381 to date.
- Preliminary work on our annual spring benefit has begun. This year's benefit will be held April 14th at the Ranch Event Complex. Re-branding for the spring benefit will move our event from a gala to an event that is less formal. The kick-off meeting for the parent support committee is November 1st. The auction team members have already begun donation work. The school has also purchased an event management software system that will facilitate mobile bidding and will streamline check-in/ check-out.
- To support MS/HS administration's planning for our annual Safety Day on December 21st, Emily Land is reaching out to community businesses to find a presenting sponsor. The sponsorship will cover the cost of the "Screenager" documentary we wish to show that day.
- Working with a contractor to initiate a digital ad campaign/ web presence that promotes enrollment, WCA will leverage social media, driving parents to our website. Initial preparations with administration have begun to ensure meaningful parent information events in January.

Elementary School Work

Excellence in Innovation

- Lego Robotics, a STEM club, is offered to 3-5th grade students as an after-school program.

Excellence in Instruction

- Professional Learning Communities (PLCs)
    - During this month's Writing PLC, teachers analyzed quarter1 post assessments for writing. They compared the pre- and post-assessment data to show growth.
    - This month's math PLCs focused on creating pre-assessments for the next Singapore unit.
    - This month's WIN PLCs looked at progress monitoring data to determine the effectiveness of Tier II interventions and make any necessary changes to student placement and/or pacing.

- Professional Development
    - Eight teachers attended the AVID Elementary Essentials Training in Aurora Colorado. All fourth and fifth grade teachers have had the training.
    - All kindergarten teachers participated in a lesson study, observing an Explicit Phonics lesson and reflecting with peers.
    - Teachers continue to participate in ongoing professional development throughout the year including: Close and Critical Reading, Writer's Workshop and Teach Like a Champion.
    - Teachers participated in collaborative work analyzing data to inform the creation of the Unified Improvement Plan. They identified trends, adult actions that contributed to the trends and priority areas for performance.
    - Teachers participated in professional development on Growth Mindset and Peer Coaching.
- Induction Work
    - New teachers meet monthly as a group to strengthen best practices. The induction program focuses on instructional strategies, procedures that maximize instructional time, and action steps that enhance communication and collaboration. New teachers reviewed important strategies that promote effective parent teacher conferences.

Excellence in Leadership

- Administrators have observed instructional practices through classroom observations and met with each of the new teachers individually to support their growth through performance plans and goal setting. The elementary principal meets monthly with each new teacher to support them in the many challenges of being a first-year teacher.
- Elementary teachers serve as teacher leaders on the following committees: Team Lead, AVID Site Team Leader, PBIS Committee, Sunshine Committee, Building Leadership Team, AVID Site Team, Student Success Team, Education Committee, Student and Building Safety Committee and SAC.
- The AVID Site Team meets monthly to ensure 4th and 5th grade is on track to completing the goals identified in the 2017-18 Site Team Plan.

Excellence in Culture and Climate

- Firebirds on the Run brought elementary and middle school students and families together in a fun culminating event.
- A very special teacher has adopted the new teachers as "The New Teacher Fairy" sending them positive notes and words of encouragement.
- Community Banks of Windsor catered lunch for our professional development on Monday, October 16th.
- The Sunshine Committee has organized teacher birthday buddies throughout the year.

Middle & Early College High School Work

Excellence in Innovation

- Over 30 students have participated in WCA MS/HS competitive math teams. They are preparing for the upcoming season of competition.
- VEX Robotics team has doubled in size from last year, with about sixteen students participating regularly.

Excellence in Instruction

- On October 16th, educators participated in professional development where teachers worked collaboratively to target their individual professional goals in each of the components of AVID (Writing, Inquiry, Collaboration, and Reading). Additionally, teachers worked in grade-level teams to analyze student writing across the curriculum and Cornell note-taking across the content. Grade-level teams developed a specific plan in writing and note-taking based on this analysis.
- MS/HS administrators have observed instructional practices of every classroom teacher during a formal observation and multiple informal observations. Administration have met with each of the teachers individually to support their growth through performance plans, goal setting and specific feedback on instructional practices throughout first quarter.
- MS/HS teachers are preparing for our first round of peer observations during the last week in October. Teachers will form teams of 2-3 colleagues and have the opportunity to observe each other. These teams will look for the use of effective instructional practices that may be applied in their own classrooms.

Excellence in Leadership

- Ten teachers from the MS/HS are participating in the Leadership Academy and have selected projects that allow them to move the mission and vision of the school while developing their leadership abilities.

Excellence in Culture and Climate

- The middle school and high school students completed the fall sports season, competing in girls' volleyball, boys' soccer and cross-country.
- The performing arts department has grown in size. The department held two separate concerts to conclude the first quarter.
- As a result of the MS/HS Teacher Council's rich collaboration and dialogue on September 13th, the administration has provided funds that will be utilized for grade-level teams and content teams. Grants will cover the cost of substitute teachers for teachers to participate in team planning and collaboration. The first of these collaborative planning sessions are scheduled for early November.

Technology Work

Excellence in Innovation

- SMART software for elementary and middle/high school teachers was renewed for the 2017-2018 school year. Training for teachers has been offered during professional development days and teacher technology council meetings to support and enhance instruction and learning.

Excellence in Instruction

- A 5-year plan for a STEM graduation distinction is being developed for MS/HS students. Technology and engineering electives are being

developed and a development council is being formed to prepare curriculum, determine supplies needed and discuss future elective offerings.

Excellence in Climate and Culture

- A Technology Committee volunteer day was held on Saturday, October 7th. Classroom audio systems maintenance and cleanup for middle and high school classrooms was performed. Parents attend monthly committee meetings to support our school.

Board Calendar

Date	Time	Event	Location
October 31	1:30 p.m.	Halloween Parade & Parties	School Wide
November 2-4		High School Play	ES Gymnasium
November 8	6:00 p.m.	State of the School Address	ES Library
November 10	8:15 a.m.	ES Veteran's Day Assembly	ES Gymnasium
November 10	8:00 a.m.	MSHS Veteran's Day Assembly	MSHS Gymnasium
November 13	3:30 p.m.	Safety Committee	ES Library
November 13	7:00 p.m.	Weld Re-4 Board Meeting	District Building
November 14	Evening	Kick Off for Book Fair/Art Show	Barnes & Noble
November 15	Lunch	K, 2, 4 Thanksgiving Lunch	ES Cafeteria
November 15	4:00 p.m.	Education Committee	ES Library
November 16	4:00 p.m.	Finance Committee	HS Conference
November 16	5:30/6:30 p.m.	Work Session/Regular Session	ES Library
November 17	8:30 a.m.	1st Grade Mexico Celebration	
November 17	9:15	3rd Grade Roman Day	

Executive Board Reports

Sherry Bartmann, Member

Mrs. Bartmann attended the several school events and activities over the last month as a board member representative—Coffee with Leadership, the Fund Run, various middle and high school volleyball games, and also had the opportunity to chaperone a high school field trip to UNC. Mrs. Bartmann participated in High School PTC Boosters' meetings, as members planned for and constructed the haunted house open to the public on Friday, October 20th. The WCA community was invited to enjoy our annual Trunk or Treat, chili dinner, and haunted house on Saturday, October 21st. Mrs. Bartmann enjoyed supporting and participating in the haunted house and trunk-or-

treat event.

Mrs. Bartmann attended the Student and Building Safety Committee as the board liaison. The committee met on October 9th. Eighteen people attended. Administration shared their school safety plans as well as the Crisis Response Team processes. A lengthy and detailed discussion and review amongst committee membership occurred. The next meeting in November will continue to focus on work that supports the Claire Davis Act. A presentation on one option for volunteer tracking and security check-in/check-out processes will be the focus of the meeting.

Carolyn Mader, Member

Mrs. Mader attended WCA's monthly Coffee with Leadership on September 29th. From this meeting, she summarized discussion points and shared this information with the Executive Board and Executive Director. This summary captured questions, concerns, and Board and administrative work that was shared with parent membership that attended.

Mrs. Mader attended the October board meeting of Windsor Charter Academy's authorizer, Weld Re-4, along with Executive Director, Mrs. Teeples. The Executive Director shared current work in her monthly report to their Board.

The Education Committee met on October 18th to discuss science resources to support curriculum for 4th and 5th grade. Three different resources were presented. One stood out to not only be the more cost-effective choice, but also was the choice that had the most pertinent information for a Core Knowledge program. Teachers presented to the features and functionality of that curriculum. A current bid is being compiled for the Education Committee for its November meeting. Last year, the resources were quoted at $11K for six years of content, costing about $48 per student. Over the course of the month, committee members will review the presentation that was shared and the resource links provided. Members will reconvene in November to discuss their review and prepare a final recommendation for the Executive Board for resources for the 2018-2019 school year.

Jenny Ojala, Member

Mrs. Ojala attended the School Accountability Committee as one of the liaisons. Administration presented the first quarter work towards key performance indicators as outlined in goals of the strategic plan. A quick overview on the process in developing a school unified improvement plan was also shared. In November, members will meet twice. Members at the first meeting will finalize questions for the student, parent, and staff annual surveys and will present these recommendations to the Executive Board. The second meeting has been scheduled for members to review the work of our schools' unified school improvement plans. Both administration have been working with their staff to create goals that will support student success.

Paige Adams, Secretary
Mrs. Adams attended the Finance Committee this month. The committee reviewed the September check register, financial statements and reviewed the final audit and management letter. In the coming months, the committee will be working on current and future budgets as well as facilities 5-year plan review.

Jackie Compton, Treasurer
Mrs. Compton attended Coffee with Leadership, as well as the Finance Committee this month. The committee reviewed the September check register, financial statements and reviewed the final audit and management letter. In the coming months, the committee will be working on current and future budgets as well as facilities 5-year plan review.

Donna James, Vice President
Mrs. James attended Coffee with Leadership, as well as Windsor Charter Academy's annual Trunk or Treat held at our middle and high school. She hosted a trunk and supported the efforts of the PTC.

Samual Penn, President
Mr. Penn worked to strengthen governance practices as he worked on the Executive Board election process, strategic planning for professional development and the bi-annual Parent Membership meeting, and review and preparation on Executive Board members policies, the school strategic plan and its UIP plan. Mr. Penn also met with the Executive Director for bi-monthly meetings.

9.0 Items for Information

9.1 Quarterly Strategic Plan Update

The quarterly review of the strategic plan was presented to the School Accountability Committee.

9.2 Safety Plans

Safety plans were presented to the Student and School Safety Committee.

9.3 Crisis Response Team Processes

The Crisis Response Team processes were shared with the Student and School Safety Committee.

9.4 Exit Interviews

The Executive Board discussed current interview processes.

9.5 Updated Bylaws Signed by Executive Board Members

The updated bylaws were approved on July 27, 2017. Members signed the approved bylaws.

4.6 Executive Board Thank You

Paige Adams: Mrs. Adams shared her gratitude for Mrs. Holt, a MS/HS math teacher, during the last parent-teacher conference. Mrs. Holt worked with her student, as well as others, in student-led conferences with parents. Mrs. Adams noted that the non-traditional student-led format supported WCA's vision statement "Where students are educated, empowered, and equipped to reach their highest potential." Mrs. Holt's genuine care for WCA students was evident in her interactions.

Donna James: Mrs. James gave a shout out to all of the fifth-grade teachers—Mrs. Ammiratti, Mrs. Keenan, Ms. Northup, and Mrs. Vasquez. Their preparation and work for the Renaissance Festival was evident. Students and families had a wonderful time learning about the era.

Jackie Compton: Mrs. Compton shared her thoughts on Mr. Potson, a MS/HS history teacher. Mrs. Compton was so impressed with how he shared his love for history with his students. She was thankful for his time commitment with the students as they prepare for the upcoming History Day.

Carolyn Mader: Mrs. Mader discussed how thankful she was for Paula Ridout, the elementary receptionist. Her graciousness and patience is evident as she works with the community as new policies are implemented, such as the new check-in process that supports Policy KI.

Sherry Bartmann: Mrs. Bartmann was thankful for the countless hours that WCA High School PTC members gave to design and create a haunted house that brought the WCA community together for Halloween.

10.0 Items for Action

10.1 2017 Annual Audit

An annual audit was completed and reviewed by the Finance Committee during the September and October meetings. John Cutler presented to the Executive Board a summary of the annual audit. The Finance Committee recommended that the Executive Board approve the annual audit completed by John Cutler & Associates. A motion was made to approve the annual audit by John Cutler & Associates by Jackie Compton and was seconded by Paige Adams. The motion passed unanimously.

10.2 Creation of Ad Hoc Auditorium & Gymnasium Planning Committee

An Ad Hoc committee to support preliminary steps in the construction of the auditorium and competition gymnasium. The committee composition, outlined, by the Executive Board, consisted of people, with varying skills, experience, and perspective. The Executive Board determined that membership would consist of the following: Sam Penn—Executive Board President, Rebecca Teeples—Executive Director, Jeremy Schriner—Secondary Education Director, SarahGennie Colozio—Finance Director, Irene Nissen—Technology Director, Robert Lighthall—Music Teacher, Luke Brown—WCA Parent, Brett Brown—WCA Parent, Brad Coldiron—WCA Parent, and Kevin Albertsen—WCA Parent. The committee's sole purpose is to support the architect in the creation of the concept design. All other details, specific to the location and funding is the responsibility of the Executive Board. A motion was made to approve the creation of the Ad Hoc Auditorium and Gymnasium Planning Committee by Jackie Compton and was seconded by Donna James. The motion passed unanimously.

10.3 Bids for Architect Concept Design Plan for Auditorium & Gymnasium

A motion was made to accept the Carol Vaughan Designs = Architecture, LLC proposal for the concept design planning process by Sherry Bartmann and was seconded by Donna James. The motion passed unanimously.

10.4 Policy BC Executive Board Member Conduct, 1st Read

Policy BC Executive Board Member Conduct outlines the importance of members operating under ethical standards. A motion was made to approve Policy BC Executive Board Members on first read by Donna James and was seconded by Jackie Compton. The motion passed unanimously.

10.5 Policy BCA Code of Ethics for Executive Board Members, 1st Read

Policy BCA Code of Ethics for Executive Board Members outlines eleven commitments that Executive Board members must commit to ensure ethical board practices. A motion was made to approve Policy BCA Code of Ethics for Executive Board Members

on first read by Carolyn Mader and was seconded by Donna James. The motion passed unanimously.

10.6 Policy BCB Executive Board Member Conflict of Interest, 1st Read

Policy BCB Executive Board Member Conflict of Interest outlines potential situations where a conflict of interest might arise and the importance of avoiding these situations as board members. A motion was made to approve Policy BCB Executive Board Member Conflict of Interest on first read by Jackie Compton and was seconded by Donna James. The motion passed unanimously.

10.7 Policy BC-R Executive Board Member Financial Disclosure, 1st Read

Policy BC-R Executive Board Member Financial Disclosure summarizes items that board members must report in connection with serving on the Executive Board. A motion was made to approve Policy BC-R Executive Board Member Financial Disclosure on first read by Donna James and was seconded by Paige Adams. The motion passed unanimously.

10.8 Policy BID/BIE School Board Member Compensation/Expense/Insurance/Liability, 1st Read

Policy BID/BIE School Board Member Compensation/Expense/Insurance/Liability summarizes the reimbursement rights, as well as necessary insurance to protect board members. A motion was made to approve Policy BID/BIE School Board Member on first read by Jackie Compton and was seconded by Donna James. The motion passed unanimously.

10.9 Policy EBAB Hazardous Materials, 1st Read

Policy EBAB Hazardous Materials outlines Executive Board expectations for its schools in ensuring that processes are in place for hazardous materials. A motion was made to approve Policy EBAB Hazardous Materials on first read by Carolyn Mader and was seconded by Paige Adams. The motion passed with 5 votes in favor and one opposed.

10.10 Policy EBAB-R Guidelines for Hazardous Materials, 1st Read

Policy EBAB-R Guidelines for Hazardous Materials summarizes the responsibility of the Facilities Manager to implement procedures for handling, storage, and disposal of hazardous materials. A motion was made to approve Policy EBAB-R Guidelines for Hazardous Materials on first read by Jackie Compton and was seconded by Carolyn Mader. The motion passed unanimously. The motion passed with 5 votes in favor and one opposed.

10.11 Policy EBB Safety and Security of School Buildings, 1st Read

Policy EBB Safety and Security of School Buildings summarizes the expectations for an annual inspection for its buildings. A motion was made to approve Policy EBB Safety and Security of School Buildings on first read by Donna James and was seconded by Carolyn Mader. The motion passed unanimously.

10.12 Policy EBBA Handling Body Fluids, 1st Read

Policy EBBA Handling Body Fluids summarizes the importance of providing training and adequate supplies for staff members to ensure safety. A motion was made to approve Policy EBBA Handling Body Fluids on first read by Jackie Compton and was seconded by Donna James. The motion passed unanimously.

10.13 Policy GCIE Professional Development, 1st Read

Policy GCIE Professional Development outlines three ways professional certified staff can earn credit for lane changes on the salary schedule. A motion was made to approve Policy GCIE Professional Development on first read by Donna James and was seconded by Jackie Compton. The motion passed unanimously.

10.14 Policy KI Visitors to School, 1st Read

Policy KI Visitors to School, a recently passed policy, has one new revision. The newly adopted policy limited visitors to parents/guardians, family members of current students, and board members or other person invited by the school for official business. The one recommended revision is an addition of family friends that are listed on the student summary page of Infinite Campus. This addition still ensures student safety, while creating a welcoming environment for Core Knowledge events, celebrations, and activities. A motion was made to approve Policy KI Visitors to School on first read by Paige Adams and was seconded by Donna James. The motion passed unanimously.

11.0 Consent Agenda

7.1 Personnel

Transfers

- Jamie Miller: MS/HS Health Aide

Appointments

- Erin Townsend: MS/HS Para

7.2 Second Reading Policies

- JICDD Violent and Aggressive Behavior
- JICH Student Involvement with Drugs and Alcohol
- JICH-R Student Involvement with Drugs and Alcohol
- JK Student Discipline
- JK-R Student Discipline
- JKD JKE Suspension and Expulsion
- JKD JKE-R Suspension and Expulsion

7.3 Financial Report

A motion was made to approve the Consent Agenda, as outlined by personnel changes, 2nd read policies and the financial report by Sherry Bartmann and was seconded by Jackie Compton. The motion passed unanimously.

8.0 Executive Session

Donna James made a motion for the Executive Board to go into Executive Session, and then amended the motion to include Rebecca Teeples—Executive Director and Kelly Seilbach—Elementary Education Director. Jackie Compton seconded the motion. The Executive Board went into Executive Session at 8:42 p.m. based on statute, with citation specific to C.R.S. §24-6-402(4)(h). This citation gives parameters for board members to discuss individual students where public disclosure would adversely affect the person or persons involved. No action was taken. Donna James made a motion to adjourn from the Executive Session and Jackie Compton seconded it. The motion passed unanimously. The Executive Session adjourned at 9:54 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 District's attorney for the purpose of receiving legal advice on a particular matter, C.R.S.§24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the 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)

9.0 Adjournment

As the Executive Board came out of Executive Session, Jackie Compton addressed the Executive Board. She submitted her resignation as an Executive Board member.

A motion was made to adjourn the session by Donna James and seconded by Paige Adams. The motion passed unanimously. The Executive Board adjourned at 10:08 p.m.

2.0 November 16, 2017 Special Session Minutes

1.0 Opening of the Meeting

Call to Order

The meeting was called to order at 5:30 p.m.

Roll Call

Executive Board Members Present
Samual Penn, Executive Board President
Donna James, Executive Board Vice-President
Paige Adams, Executive Board Secretary
Sherry Bartmann, Executive Board Member
Carolyn Mader, Executive Board Member

Executive Board Members Absent at Roll Call
Jenny Ojala, Executive Board Member joined the session at approximately at 6 p.m.

Staff Present
None

Pledge of Allegiance

Adoption of Agenda

A motion to approve the November 16, 2017, Special Session Agenda was made by Donna James and seconded by Carolyn Mader. The motion passed unanimously.

2.0 Citizen Communication

Saint Thomas Thompson spoke to the Executive Board as a WCA parent stakeholder. He spoke regarding communication with Administration at the high school and bullying.

3.0 Items for Information

3.1 Update on Gymnasium/Auditorium Planning Work

As the board representative on the planning committee, Sam Penn reported that at their first meeting on November 9, the committee met with the architect, Carol Vaughn Designs + Architecture, LLC, who will be providing the renderings for the gymnasium/auditorium facility. The committee explored the potential, future role and general design concepts of the complex. The committee will meet again on November 30, 2017.

3.2 Review of SAC Survey Questions

The Executive Board discussed suggested changes and feedback regarding survey questions. The survey will again be reviewed by the board on November 30, 2017.

3.3 State of the School Reflection

The town hall style format was well received by membership. Sam Penn reviewed takeaways from membership questions, feedback and suggestions regarding future State of the School meetings, WCA web site content and organization, and membership communication from the Board and administration.

3.4 Minutes & Policy Review

Sam reviewed that the intent of the new format of the board packet was to be more efficient with the large amount of information and clarified that issues in regard to policy changes should go to him and the review of meeting minutes should go to Paige Adams.

4.0 Items for Action

4.1 Executive Board Member Vacancy

Executive Board member candidate Matthew Meuli presented to the Executive Board as a candidate for consideration. He answered questions from Executive Board members. After discussion of the candidate, the Executive Board voted. By a unanimous vote of the

Executive Board, the open seat created by the resignation of Jackie Compton was filled by Matthew Meuli.

5.0 Executive Session

Donna James made a motion for the Executive Board to go into Executive Session and was seconded by Jenny Ojala. The Executive Board went into Executive Session at 7:36 p.m. based on statute, with citation specific to C.R.S. §24-6-402(4)(h). This citation gives parameters for board members to discuss individual students where public disclosure would adversely affect the person or persons involved. No action was taken. Sam Penn made a motion to adjourn from the Executive Session and Donna James seconded it. The motion passed unanimously. The Executive Session adjourned at 8:36 p.m.

A Board of Education, upon the affirmative vote of a quorum present, may convene in executive session at a regular or special meeting. The Board is not allowed to adopt any proposed policy, resolution, regulation, or take any formal action at an executive session that is not open to the public. Prior to convening in executive session, the Board is required to refer to the specific citation to statute authorizing it to meet when it announces the session. The Board may hold an executive session to:

- Conduct discussions regarding the purchase, acquisition, lease, transfer or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the District's attorney for the purpose of receiving legal advice on a particular matter, C.R.S.§24-6-402(4)(b)
- Discuss matters which are required to be kept confidential by federal or state law, rules or regulations. In such cases, the 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 District'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 to adjourn was made by Donna James and seconded by Carolyn Mader. The motion passed unanimously. The Executive Board adjourned at 8:39 p.m.

3.0 Education Committee Report

MINUTES OF THE WINDSOR CHARTER ACADEMY EDUCATION COMMITTEE MEETING
Wednesday, November 15, 2017 at 4:00 PM

ATTENDANCE

- Carolyn Mader: Board Liaison
- Lee Grasmick: Chairperson and Secretary
- Kelly Seilbach: Elementary Education Director
- Michelle Ammirati: Elementary Teacher
- Tina Toman: Parent
- Lori Long: Parent
- Kylie Knutson: Parent

Also Present:

- Shannon Silk – Elementary Teacher

Absent:

- Rebecca Teeples: Executive Director of Education
- Jeremy Schriner: Secondary Education Director
- Keith Gallie: Middle School/High School Teacher

CALL TO ORDER

Kelly Seilbach called the meeting to order.

AGENDA

Kelly Seilbach noted that the agenda focus was discussion on the Discovery Education curriculum and for the committee to determine a recommendation to the Executive Board for a 4th and 5th grade science resource.

COMMENTS AND QUESTIONS

Members of the committee were offered the opportunity the share any comments they had regarding the Discovery Education curriculum.

- Carolyn Mader: No comments.
- Kylie Knutson: No comments.
- Shannon Silk: No comments.
- Michelle Ammirati: Would like to see the Discovery curriculum implemented.
- Tina Toman: The Discovery curriculum is good because it is all encompassing.
- Lori Long: Lori and her children spent quite a bit of time experimenting with the curriculum. It is well received by herself and her children. It is a good curriculum. The crossword creator was difficult and helpful in critical thinking.
- Lee Grasmick: Thought that the upcoming improvements enabled both teachers and students to design, create, and share materials would be beneficial. Inquired as to what degree the scientific method was implemented at the school. Shannon Silk and

Michelle Ammirati conveyed that the students are offered the opportunity to come up with questions to explore, create hypothesis, obtain data, and determine conclusions. Adding the Discovery curriculum to the current teaching methods would be helpful to reinforce the scientific method and scientific writing skills of the students.

- Inquired about implementing, Shannon Silk and Ammirati noted that the Discovery curriculum offers the ability to have all of the information is in one location instead of having to go to multiple locations to find the necessary information to meet content standards. The curriculum has the ability to be modified for specific groups. Representatives from Discovery Education would come to the school and do one-on-one training to ensure compatibility with the WCA devices.
- Kelly Seilbach thought that the curriculum would help to boost reading scores. The captions and pictures help reinforce the readings.
- A question was posed on if there a homework aspect to the curriculum. It was determined that assignments could be worked on at home on their own personal devices. Laptops are not taken home. Science homework is not typically assigned unless it can simply be done at home.

COST

The cost of the curriculum was recently quoted to be $51 per seat for a six-year contract on January 1st. At 208 seats the estimated cost would be $10,608. Any updates would be included in the initial fee. In addition to the seat fee there would be a cost of $2,800 for training. It would be three years before the additional track would be added to fourth grade and four years to add a track for fifth grade. The added tracks would need to be added to the budget. Logins are created for each student. If a student leaves their login is deleted and would not count towards the seat fee. New logins are created for new students. Kelly Seilbach mentioned that the training component could be pushed into the professional development budget. Tina Toman inquired if the total $13,408 total would be good for three years. It was confirmed that the $13,408 is good for three years which would be followed by budgeting for the additional tracks. Could the curriculum be purchased and implemented earlier and have other more advanced students use it? It would not make much of a difference with the cost to do so. It would not be hard to add material to the curriculum, but it would have to be noted ahead of time.

RECOMMENDATION TO THE BOARD

The Education Committee unanimously recommends pursuing the purchase and implementation of the Discovery Education curriculum.

FUTURE MEETINGS

Future meetings will be held on the 3rd Wednesday of the month at 4:00 PM at the Windsor Charter Academy Elementary Library.

- Dates:
  - February 21st
    - Agenda: Revise evaluation rubric for future curriculum
  - March 21st
    - Agenda: Revise evaluation rubric for future curriculum

ADJOURNMENT

Kelly Sielbach adjourned the meeting.

4.0 Finance Committee Report

Committee Members	
Dean Moyer, Chair: Absent	Sara Bakula, Member
Paige Adams, Board Secretary	Brian Mader, Member: Absent
SarahGennie Colazio, Finance Director	Linda Debo, Member: Absent
Rebecca Teeples, ED: Absent	Lauren Miller, Business Manager

Minutes 11.16.17 Meeting called to order at 4:07pm

1. Review October 2017 Financial Statements
    a. Review Balance Sheet and Statement of Revenues & Expenditures, Student Fund Revenue & Expenditures
    b. Review check/debit register

    A motion to approve October Financials was made by Sara Bakula and seconded by Paige Adams. The motion was passed unanimously.

2. Review Proposed amended budget 2017-2018
3. Review upcoming months agenda's
    a. November: Amended 17-18 budget
    b. December: Initial draft 18-19 budget
        i. Review final amended 17-18 budget for Executive Board
        ii. Facilities 5-year plan review
    c. January: Review draft 18-19 budget
        i. Review of long term budget (5 year)
    d. February: 1st read on 18-19 budget
    e. March: 2nd read on 18-19 budget
        i. Possible amended 17-18 budget
    f. July meeting canceled each year
4. Next Meeting: Thursday, December 14th @ 4:00pm

5.0 Concurrent Enrollment High School Model

What is Concurrent Enrollment?
Concurrent enrollment programs provide high school students the opportunity to take college credit-bearing courses. Concurrent enrollment courses are taught by college and college-approved high school teachers. Concurrent enrollment programs successfully transition students from high school to college. Concurrent enrollment programs can look different and may have some of the following criteria:

- A high school student travels to the college campus.
- College faculty travel to the high school.
- A high school student takes a course from a college instructor via distance education, either via interactive video or an online platform.

Why Is Our Model Changing from a True Early College Model to a Concurrent Enrollment Model?
The early college model is no longer an option with Aims Community College. The original MOU outlined an agreement with an early college model where Windsor Charter Academy paid $100 per student credit. This covered the costs of an academic advisor, tutoring, teachers, books, and fees. This model was not sustainable for Aims Community College, and would have required a substantial increase per student credit.

Recently Aims Community College met with Rebecca Teeples, Sarah Gennie Colozio, and Jeremy Schriner to review options for the 2018-2019 school year. The table below compares and contrasts the new model and the changes that will occur:

2017-2018 Early College	2018-2019 Concurrent Enrollment
$100 per student credit; this cost ***is not*** reimbursable to Windsor Charter Academy.	$67.36 per student credit; this cost ***is*** reimbursable to Windsor Charter Academy for students that earn an A, B, or C. Students that earn a D or less must reimburse the school for this cost.
$0 cost for academic advisor	Salary cost of academic advisor will be paid by Windsor Charter Academy.
$0 cost for Aims teachers	Salary costs for qualified educators w/ master's degree will be paid by Windsor Charter Academy.
$0 cost for textbooks	Windsor Charter Academy will be required to cover the cost of textbooks taught on campus. Windsor Charter Academy will commit to paying a designated amount of money towards the purchase of textbooks for courses taken off campus or online that have been approved by administration. If the textbook for the course exceeds the designated amount, the student will be required to pay for the difference.
$0 cost for student fees related to courses	Students will pay fees for college courses that have been approved by administration and meet the requirements for high school graduation.
$0 cost for tutoring services	Hourly wages for tutors will be paid by Windsor Charter Academy.
$0 cost for administrative fees	Students will be required to pay a one-time $25 fee to Aims Community College for administrative costs.
Highly-structured pathway for course options	Flexible pathway for course options
Teachers are Aims Community College employees. Evaluations that address professional standards do not occur.	Teachers are Windsor Charter Academy employees. Evaluations that address professional standards do occur.

What is the Proposed Change?

Aims Community College requires 60 credits for an associate degree. Currently Windsor Charter Academy offers all 60 credits at our high school. During the 2018-2019 school year, it is proposed that this model change to a model where 46 credits are offered at Windsor Charter Academy High School. The remaining 14 credits would be student selected and approved by administration, and could be either online or at Aims Community College. The courses selected would need to meet the criteria of meeting requirements of an associate degree and a high school degree. Students will be responsible for transportation to and from their college classes if the course is not offered at Windsor Charter Academy. If a student chooses to take a college course above the 60 credits outlined by Windsor Charter Academy, the student must pay for the course.

Students who wanted to take courses that did not apply towards an associate degree would be responsible for the tuition, fees, and books. Students could apply that credit towards their high school graduation, however, if approved by administration.

Advantages of Hybrid On-Campus/Off-Campus Model

There are many advantages of a hybrid model. The following outline some of the benefits that exist:

- Students are able to individualize a portion of their associate/high school degree to create a transcript that addresses their interests, skills and strengths.
- Maximization of quality of program while ensuring cost effective measures. Are cost is minimal for students that take classes online--$67.36 per credit. As students get well into their junior and senior year, there are fewer students that take college courses that are off campus. If Windsor Charter Academy were to offer these classes on-campus, they would be costly. Staffing for a higher-level science class is not cost effective when fewer student participate.
- As students mature and prepare for college after high school graduation, they have the opportunity to participate in a class in a college setting.
- The hybrid model still ensures that students have a high school experience where they participate in high school classes, activities and events.

WCA Course Offerings that Fulfill Aims Associate Degree Requirements			
Subject Area	Total Credits	Classes	
Communications	9 Credits	ENG 121 ENG 122 COM 115	3 Credits 3 Credits 3 Credits
Arts & Humanities	9 Credits	LIT 115 LIT 212 MUS 120	3 Credits 3 Credits 3 Credits
Mathematics	4 Credits	MAT 121	4 Credits
Physical & Life Sciences	9 Credits	CHE 101 ENV 101	5 Credits 4 Credits
Behavioral & Social Sciences	9 Credits	POS 111 HIS 121 HIS 122	3 Credits 3 Credits 3 Credits
Elective Courses	6 Credits	PSY 101 PSY 231	3 Credits 3 Credits
Concurrent Enrollment Student Choice	14 credits (Online or at Aims Campus)	14 Credits	
Total College Credits	60 Credits		

6.0 2018—2019 Registration

Grades	2017—2018	2018—2019	2019—2020	2020—2021	2021—2022	2022—2023
Kindergarten	120	120	120	120	120	120
First	120	120	120	120	120	120
Second	104	120	120	120	120	120
Third	105	104	120	120	120	120
Fourth	101	104	104	120	120	120
Fifth	104	104	104	104	120	120
ES Total	**654**	**672**	**688**	**704**	**720**	**720**
Sixth	106	130*	130	130	130	130
Seventh	93	104	130	130	130	130
Eighth	106.5	90	104	130	130	130
Ninth	66	104	88	102	104	104
Tenth	57	60	98	82	96	98
Eleventh	37	54	57	95	79	93
Twelfth	17	34	51	54	92	76
MS/HS Total	**482.5**	**576**	**648**	**723**	**761**	**761**
Total	**1136.5**	**1248**	**1336**	**1427**	**1481**	**1481**

*****Whereas the elementary classes have 24 students per class, yielding a total of 120 students per grade level, our middle and early college programs are different due to differentiated classes—from our core classes to electives. Our cap for the same cohort would max at 130. This allows for the ability to ensure that that there is a myriad of electives as well as core classes that address varying abilities of students.

If the Executive Board accepts the proposed change of moving sixth grade to a 5-track model, beginning 2018-2019 school year, the sixth-grade enrollment openings would change from roughly 104 openings to roughly 130 openings. This increase would strengthen the middle and early college high school, by increasing student enrollment long before the anticipated 2022-2023 school year, where the program would organically grow from the elementary school. For the 2018-2019 school year, the additional 24 students would bring an estimated $168,000 to the Windsor Charter Academy schools.

This proposed change would infuse the middle and early college high school with over $1.8 million between now and 2022-2023. The program would strengthen the early college high school program sooner. Greater stability in the early college high school program would occur as the majority of students from our middle school would remain.

7.0 School Accountability Survey Questions

A general list of topics will be placed at the front of the survey and throughout the survey. This way, it makes it easier for participants to strategically share concerns in comment areas.

Every five questions or category—if less than five questions, stakeholders will have the opportunity to add comments in an optional comment. Each multiple-choice question will have the following options for stakeholders to select:

a. Extremely satisfied
b. Satisfied
c. Somewhat satisfied
d. Not satisfied
e. Not at all satisfied
f. Not applicable

Elementary Parent Survey

While you have an option to take the survey anonymously, we invite you to share your name at the end of the survey if you are interested in specific concerns being addressed.

General

1. Overall, how satisfied are you with your family's experience at Windsor Charter Academy Elementary School?
2. What letter grade would you assign to the overall quality of education at Windsor Charter Academy Elementary School?
3. How likely are you to recommend Windsor Charter Academy Elementary School to your friends, neighbors, and colleagues?

Administration

4. Rebecca Teeples, the Windsor Charter Academy Executive Director, strives to meet three goals.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Positively reinforces the work of our vision and mission of our schools						
Involves families in creating an inclusive and welcoming climate						
Is respectful and professional						

5. Kelly Seilbach, our Windsor Charter Academy Elementary School Education Director, strives to meet five goals.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Approachable when parents have concerns or comments						
Highly visible through the school						
Is respectful and professional						
Communicates about important school events and policies						
Enforces school rules and policies						

6. Elementary administration, Kelly Seilbach, Courtney Stone and Amy Taylor, creates a positive environment at Windsor Charter Academy.

Executive Board

7. The Executive Board committees at my child's school (Student & School Safety, Education, School Accountability, and Finance) are organized and welcoming.
8. The Executive Board effectively communicates and engages parents in the mission and vision of the school.

School Support Services

9. At Windsor Charter Academy Elementary School, appropriate academic enrichment and support are provided at every level.
10. The academic needs of my child(ren) are being met.
11. At Windsor Charter Academy Elementary School, appropriate behavioral support is provided at every level throughout the building.
12. At Windsor Charter Academy Elementary School, appropriate emotional support is provided at every level throughout the building.
13. My child has opportunities to participate in meaningful extracurricular activities (Student Council, intramurals clubs, etc.)
14. Are there additional extracurricular activities that you would like to have offered and would be willing to help lead or support?

School Culture

15. Windsor Charter Academy is successful in its 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.
16. Windsor Charter Academy Elementary School is a safe and secure building.
17. Windsor Charter Academy Elementary School celebrates its students' good behavior and academic performance.
18. Windsor Charter Academy Elementary School asks parents for input in important school decision-making.
19. Windsor Charter Academy Elementary School provides many opportunities for parental involvement.

Teacher Effectiveness

20. My child's teacher's name is…
21. My student is safe from verbal and physical harassment at Windsor Charter Academy Elementary. My child's teacher addresses concerns promptly.
22. My child's teachers respond to my emails, phone calls, or notes in a timely manner.
23. Communication with my child's teachers is open, honest, thoughtful and welcome.
24. My child's teacher communicates with me about my child's academic progress. This teacher has explained what my child should know and be able to do.
25. My child receives benchmark assessments three times a year–at the beginning of the year, mid-year, and at the end of the year. This occurs to measure growth. I received the results of these assessments from my child's teacher.
26. My teacher provides volunteer opportunities in the classroom–i.e., Core Knowledge celebrations, filing papers, small group work, etc.
27. My child's teacher knows my child and helps him/her reach his/her fullest potential.
28. My child's teacher creates a positive environment at Windsor Charter Academy Elementary.
29. The grading practices of my child's teacher are fair.
30. Overall, I would rate my child's teachers as very effective.

Optional Questions

31. Please share your thoughts or any suggested areas of growth for our school.
32. Please share your thoughts on things that you love about our school.
33. If you were to recognize just one staff member for exceptional service, who would it be and why?
34. List a topic or question that you would like to see on future surveys.

While you have an option to take the survey anonymously, we invite you to share your name if you are interested in specific concerns being addressed.

35. My name is…

MS/HS Parent Survey

While you have an option to take the survey anonymously, we invite you to share your name at the end of the survey if you are interested in specific concerns being addressed.

General

1. My name is…
2. Overall, how satisfied are you with your family's experience at Windsor Charter Academy Middle and High School?
3. What letter grade would you assign to the overall quality of education at Windsor Charter Academy Middle and High School?
4. How likely are you to recommend Windsor Charter Academy Middle and High School to your friends, neighbors, and colleagues?

School Culture

5. Windsor Charter Academy is successful in its 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.
6. Windsor Charter Academy Middle and High School asks parents for input in important school decision-making.
7. Windsor Charter Academy Middle and High School celebrates its students' good behavior and academic performance.
8. Homework from my child's teachers is appropriate for my child's age and supports learning in the classroom.
9. Windsor Charter Academy Middle and High School provides many opportunities for parental involvement.
10. Windsor Charter Academy Middle and High School is a safe and secure building.
11. My student feels safe from verbal and physical harassment at Windsor Charter Academy Middle and High School.

Administration

12. Rebecca Teeples, the Windsor Charter Academy Executive Director, strives to meet three goals.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Positively reinforces the work of our vision and mission of our schools						
Involves families in creating an inclusive and welcoming climate						
Is respectful and professional						

13. Jeremy Schriner, our Windsor Charter Academy Middle and High School Education Director, strives to meet five goals.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Approachable when parents have concerns or comments					
Highly visible through the school					
Respectful and professional					
Communicates about important school events and policies					
Enforces school rules and policies					

14. Middle and high school administration, Jeremy Schriner, Hannah Mancina and Valerie Perciante creates a positive environment at Windsor Charter Academy.

Executive Board

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

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

School Support Services

17. At Windsor Charter Academy Middle and High School, appropriate academic enrichment and support are provided at every level.
18. The academic needs of my child(ren) are being met.
19. At Windsor Charter Academy Middle and High School, appropriate behavioral support is provided at every level throughout the building.
20. At Windsor Charter Academy Middle and High School, appropriate emotional support is provided at every level throughout the building.
21. My child has opportunities to participate in meaningful extracurricular activities (Student Council, sports, clubs, etc.)
22. Are there additional extracurricular activities that you would like to have offered and would be willing to help lead or support?

Teacher Effectiveness

23. Generally, I feel that my child's teachers respond to my emails, phone calls, or notes in a timely manner.
24. Communication with my child's teachers is open, honest, thoughtful and welcome.
25. Generally, I feel that my child's teachers communicate with me about my child's academic progress.
26. My child receives benchmark assessments three times a year–at the beginning of the year, mid-year, and at the end of the year. This occurs to measure growth. I received the results of these assessments from my child's teacher.
27. Generally, I feel that my child's teachers know my child and helps him/her reach his/her fullest potential.
28. Generally, I feel that my child's teachers create a positive environment at Windsor Charter Academy Middle and High School. Please share concerns you may have, if any, below in the comment section that would help us foster positive change.
29. Overall, I would rate my children's teachers as very effective.

Optional Questions

30. Please share your thoughts or any suggested areas of growth for our school.
31. Please share your thoughts on things that you love about our school.
32. If you were to recognize just one staff member for exceptional service, who would it be and why?
33. List a topic or question that you would like to see on future surveys.

While you have an option to take the survey anonymously, we invite you to share your name if you are interested in specific concerns being addressed.

34. My name is…

Teacher Survey

1. I am happy with my working relationships with staff at my school.
2. I feel motivated to do good work.
3. Morale among the staff at my school is high.
4. I feel that my voice is heard in shaping decisions.
5. A good relationship exists between teachers and office staff.
6. I feel that parents are respectful of me.
7. In difficult situations with parents, my administration supports me.
8. I feel that students are respectful of me.
9. In difficult situations with students, my administration supports me.
10. I feel that the school supports my professional growth.
11. I feel valued as an employee.
12. Problems and conflicts are dealt with in a fair and constructive manner.
13. I feel that all students should attend college.
14. I have sufficient opportunities to have my voice heard in teacher councils, one on one meetings, and committees.
15. I utilize my opportunities to have my voice heard through teacher councils, one on one meetings, and committees.
16. I feel that administration is respectful of me.
17. What is one area of improvement for our school and/or administration?
18. What is one strength of our school and/or administration?
19. I feel that all students should attend college.
20. Staff community and culture is…
21. I feel like I can find balance in my work and personal life.
22. Rebecca Teeples, the Windsor Charter Academy Executive Director, strives to meet three goals.

	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree	Not Applicable
Positively reinforces the work of our vision and mission of our schools						
Involves families in creating an inclusive and welcoming climate						
Is respectful and professional						

MS/HS Student Survey

1. Students in my school care about learning and getting a good education.
2. Classes in my school are challenging.
3. It's often hard to pay attention in class because I'm worrying about problems outside of school.
4. I often need extra help with schoolwork.
5. I participate regularly in class.
6. I really want to learn.
7. Students at my school support most extra-curricular activities.
8. My principal models respectful behavior.
9. Teachers at my school are respectful toward one another.
10. I respect most of my teachers.
11. Students in my school treat one another with respect.
12. Faculty and staff value what students have to say.
13. I feel physically safe in my classes. (If you disagree, please share what makes you feel unsafe. How often does this occur?)
14. I feel physically safe outside of the classroom—restrooms, lockers, hallways, cafeteria, etc. (If you disagree, please share what makes you feel unsafe. How often does this occur?)
15. I feel emotionally safe in my classes. (If you disagree, please share what makes you feel unsafe. How often does this occur?)
16. I feel emotionally safe outside of the classroom—restrooms, lockers, hallways, cafeteria, etc. (If you disagree, please share what makes you feel unsafe. How often does this occur?)
17. My school disciplines students fairly.
18. I am satisfied with the amount of time and effort that most of my teachers take to get to know me.
19. Students are involved in decisions about things that affect them in school.
20. I feel that most of my teachers respect me.
21. Most of my teachers are enthusiastic about teaching and communicate this to students.
22. Most of my teachers know my name.
23. I feel that I belong (am accepted and liked) at school.
24. Students in my school help one another even if they are not friends.
25. Students are encouraged to say what they think.
26. My teachers believe that all students should attend college.
27. I believe that students believe they can improve their skills/intelligence in all subject areas.
28. Teachers believe students can improve their skills/intelligence in all subject areas.
29. My school provides adequate opportunities to get help with schoolwork outside of class?
30. I feel like I can find balance in my school, work, and personal life.

8.0 Middle School Course Catalog

windsor charter academy

middle school course catalog

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Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

IMPORTANT CONTACT NUMBERS

GENERAL

Main Office:	970.833.5190
Fax:	970.833.5188
Attendance:	970.833.5191
Address:	810 Automation Dr., Windsor, CO 80550
Office Hours:	7:30 a.m. to 4:00 p.m.

ADMINISTRATION

Rebecca Teeples, Executive Director
rebecca.teeples@windsorcharteracademy.org
Jeremy Schriner, Secondary Education Director
jeremy.schriner@windsorcharteracademy.org
Hannah Mancina, Secondary Assistant Principal
hannah.mancina@windsorcharteracademy.org
Valerie Perciante, Dean of Students
valerie.perciante@windsorcharteracademy.org

ACADEMIC ADVISORS

Heather Bratton, WCA Middle School Academic Advisor
heather.bratton@windsorcharteracademy.org

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

GENERAL INFORMATION

Windsor Charter Academy's vision is to ensure that our schools are a place "where students are educated, empowered, and equipped to reach their highest potential."

This guide is designed to help you and your parents plan your coursework at Windsor Charter Middle School. It is important to seek the help of parents, teachers, counselors, and administrators in planning an educational program to fit your needs. Each student should strive to get the best preparation out of his or her time in middle school in order to be successful in our early college high school.

WEIGHTED & UNWEIGHTED GRADES

A cumulative GPA is calculated for all middle school level courses based on the number of credits received utilizing a 4.0 (unweighted) and 4.5 (weighted) scale.

- Middle school level courses are calculated on the 4.0 scale.
- Honors courses are calculated on a weighted 4.5 scale.

WCA MS&HS 4.0				
Score	Name	Minimum %	GPA Value	GPA Unweighted Value
A+	A+	96.5	4	4
A	A	92.5	4	4
A-	A-	89.5	4	4
B+	B+	86.5	3	3
B	B	82.5	3	3
B-	B-	79.5	3	3
C+	C+	76.5	2	2
C	C	72.5	2	2
C-	C-	69.5	2	2
D+	D+	66.5	1	1
D	D	62.5	1	1
D-	D-	59.5	1	1
F	F	0	0	0
PS	Pass	60	0	0
FL	Fail	0	0	0
I	**Incomplete**	0	0	0
NG	**No Grade**	0	0	0
WF	**Withdrawal Fail**	0	0	0

WCA MS&HS Honors 4.5				
Score	Name	Minimum %	GPA Value	GPA Unweighted Value
A+	A+	96.5	4.5	4
A	A	92.5	4.5	4
A-	A-	89.5	4.5	4
B+	B+	86.5	3.6	3
B	B	82.5	3.6	3
B-	B-	79.5	3.6	3
C+	C+	76.5	3.1	2
C	C	72.5	3.1	2
C-	C-	69.5	3.1	2
D+	D+	66.5	2.7	1
D	D	62.5	2.7	1
D-	D-	59.5	2.7	1
F	F	0	0	0
PS	Pass	0	0	0
FL	Fail	0	0	0
I	**Incomplete**	0	0	0
NG	**No Grade**	0	0	0
WF	**Withdrawal Fail**	0	0	0

*A student in a middle school course may receive pass/fail grading only as approved on a case-by-case basis in consultation with the student's counselor and school administration. A student must achieve at the equivalent of 59.5% grade work in order to pass a course that is graded pass/fail.

INCOMPLETE GRADE

A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement (e.g. due to extended illness or recent enrollment in the class). It is not an alternative to a grade of F, which reflects failure to achieve.

Assignment of a grade of "I" requires approval of the student's counselor and academic administrator. The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. Additional time requires administrator approval. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.

HONOR ROLL

Students at Windsor Charter Academy will receive academic recognition each quarter based on the following criteria:

Honor Roll	High Honor Roll	Deans List
3.60—3.79	**3.80—3.94**	**3.95—4.00+**

CONTINUATION REQUIREMENTS

Each year at Windsor Charter Academy Middle School students must pass English, math, and an additional 4 classes, totaling 6 classes. This will support student success at Windsor Charter Academy Early College High School. Students who fail a class may be able to show minimum proficiency in an alternative way as approved by administration.

CREDIT RECOVERY

Students that fail to meet the continuation requirements will be required to complete a correspondence course(s) that is approved by administration. The cost will be the responsibility of the family. The cost for a correspondence course averages $150. Summer school options may be available at an additional cost.

ADD/DROP PROCEDURES

The master schedule is created from the course selections students make during registration in the spring. Staffing of these courses is then assigned accordingly. It is explained and impressed upon students that schedule changes are very difficult to make. Consideration of course selection is a very important and serious process. Students and parents are strongly encouraged to formulate class schedules together, as course changes and drops are restricted.

The last day to add or drop a class is before the completion of 15% of the course. Typically, this is about a week and a half for semester long courses.

Schedule changes are made for reasons of: class conflicts, failing a core class, school error, imbalance of class size, or incomplete schedules.

Students who drop a class after the add/drop deadline will be issued a grade of WF (withdraw fail), which will be recorded on the student's transcript. This grade impacts the student's cumulative grade point average (GPA) and the WF calculates the same as an F.

WINDSOR CHARTER ACADEMY MULTI-YEAR PLAN

Grade	Language Arts	Mathematics		Social Studies	Science	PE / Spanish	Art/ Music	Electives
6th	ENG 6*	Pre-Algebra*	MAT 6	HIS 6	SCI 6	PE 6	ART 6	See course descriptions for options for Elective 1 and 2
						SPA 6	MUS 6	
7th	ENG 7*	MAT 25*	Pre-Algebra	HIS 7	SCI 7	PE 7	ART 7	
						SPA 7	MUS 7	
8th	ENG 8*	MAT 50*	MAT 25	HIS 8	SCI 8	PE 8	ART 8	
						SPA 8	MUS 8	

*Honors classes are offered in both English and math subjects.

FULL-TIME & PART-TIME COURSE REQUIREMENT

All full-time WCA students are required to have a minimum of six courses but most of our students are on campus for all eight periods. Students may be approved by administration to attend WCA part time. Part-time students may take two or three classes at WCA. Families will work with WCA administration and advising staff to determine if attending school part time is a reasonable fit for the student's academic goals.

WINDSOR CHARTER ACADEMY BLOCK SCHEDULE

Monday through Friday Schedule for Classes Periods 1 through 8

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 9:30 a.m.	Period 2	Period 1	Period 2	Period 1	Period 2
9:35 to 11:05 a.m.	Period 4	Period 3	Period 4	Period 3	Period 4
11:10 to 1:15 p.m.	Period 6 & Lunch	Period 5 & Lunch	Period 6 & Lunch	Period 5 & Lunch	Period 6 & Lunch
1:15 to 1:30 p.m.	Advisory	Advisory	Advisory	Advisory	Advisory
1:35 to 3:05 p.m.	Period 8	Period 7	Period 8	Period 7	Period 8

Schedule for Periods 5 & 6 / Lunch

Group A	11:10—11:35	11:40—1:10	1:15—1:30
6th Grade	Lunch	Class	Advisory

Group B	11:10—11:55	11:55-12:15	12:15-12:40	12:45—1:30
9th Grade	Class	Advisory	Lunch	Class
10th-12th Grades	Class	Lunch		Class

Group C	11:10—12:40	12:45—1:10	1:15—1:30
7th & 8th Grades	Class	Lunch	Advisory

MIDDLE SCHOOL ELECTIVE OPTIONS

Course Offerings at Windsor Charter Academy that Fulfill Electives Requirements				
Course #	**Course Name**	**Quarter/Semester/Year**	**Credit**	**Fee per Term**
ELE 01	Creative Writing	Q	0.25~	$0
ELE 03	Literacy Lab 6	Q	0.25*~	$0
ELE 04	Literacy Lab 7	Q	0.25*~	$0
ELE 05	Literacy Lab 8	Q	0.25*~	$0
ELE 08	Debate	Q	0.25~	$10
ELE 09	Book Club	Q	0.25~	$30
ELE 10	Math Lab 6	Q	0.25*~	$0
ELE 11	Math Lab 7	Q	0.25*~	$0
ELE 12	Algebra Lab	Q	0.25*~	$0
ELE 13	The Millionaire Next Door	Q	0.25~	$0
ELE 15	Math Games	Q	0.25~	$0
ELE 19	Journalism	Q	0.25~	$0
ELE 20	Introduction to Computer Science	Q	0.25~	$15
ELE 21	Introduction to Animation	Q	0.25~	$10
ELE 30	Exploring Agriculture	Q	0.25~	$15
ELE 31	Beginning LEGO Robotics	S	0.50~	$15
ELE 32	Minecraft	Q	0.25~	$10
ELE 35	Yearbook Staff	Q	0.25~	$0
ELE 82	Yearbook Editor	Q	0.75~	$0
ELE 37	Kitchen Chemistry	Q	0.25	$15
ELE 38	Household Engineering	Q	0.25	$15
ELE 39	Advanced LEGO Robotics	S	0.50	$15
ELE 40	Concert Band	S	0.50	$25
ELE 41	Choir	S	0.50	$15
ELE 42	Theater	S	0.50	$35
ELE 44	Symphonic Band	S	0.50	$15
ELE 45	Jazz Combo	S	0.50	$15
ELE 46	Orchestra	S	0.50	$20
ELE 50	DIY Crafts	Q	0.25~	$25
ELE 52	Props & Scenery	S	0.50~	$35
ELE 53	3D Art	Q	0.25~	$20
ELE 54	Intro to Painting	Q	0.25~	$25
ELE 55	Digital Photography	Q	0.25~	$30
ELE 56	Film Studies	Q	0.25~	$0
ELE 57	Intro to Drawing	Q	0.25~	$20
ELE 60	Intro to Team Sports	Q	0.25~	$0
ELE 61	Ultimate Frisbee	Q	0.25~	$0
ELE 62	Yoga	Q	0.25~	$0
ELE 63	Individual Sports	Q	0.25~	$0
ELE 64	Dance	Q	0.25~	$0
ELE 68	The Game of Life	Q	0.25~	$0
ELE 71	Problem Solving & Games	Q	0.25~	$0
ELE 72	Study Hall	Q	0.00	$0
ELE 74	Elementary Teacher's Aide	Q	0.25	$0
ELE 76	AVID College Prep 6	Y	1.00~	$0
ELE 77	AVID College Prep 7	Y	1.00~	$0
ELE 78	AVID College Prep 8	Y	1.00~	$0
ELE 80	Student Council	S	0.50~	$0
ELE 81	Peer Tutoring	Q	0.25~	$0

*This course is a pass/fail course that is not calculated into the GPA
~This course will be paired with a study hall

ENGLISH ELECTIVES

CREATIVE WRITING		
Course #	**ELE 01**	This course is a one-quarter course for students that love to write. Through frequent writing exercises, students will develop such writing resources as voice, imagery, characterization, dialogue, and narration.
MS Credit	**0.25**	

LITERACY LAB 6		
Course #	**ELE 03**	This sixth grade course is a one-quarter course for students that need additional support in reading and writing. Students in this elective will have the opportunity to work with a language arts teacher, offering extra support in language arts. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

LITERACY LAB 7		
Course #	**ELE 04**	This seventh grade course is a one-quarter course for students that need additional support in reading and writing. Students in this elective will have the opportunity to work with a language arts teacher, offering extra support in language arts. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

LITERACY LAB 8		
Course #	**ELE 05**	This eighth grade course is a one-quarter course for students that need additional support in reading and writing. Students in this elective will have the opportunity to work with a language arts teacher, offering extra support in language arts. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

DEBATE		
Course #	**ELE 08**	This is a one semester class (FALL ONLY) to help students learn more about the types of speech and debate in MS competitions in Colorado. Students will write their speeches and practice them in class to receive feedback in preparation for competitions that occur one evening after school in November, one evening in January and possibly one evening in February.
MS Credit	**0.25**	

BOOK CLUB		
Course #	**ELE 09**	Book Club is a quarter -long course designed for students who enjoy reading, discussing books, and exploring diverse titles and genres. All levels of readers are invited to join Book Club where the teacher facilitates small group discussions and supports students as they explore personal interests.
MS Credit	**0.25**	

JOURNALISM		
Course #	**ELE 19**	This course is a one-quarter course for students. Journalism will cover the basic foundations of interviewing, photojournalism and media studies.
MS Credit	**0.25**	

YEARBOOK STAFF		
Course #	**ELE 35**	This course is a one-quarter course for students that want to be involved in helping to design and put together the middle school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. This course is offered Q1, Q2, and Q3.
MS Credit	**0.25**	

YEARBOOK EDITORS		
Course #	**ELE 82**	This course is a three-quarter course for students that want to be involved in leading the yearbook staff as an editor. Students get practical experience in leading advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. *Students interested in being an editor of the yearbook must enroll in Yearbook Q1, Q2, and Q3 and have 2 teacher recommendations.*
MS Credit	**0.75**	

FILM STUDIES		
Course #	**ELE 56**	This is a quarter-long course designed for students who love film and wish to analyze it for its literary merit. Students will use high-level critical thinking skills as they view and analyze some of the most impactful films in history.
MS Credit	**0.25**	

MATH ELECTIVES

MATH LAB 6		
Course #	**ELE 10**	This course is a one-quarter course for students that need additional support in math for sixth grade. Students in this elective will have the opportunity to work with a math teacher, offering extra support in math. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

MATH LAB 7		
Course #	**ELE 11**	This course is a one-quarter course for students that need additional support in math for seventh grade. Students in this elective will have the opportunity to work with a math teacher, offering extra support in math. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

ALGEBRA LAB		
Course #	**ELE 12**	This course is a one-quarter course for students that need additional support in algebra. Students in this elective will have the opportunity to work with a math teacher, offering extra support in math. Students may also be placed in the class based on teacher recommendation.
MS Credit	**0.25**	

THE MILLIONAIRE NEXT DOOR		
Course #	**ELE 13**	This course is a one-quarter course for students that covers basic ideas about personal finance, investments, and life skills that promote financial security.
MS Credit	**0.25**	

MATH GAMES		
Course #	**ELE 15**	This is a one-quarter course. Students will have fun playing with math. Students will make geometric art, play math games like Sudoku and Set, tackle logic problems, and do other fun and unusual math activities.
MS Credit	**0.25**	

TECHNOLOGY ELECTIVES

INTRODUCTION TO COMPUTER SCIENCE		
Course #	**ELE 20**	This is a quarter-long elective course where students will be introduced to the basic components of computer science, including theory, experimentation and engineering. Students will learn the history of computing, explore the physical components of the computer, discuss basic networking and data management concepts, and experiment with basic programming.
MS Credit	**0.25**	

INTRODUCTION TO ANIMATION		
Course #	**ELE 21**	This one-quarter course is designed to give students exposes to a wide range animation techniques. Emphasis will be on the processes involved in creation of animation stressing teamwork, storyboarding, creating character, stage design and sound design. The class will consist of demonstrations, viewing of related works, hands-on experimentation, and critique.
MS Credit	**0.25**	

BEGINNING LEGO ROBOTICS		
Course #	**ELE 31**	This course is a one-semester course where students learn robotics concepts, building robots with the LEGO hardware and programming. Students will build and program robots that will need to accomplish specific tasks based on the LEGO Robotics competition theme.
MS Credit	**0.50**	

ADVANCED LEGO ROBOTICS		
Course #	**ELE 39**	This course is a one-semester course where students learn robotics concepts, building robots with the LEGO hardware and programming. Students will build and program robots that will need to accomplish specific tasks based on the LEGO Robotics competition theme.
MS Credit	**0.50**	

MINECRAFT		
Course #	**ELE 32**	This course is a one-quarter course. Minecraft is a popular online simulation software program. This student-driven elective will teach students how to use and play Minecraft. Using this software tool, students will also explore concepts such as online collaboration, problem solving, programming, and web server setup and control. Students are the primary instructors for this elective with teacher supervision to assist with class management and organization.
MS Credit	**0.25**	

SCIENCE ELECTIVES

EXPLORING AGRICULTURE		
Course #	**ELE 30**	This course is a one-quarter course, where students analyze the different aspects of the agricultural industry. This course is designed to give students a general understanding of the importance of the agricultural industry. Upon completion of this course students will be able to analyze different aspects of the agricultural industry and how it affects their daily lives. Students will gain a working knowledge of American agricultural history, Colorado agriculture, and the significance of the agricultural education program. Students will learn of the various career opportunities in the agriculture industry.
MS Credit	**0.25**	

KITCHEN CHEMISTRY		
Course #	**ELE 37**	.This course is a one-quarter course for students who love science. Can you make a glow stick out of Mountain Dew, vinegar, and baking soda as claimed on the internet? How much gas is in a can of soda. Separating truth from fiction can be tough! In this elective, students will endeavor to find the truth as they investigate claims using research and the scientific method
MS Credit	**0.25**	

HOUSEHOLD ENGINEERING		
Course #	**ELE 38**	This course is a one-quarter course for students who love science. Can you make a paper bridge that can transport a golf ball? How about a medicine ball? How many textbooks can you support with 30 toothpicks? Separating truth from fiction can be tough! In this elective, students will endeavor to find the truth as they investigate claims using research and the scientific method.
MS Credit	**0.25**	

MUSIC & PERFORMING ARTS ELECTIVES

CONCERT BAND		
Course #	**ELE 40**	This course is a one-semester course for students that are interested or currently play an instrument. Students explore a variety of song styles. Students may be beginners or experienced players. *There is an additional $15/semester fee if students are renting a school instrument.*
MS Credit	**0.50**	

CHOIR		
Course #	**ELE 41**	This course is a one-semester course for students that are interested in music. Students will enjoy singing a variety of music from standards to show stopping numbers.
MS Credit	**0.50**	

THEATER		
Course #	**ELE 42**	This course is a one-semester course for students that are interested in performing arts. This class will discover foundational concepts of acting, stagecraft, technical theater, and production. Students will enjoy improvisation, character development, performance, and set building, along with stage production. First semester students will produce a musical with performances in December.
MS Credit	**0.50**	

SYMPHONIC BAND		
Course #	**ELE 44**	This instrumental elective ensemble will be a select auditioned group to push our advancing instrumentalists into new styles. Students in 7th and 8th grades will be admitted by audition only, or instructor recommendation for this year-long course. *There is an additional $15/semester fee if students are renting a school instrument.*
MS Credit	**0.50**	

JAZZ COMBO		
Course #	**ELE 45**	This course is a one-semester elective course, extending learning of instrumental music. This elective instrumental ensemble will be a select auditioned group to engage our advancing instrumentalists as they learn new styles. Students in 7th and 8th grades will be admitted by audition only, or instructor recommendation. This course may be offered during zero hour and is a combination of middle school and high school students. *There is an additional $15/semester fee if students are renting a school instrument.*
MS Credit	**0.50**	

ORCHESTRA		
Course #	**ELE 46**	This course is a one-semester elective course, extending learning of instrumental music. Students will concentrate on refining the performance skills that are inherent to that particular instrument. Students should have a minimum of one-year of playing experience. This course is offered during zero hour and is a combination of middle school and high school students.
MS Credit	**0.50**	

ART ELECTIVES

DIY CRAFTS		
Course #	**ELE 50**	This course is a one-quarter course for students that love to create. Students will use Pinterest boards to research, problem-solve and create trendy and fun crafts in this "Do it Yourself" elective. DIY artists will create using mixed media such as duct tape, collage, fibers, paint, Sharpies, magnets, mason jars and more.
MS Credit	**0.25**	

PROPS & SCENERY		
Course #	**ELE 52**	This course is a one-semester course for students that love the arts. In this elective students will use their drawing, painting, sculpting and creative skills to design and create the stage set and props for the musical.
MS Credit	**0.50**	

3D ART		
Course #	**ELE 53**	This is a one-quarter elective course for students to explore art in its three-dimensional form. Students will explore a variety of mediums including textiles, ceramics, paper mache', sculpture and more.
MS Credit	**0.25**	

INTRO TO PAINTING		
Course #	**ELE 54**	This course is a one-quarter course for students that want to learn about painting. The course offers students a variety of experiences built on the elements and principles of art.
MS Credit	**0.25**	

DIGITAL PHOTOGRAPHY		
Course #	**ELE 55**	This is a one-quarter elective course for designed to be an introduction to the basic concepts of digital photography. It will be a semester course that will cover: basic camera functions, composition, lighting, as well as various types of photography including: portraiture, still-life, night photography, landscape and fine art.
MS Credit	**0.25**	

INTRO TO DRAWING		
Course #	**ELE 57**	This course is a one-quarter course for students that want to learn about drawing. The course offers students a variety of experiences built on the elements and principles of art.
MS Credit	**0.25**	

PE ELECTIVES

INTRO TO TEAM SPORTS		
Course #	**ELE 60**	This course is a one-quarter course for students that love learning something new. Students will learn basic team sports.
MS Credit	**0.25**	

ULTIMATE FRISBEE		
Course #	**ELE 61**	This course is a one-quarter course for students that love sports. Similar to football, Ultimate Frisbee combines the non-stop movement and athletic endurance of soccer with the aerial passing skills of football. Two teams play the game of Ultimate Frisbee on a field with end zones. The object of the game is to score by catching a pass in the opponent's end zone. In this student led elective, you will learn Frisbee skills that will prepare you to play Ultimate. Along with skill work, we will also explore and play other Frisbee games throughout the quarter.
MS Credit	**0.25**	

YOGA		
Course #	**ELE 62**	This course is a one-quarter course for students that love learning something new. Students will learn basic yoga principles as well as gain strength, flexibility, and balance.
MS Credit	**0.25**	

INDIVIDUAL SPORTS		
Course #	**ELE 63**	This course is a one-quarter elective course, which introduces the basic skills, strategies and formations needed to play a variety of individual sports.
MS Credit	**0.25**	

DANCE		
Course #	**ELE 64**	This is a one-quarter elective course and gives students an awareness of the expressive capabilities of the physical body. Students experience these elements through a variety of genres and are introduced to elements of dance choreography and performance.
MS Credit	**0.25**	

ADDITIONAL ELECTIVES

STUDENT COUNCIL		
Course #	**ELE 80**	This course is a one-semester course formally known as the Leadership Class. This course is a one semester course, which is designed for students who seek a higher level of involvement and interaction in the school, along with building leadership skills and experience. Students will be responsible for reflection on leadership experiences, as well as planning and participating in projects and activities. Students will be involved with daily business including preparation for spring and fall dances, school events, and other activities. Student are required to apply for this class. Entry into the class dependent upon approval of an application.
MS Credit	**0.50**	

THE GAME OF LIFE		
Course #	**ELE 68**	This course is a one-quarter course in which students watch and discuss themes common to middle school students such as family and friend dynamics, peer pressure, drugs, school life, relationships, jobs, and ultimately growing up.
MS Credit	**0.25**	

PROBLEM SOLVING & GAMES		
Course #	**ELE 71**	This course is a one-quarter course designed to provide students an opportunity to play a variety of board (not computer) games that will be fun! It's also an opportunity to work with peers who they might otherwise not work with. *Stratego*, *Upwords*, *Mastermind*, *Settlers of Catan,* and *Pandemic* are just some of the games that will be available for this elective. We can also discuss and add some other games based on student interest. Let's have an old-fashioned, non-electronic blast playing some games!
MS Credit	**0.25**	

STUDY HALL		
Course #	**ELE 72**	This course is a one-quarter course designed to provide students with the opportunity to explore study and organization strategies that will help them now and in the future. As individual learners, students will work with a middle school faculty member to uncover study and organizational methods that will work best for their own learning styles.
MS Credit	**0.25**	

ELEMENTARY TEACHER'S AIDE		
Course #	**ELE 73**	This course is a one-quarter course, which offers students the opportunity to develop skills and behaviors essential for employment, with emphasis on careers in education. Teacher Aides will walk to the elementary school and work under the direction and supervision of the assigned classroom teacher. The course will be capped at 15 students.
MS Credit	**0.25**	

AVID College Prep 6		
Course #	**ELE 76**	This is a yearlong elective course and students must fill out an application to be accepted into this program. Advancement Via Individual Determination (AVID) is a rigorous course designed for motivated and determined students who intend to pursue a four-year college degree. Open to 6th grade students, AVID course work focuses on and college knowledge, preparing for college study sessions, test taking strategies, refining Cornell note taking strategy, time management, organizational skills, and presentation methods. AVID is designed to prepare students for success in four-year colleges and universities by targeting students who want to challenge themselves to use and refine inquiry, reading, writing, and collaborative strategies that students use for success in rigorous courses and in college.
MS Credit	**1.00**	

AVID College Prep 7		
Course #	**ELE 77**	This is a yearlong elective course and students must fill out an application to be accepted into this program. Advancement Via Individual Determination (AVID) is a rigorous course designed for motivated and determined students who intend to pursue a four-year college degree. Open to 7th grade students, AVID course work focuses on and college knowledge, preparing for college study sessions, test taking strategies, refining Cornell note taking strategy, time management, organizational skills, and presentation methods. AVID is designed to prepare students for success in four-year colleges and universities by targeting students who want to challenge themselves to use and refine inquiry, reading, writing, and collaborative strategies that students use for success in rigorous courses and in college.
MS Credit	**1.00**	

AVID College Prep 8		
Course #	**ELE 78**	This is a yearlong elective course and students must fill out an application to be accepted into this program. Advancement Via Individual Determination (AVID) is a rigorous course designed for motivated and determined students who intend to pursue a four-year college degree. Open to 8th grade students, AVID course work focuses on and college knowledge, preparing for college study sessions, test taking strategies, refining Cornell note taking strategy, time management, organizational skills, and presentation methods. AVID is designed to prepare students for success in four-year colleges and universities by targeting students who want to challenge themselves to use and refine inquiry, reading, writing, and collaborative strategies that students use for success in rigorous courses and in college.
MS Credit	**1.00**	

PEER TUTORING		
Course #	**ELE 81**	This course is a one-quarter course, which peer tutors are paired with students to help with completing assignments, studying for tests, reading, organizing their work, and/ or doing other assigned tasks to positively impact their academic progress. Students must have a minimum of a 3.0 GPA to register for this course.
MS Credit	**0.25**	

9.0 Early College High School Course Catalog

windsor charter academy
early college high school
course catalog

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Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

IMPORTANT CONTACT NUMBERS

GENERAL

Main Office:	970.833.5190
Fax:	970.833.5188
Attendance:	970.833.5191
Address:	810 Automation Dr., Windsor, CO 80550
School Hours:	8:00 a.m. to 3:05 p.m.
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Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

GENERAL INFORMATION

Windsor Charter Academy's vision is to ensure that our schools are a place "where students are educated, empowered, and equipped to reach their highest potential."

This guide is designed to help you and your parents plan your high school program at Windsor Charter Early College High School. It is important to seek the help of parents, teachers, counselors, and administrators in planning an educational program to fit your needs. Each student should strive to get the best preparation out of his or her time in high school in order to be successful in the world of work, technical school, or university.

EARLY COLLEGE PROGRAM

Windsor Charter Academy provides a rigorous academic early college program where students learn to become lifelong learners, problem solvers, and collaborative citizens who are prepared for college and beyond. We offer a challenging academic program designed to provide motivated high school students with college-level academic courses which provide an excellent opportunity to build study skills for a successful college experience.

Students who attend Windsor Charter Academy are:

- Interested in starting college classes early to support career goals.
- Understand their stewardship as a member of their school and their community, building a culture of character.
- Embrace high standards and accountability.
- Cultivate personal qualities, traits and work ethic necessary for success.
- Complete college courses that are guaranteed transfer courses that support the pathway to an associate degree.

Students who enroll in college courses should note that they will be starting their college transcript and should mindful that their coursework now will be on both their high school and college transcripts.

GUARANTEED TRANSFER

Guaranteed Transfer (GT) Pathways courses, in which the student earns a C- or higher, will always transfer and apply to GT Pathways requirements in AA, AS and most bachelor's degrees at every public Colorado college and university. GT Pathways does not apply to some degrees (such as many engineering, computer science, nursing and others **listed here**).

You should always seek advising from the appropriate advisor at the college or university you plan to attend to ensure you are selecting the appropriate coursework for your degree and that it will apply to those degree requirements.

http://highered.colorado.gov/academics/transfers/gtPathways/curriculum.html

GRADING INFORMATION

WEIGHTED AND UNWEIGHTED GRADES

A cumulative GPA is calculated for all high school-level courses based on the number of credits received utilizing a 4.0 (unweighted) and 5.0 (weighted) scale. Weighted grades represent the higher-level work that occurs with college courses. Cumulative GPAs are used by Windsor Charter Academy high school to determine class rank and graduation honors, eligibility for the National Honor Society, awarding of scholarships, and as part of the admission criteria for colleges. Semester grades are final and are used to calculate student grade point averages. Progress Report grades are in-progress grades provides course progress information to students and parents.

- High school-level courses are calculated on the 4.0 scale.
- Honors courses are calculated on a weighted 4.5 scale.
- College courses are calculated on the weighted 5.0 scale.

WCA MS&HS 4.0

Score	Name	Minimum %	GPA Value	GPA Unweighted Value
A+	A+	96.5	4	4
A	A	92.5	4	4
A-	A-	89.5	4	4
B+	B+	86.5	3	3
B	B	82.5	3	3
B-	B-	79.5	3	3
C+	C+	76.5	2	2
C	C	72.5	2	2
C-	C-	69.5	2	2
D+	D+	66.5	1	1
D	D	62.5	1	1
D-	D-	59.5	1	1
F	F	0	0	0
PS	Pass	60	0	0
FL	Fail	0	0	0
I	Incomplete	0	0	0
NG	No Grade	0	0	0
WF	Withdrawal Fail	0	0	0

WCA MS&HS Honors 4.5

Score	Name	Minimum %	GPA Value	GPA Unweighted Value
A+	A+	96.5	4.5	4
A	A	92.5	4.5	4
A-	A-	89.5	4.5	4
B+	B+	86.5	3.6	3
B	B	82.5	3.6	3
B-	B-	79.5	3.6	3
C+	C+	76.5	3.1	2
C	C	72.5	3.1	2
C-	C-	69.5	3.1	2
D+	D+	66.5	2.7	1
D	D	62.5	2.7	1
D-	D-	59.5	2.7	1
F	F	0	0	0
PS	Pass	0	0	0
FL	Fail	0	0	0
I	Incomplete	0	0	0
NG	No Grade	0	0	0
WF	Withdrawal Fail	0	0	0

WCA MS&HS Concurrent 5.0

Score	Name	Minimum %	GPA Value	GPA Unweighted Value
A+	A+	96.5	5	4
A	A	92.5	5	4
A-	A-	89.5	5	4
B+	B+	86.5	4	3
B	B	82.5	4	3
B-	B-	79.5	4	3
C+	C+	76.5	3	2
C	C	72.5	3	2
C-	C-	69.5	3	2
D+	D+	66.5	1	1
D	D	62.5	1	1
D-	D-	59.5	1	1
F	F	0	0	0
PS	Pass	0	0	0
FL	Fail	0	0	0
I	Incomplete	0	0	0
NG	No Grade	0	0	0
WF	Withdrawal Fail	0	0	0

*A student in a high school course may receive pass/fail grading only as approved on a case-by-case basis in consultation with the student's counselor and school administration. A student must achieve at the equivalent of 59.5% grade work in order to pass a course that is graded pass/fail.

AIMS COURSES GRADING SCALE

College classes through Aims Community College will receive letter grades will be assigned as follows:

- A = grade percentage 89.5 % and above
- B = grade percentage 79.5 %-89.49%
- C = grade percentage 69.5 %-79.49%
- D = grade percentage 59.5%-69.49%
- F= grade percentage below 59.49%
- I = incomplete
- WF = Withdraw Fail

INCOMPLETE GRADE

A grade of I (Incomplete) is assigned when, due to extenuating circumstances, a student has not completed sufficient coursework for the teacher to assess student work and assign a grade reflective of the student's achievement (e.g. due to extended illness or recent enrollment in the class). It is not an alternative to a grade of F, which reflects failure to achieve.

Assignment of a grade of "I" requires approval of the student's counselor and academic administrator. The teacher is responsible for converting a grade of I to a regular letter grade no more than three weeks after the end of the grading period. Additional time requires administrator approval. If a student does not complete missing assignments by this deadline, each missing assignment receives a score of zero percent and the grade calculation for the applicable grading period will be made on this basis.

Grades of F or I do not receive credit and do not count towards fulfillment of course or graduation requirements.

TRANSFER CREDITS

Students who transfer to Windsor Charter Academy from another high school do not receive credit at Windsor Charter Academy for any F, I, or WF grade in coursework on their transferred transcripts. If the previous school uses a different grading scale, WCA will reach out to the school for permission to convert the grades according to our grading scale; otherwise, grades for courses will remain on the transcript. Transcripts for students who transfer in from other districts will be evaluated for weighted grading status on a case-by-case basis. Only Advanced Placement and Concurrent Enrollment courses that meet or exceed AP standards will be considered for weighted status at the principal's discretion.

HONOR ROLL

Students at Windsor Charter Academy will receive academic recognition each quarter based on the following criteria:

Honor Roll	High Honor Roll	Dean's List
3.60—3.79	**3.80—3.94**	**3.95—4.00+**

GRADUATION REQUIREMENTS

Windsor Charter Academy's graduation requirements have been developed based on the entrance requirements of top colleges and universities as well as through analysis of the components of a strong, academic high school curriculum. Students must successfully complete a minimum of 26 credits in order to graduate from Windsor Charter Academy. Moreover, there is considerable flexibility in a student's high school coursework to allow pursuit of a variety of courses and a wide range of interests. 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:

Windsor Charter Academy Graduation Requirements	
Subject Area	**# of Credits**
English	4.0
Mathematics • Students that take MAT 25 or MAT 50 in 8th grade will receive 1 math credit towards 4 math credits required for graduation.	3.0
History/Social Sciences • Students of the class of 2020 and beyond must complete a 1 credit class in American Government / Civics.	3.5
Science	3.0
Physical Education / Health	0.5
ICAP • Students must take ICAP classes each year that they attend WCA Early College High School: o Firebird Freshman o Sophomore Explore o Junior Prep o Senior Seminar	2.0
Electives	10.0
Total Credits	**26.0**

Additionally, in compliance with the Colorado Department of Education, local school boards select from this menu to create a list of options their students must use to show what they know or can do in order to graduate from high school, beginning with the graduating class of 2021. Students must demonstrate college or career readiness in English and math based on at least one measure.

Measure	English	Math
Accuplacer	62 on Reading Comprehension	61 on Elementary Algebra
ACT	18 on English	19 on Math
Advanced Placement (AP)	2	2
ASVAB	31	31
Concurrent Enrollment	C or higher in ENG121 or ENG122	C or higher in MAT121
SAT	430	460
Senior Capstone Project	TBD	TBD

EARLY GRADUATION

WCA believes that most students benefit from four years of high school experience and encourages students not to graduate early. However, in some cases, students need the challenge provided by postsecondary education at an earlier age. A high school principal may grant permission to a student requesting early graduation and waive one semester of high school attendance provided students:

1. Complete all graduation requirements, including meeting all established proficiencies.
2. Have conferred with the high school counselor regarding the advisability of such a waiver.
3. Have received approval of a parent/guardian.
4. Will complete the **Early Graduation Application** by September 1st of the student's senior year.

Students requesting a waiver of two semesters of high school attendance will require further review from administration.

VALEDICTORIAN AND SALUTATORIAN CRITERIA

Requirements to qualify as the valedictorian and salutatorian are as follows:

1. Highest cumulative GPA and have earned a minimum of an associate degree.
2. Must walk in the graduation ceremony.
3. Must give a speech during the ceremony.
4. Must be classified as a 12th grader by October 1st of graduating school year.
5. Must have a minimum of 13 credits earned at WCA.

GRADUATION CEREMONY PARTICIPATION

All graduates must wear the authorized graduation cap, gown, and tassel. In addition, graduates may wear honor cords and academic medals, if earned. Students should not add any other accessories or decorations to their cap and gown or carry any placards, posters or any other paraphernalia that might distract from the ceremony. Dress attire under the gown should comply with all school dress code guidelines for formal dress and should reflect the importance and dignity of the occasion.

Participation in the graduation ceremony is a privilege and students must be in good academic and behavioral standing and have all fees and fines paid to participate in the ceremony. Students must have completed all graduation requirements. Students are required to attend graduation rehearsal to participate in the ceremony.

The exception to this requirement shall be "social graduations". Social graduation is an opportunity for an eligible student with a disability to participate in graduation ceremonies without actually receiving a high school diploma. Participation in the graduation ceremonies may include wearing a cap and gown; having the student's name printed in the program; sitting with the graduating class, having his/her name called; walking across the stage; and being handed an envelope or a blank diploma. The student will not actually receive a signed high school diploma at the ceremony.

GRADUATION DISTINCTIONS

Students will be awarded the following distinctions for graduation:

Distinctions	Cord Color
Associates Degree	White collar
Valedictorian/Salutatorian	Medals
Cumulative GPA: Dean's List	Gold cord
Cumulative GPA: High Honors	Silver cord
Cumulative GPA: Honors	Bronze cord
National Honor Society	Green cord
AVID Enrollment for 4 Years	White cord
STEM	TBD cord

STEM DISTINCTION FOR GRADUATION

Students wishing to graduate with a STEM distinction must meet the following qualifications:

Subject Area	Minimum Required Credits
Science	4 credits
Technology	1 credit
Engineering	1 credit
Math	4 credits
Additional STEM Electives	1 credit
Total Required STEM Credits	**11 credits**

- Earned a minimum of 3.5 cumulative GPA for all STEM category classes that are being applied towards graduation distinction.
- Completed an approved STEM capstone project as outlined in the **STEM Capstone Guide**.

STUDENT GRADUATION SPEAKER

Any student who is a member of the senior class and who is eligible for graduation can audition to give the commencement speech during the graduation ceremony. Any student who accepts an invitation from the administration to deliver remarks, a presentation, or participate in any performance whatsoever, must adhere to texts, scripts, lyrics, content, timeframes and any other parameters which have been approved prior by the administration.

The main goal of the speech will be to inspire the graduates and to thank individuals responsible for their successes while reflecting on the accomplishments of the class. Above all, the primary aim of the address is to allow a representative of the graduating class to bid a final farewell to the students and to the school, as the graduates prepare to disperse and to begin the next phase of their lives.

Any student wishing to audition for the graduation speaker must turn in a completed application to the WCA Counseling Office by March 1st of his/her senior year. Auditions will be

held on an evening in the month of March prior to Spring Break. The committee that will hear the speeches and make recommendations for the graduation speaker will consist of:

- Two high school faculty members.
- One administrator.
- One counselor.
- Two junior class students, determined by the committee.

CREDIT RECOVERY

Students who fail high school courses will be required to complete a correspondence course. Students must obtain prior approval from administration, using the **Outside Credit Approval Form**. Each unit covers 35-40 hours of content. The cost will be the responsibility of the family. The course cost ranges from $150 to $400. Summer school options may be available at an additional cost.

REPEATABLE CREDIT

Students have the opportunity to take some courses that can be repeated for credit. These courses are not core classes of English, math, history, or science. Examples of these courses are elective courses. For questions about applicable courses, please see the academic advisor.

OUTSIDE CREDIT APPROVAL

Students have the opportunity to take additional high school and college classes at the cost of the student and/or family. For those classes to be approved, students must have prior approval from administration to ensure that it meets high school graduation requirements, and must use the **Outside Credit Approval Application**.

GRADE IMPROVEMENT OPTION

Students may repeat a course. Students who repeat the course and earn a passing grade may apply previous credit earned towards electives. Both grades from the courses will be calculated into the GPA. All courses outside of WCA must be approved using an **Outside Credit Approval Application**.

INDEPENDENT STUDY

Students are eligible to request 0.5 of elective credit for a WCA high school elective course. Students must have a teacher sponsor and meet with the WCA academic advisor to review their Individual Career and Academic Plan (ICAP). Students must complete the **Independent Study Application** and have it approved before the course.

WORK STUDY

Students are eligible to request up to 1.0 of elective credit using the **Work Study Application**. Students will coordinate with a teacher and secure a teacher sponsorship. For each 0.5 credit, students must work a minimum of 270 hours per semester. If completed over the course of a semester, this would be an average of 15 hours a week. If completed over the course of a calendar school year this would be an average of 7.5 hours a week.

ADD/DROP PROCEDURES

The master schedule is created from the course selections students make during registration in the spring. Staffing of these courses is then assigned accordingly. It is explained and impressed upon students that schedule changes are very difficult to make. Consideration of course selection is a very important and serious process. All students are required to create and maintain a four-year academic plan. Students and parents are strongly encouraged to formulate class schedules together, as course changes and drops are restricted.

The last day to add or drop a class is before the completion of 15% of the course. Typically, this is about a week and a half for semester long courses.

Students are responsible for reviewing their four-year plan and credit count to determine how the schedule change affects the student's plan. Schedule changes are made for reasons of: class conflicts, failing a core class, school error, imbalance of class size, or incomplete schedules.

Students who drop a class after the add/drop deadline will be issued a grade of WF (withdraw fail), which will be recorded on the student's transcript. This grade impacts the student's cumulative grade point average (GPA) and the WF calculates the same as an F. First semester grades for students who drop a decelerated college course during second semester will remain on the transcript.

HEALTH AND WELLNESS WAIVER

Sports are also an integral part of Windsor Charter Academy. There is a variety of sports available. Students are eligible to request 0.5 credits towards electives by participating in a sponsored sport. One successful season of a sport is equivalent to 0.5 credits. Students must complete a waiver and meet with the WCA academic advisor to review their Individual Career and Academic Plan (ICAP). All waivers must be completed in the semester the sport is completed. The waiver can be downloaded at: **Health & Wellness Waiver.**

COLLEGE CREDIT EQUIVALENTS

Students will earn the following high school credits for the following credit courses:

College Credit	High School Credit Earned for Graduation
1-Credit Course	0.5 Credit
2-Credit Course	0.5 Credit
3-Credit Course	0.5 Credit
3-Credit Decelerated Course	0.5 Credit Earned per Semester
4-Credit Course	1.0 Credit
5-Credit Course	1.0 Credit

One and two credit college courses can only be applied as high school elective credit.

HIGHER EDUCATION ADMISSION REQUIREMENTS

Students planning to attend a four-year college or university in Colorado will need to complete the following classes in order to fulfill the Higher Education Admission Requirements. Meeting the Higher Education Admissions Requirements does not guarantee admission to a four-year public institution. Colleges and universities may have additional requirements. Admission requirements vary greatly depending on the student's intended major. The best way to plan a curriculum for these schools is to check current sources of information from the college itself.

University Examples	Admissions Requirements as of 2015	Freshman Profile		
		Average GPA	Average ACT	Average SAT
Colorado Schools: • Adams State University • Metropolitan State University of Denver • Western State Colorado University	***Liberal: May accept students of lower 50% of class*** • 3 Years English • 2 Years Math • 2 Years Science • 2 Years History	3.0 2.96 2.8—3.6	21 20 19-24	X 994 880-1120
Colorado Schools: • Colorado Mesa University • Colorado State University—Pueblo • University of Northern Colorado ***Out of State Schools:*** • University of Wyoming • Montana State University	***Traditional: Top 50% of class*** • 3-4 Years English • 2-3 Years Math • 2-3 Years Science • 2-3 Years History • 1 Year Foreign Language	3.4 3.1 3.0-3.7	22.7 20.6 20-25	1035 X 970-1160
Colorado Schools: • Colorado State University—Fort Collins • University of Colorado--Denver ***Out of State Schools:*** • Arizona State University • Kansas University	***Selective Admissions: Top 25% of class*** • 4 Years English • 3-4 Years Math • 2-3 Years Science • 2-3 Years History • 2-3 Years Foreign Language	3.57 3.3	24.8 23	1000-1180 1060
Colorado Schools: • University of Colorado—Boulder • University of Denver • Colorado School of Mines • Air Force Academy ***Out of State Schools:*** • Stanford University • Harvard University	***Highly Selective Admissions: Top 10% of class*** • 4 Years English • 4 Years Math • 4 Years Science • 3-4 Years History • 3-4 Years Foreign Language	3.3-3.9 3.7 3.8 X	24-30 28 30 30	1100-1300 1232 1325 1311

Colorado public colleges and universities consider the following in making freshman admission decisions:

- High School GPA
- Test Scores—either SAT and/or ACT (if taking the SAT, visit the **Khan Academy** to prepare for the exam)
- Academic course mix and rigor (see below for more information)
- Extracurricular activities and other considerations (includes internships, work, sports, leadership, etc.)

For students applying fall 2019 and after: The admission index will be retired. Instead, institutions will provide GPA and ACT/SAT standards by providing the average score ranges for admitted students. For example, "50 percent of admitted students had between a 3.0 – 3.5 GPA, and 1040 – 1300 SAT." The **online admission standards tool** already provides the 50 percent mid-range. Please visit this website for specific information on which schools would be a match with your information.

CONCURRENT ENROLLMENT

Aims Community College requires 60 credits for an associate degree. Windsor Charter Academy will pay for up to 60 credits and will offer 46 credits on Windsor Charter Academy's campus. If a student chooses to take a college course above the 60 credits outlined by Windsor Charter Academy, the student must pay for the course.

Students may enroll in up to 14 credits of their choice online or at the Aims campus. Students who take courses off WCA campus must complete the **Concurrent Enrollment Approval Form**. All courses must meet associate degree and high school graduation requirements. Students will be responsible for transportation to and from their college classes if the course is not offered at Windsor Charter Academy. ***If a student drops the class after the 15% deadline or receives lower than a C- for the course, the student or the student's parent/guardian shall reimburse the school for tuition and fees paid by the school.***

Students will pay approximately $25 per course for Aims administrative fees. Other specific course fees may apply and are the responsibility of the student. Fees typically range from $0 to $200 but students should check before enrolling in these courses.

Students who want to take courses that do not apply towards an associate degree are responsible for the tuition, fees, and books but may apply that credit towards their high school graduation.

COLLEGE COURSE BOOKS

WCA will reimburse up to $100 towards book costs per course for eligible concurrent enrollment courses taken off Windsor Charter Academy's campus or online.

MAXIMUM AIMS COURSES

The maximum number of Aims classes a student can be enrolled in is four per semester. If a student would like to take more than four Aims courses, he/she will need to get administrator approval by submitting a letter of appeal. The maximum credits WCA will pay for is 60 credits.

AIMS GRADE REPLACEMENT

For Aims students, students may attempt to improve overall college GPA by repeating up to 4 courses in which you received a final grade of D or F. Under this program, only the grade you receive the second time you take the course will count in your GPA. **(PLEASE NOTE: This is specific to the Aims GPA. The high school GPA will calculate grades from both original and repeated courses.)**

To be eligible, students must:

- Fill out the **Grade Replacement Petition.**
- Meet with the Aims advisor to discuss grade replacement requirements and obtain signature.
- Return the form to Admissions & Records for processing by midterm of the semester you are taking the replacement course.
- You must sign up for the replacement class the same semester the petition is turned in.

Repeating a course under grade replacement is subject to the following conditions:

- Grade replacement may only be applied to a course if the previous grade was D or F.
- Only the last grade earned will count in the grade point average. However, all grades for that course will remain on the student's college transcript.
- A student receiving a letter grade can only replace that grade in the cumulative GPA with another letter grade.
- A "W" (indicating a withdrawal) cannot replace a letter grade for grade replacement. If a student enrolls and later withdraws receiving a mark of W in any subsequent attempt of a course, that enrollment counts as the grade replacement opportunity and the original grade will count toward the GPA.
- Grade replacement must match course for course (e.g. Western Civilization I for Western Civilization I).
- Grade replacement can only be applied for a maximum of **4 courses**.
- Once started, grade replacement **cannot** be revoked.
- If you plan to transfer to another academic institution, you should be aware that other institutions may include **all grades** in the calculation of your GPA for admission to their institution.
- Fees and tuition for prior course in which students received a D or F must be paid by the student/ family before registration in replacement course.

AIMS COLLEGE GRADUATION REQUIREMENTS

WCA Course Offerings that Fulfill Aims Associate Degree Requirements		
Subject Area	**Total Credits**	**Classes**
Communications *(Please note that students must earn a C or higher in ENG 121 & 122 to receive credit.)*	9 Credits	ENG 121: 3 Credits ENG 122: 3 Credits COM 115: 3 Credits
Arts & Humanities	9 Credits	LIT 115: 3 Credits LIT 212: 3 Credits MUS 120: 3 Credits
Mathematics	4 Credits	MAT 121: 4 Credits
Physical & Life Sciences	9 Credits	CHE 101: 5 Credits ENV 101: 4 Credits
Behavioral & Social Sciences	9 Credits	POS 111: 3 Credits HIS 121: 3 Credits HIS 122: 3 Credits
Elective Courses	6 Credits	PSY 101: 3 Credits PSY 231: 3 Credits
	14 credits (Online or on Aims Campus)	Student Choice
Total College Credits	60 Credits	

AIMS COLLEGE REGISTRATION

To ensure that students transition smoothly as they become concurrent college students, the following steps will need to occur.

Initial Aims Paperwork

1. ***Application:*** All students must have an official Aims application on file. This application must be submitted before the add deadline for the semester (see below), and is a one-time application.
2. ***Student Registration Packet:*** Each year, students and parent/guardian must complete a student registration and FERPA form as well as an updated notifications and agreements document for Aims courses. This form lists student classes and authorizes Aims to release student information to specified parent/guardian.

AIMS COLLEGE COURSE INFORMATION

Registration for Aims Classes

Early college high school registration holds have been placed on student Aims accounts for the duration of their high school careers. Thus, the Aims academic advisor at Windsor Charter Academy will register students for their courses each semester. The advisor will also work with students to add, drop, change sections, or withdraw from courses once the school year has begun. Important information is as follows:

1. **Adding or Dropping Classes:** With permission of the course instructor and the Aims academic advisor, students may add courses at any point up to 7% of the course duration and drop courses at any point up to 15% of the course duration. Specific add/drop dates will be listed on the syllabus for each class. If a student drops the class after the 15% deadline or receives lower than a C- for the course, the student or the student's parent/guardian shall reimburse the school for tuition and fees paid by the school.
    - **English 121 and 122:** Students must receive a C or higher in English 121 and 122 to receive college credit.
2. **Withdrawing:** Students may withdraw from an Aims course at any point up to 75% of the course duration. A withdrawn course will appear as a "W" on a student's transcript and does not contribute to a student's GPA. After the 75% mark, students may not withdraw from Aims courses, and the grade they have earned will appear on the transcript and will affect a student's GPA. In order to withdraw from an Aims Community College course, students must speak with the Aims academic advisor at Windsor Charter Academy. If a student drops the class after the 15% deadline or receives lower than a C- for the course, the student or the student's parent/guardian shall reimburse the school for the amount of tuition and fees paid by the school.
3. **Changing Class Sections:** Under extenuating circumstances students may change class sections of the same course at any point during the semester. In this case, the student must work with the Aims academic advisor at Windsor Charter Academy to complete the class section change.
4. **Electives:** Students may choose to take courses outside of their regular curriculum at the current tuition rate (plus any applicable student fees). Students have electives prescribed into their high school curriculum, which they will take free of charge. If a student chooses to take extra classes outside of this curriculum (e.g., evening or summer courses), they must pay for these credits. These courses must be preapproved in order for these credits to apply towards high school graduation requirements.
5. **Under 16 Policy:** Students under the age of 16 who plan to take courses at any one of Aims Community College's campuses must meet with the Aims academic advisor at Windsor Charter Academy before course registration. A parent/guardian is required to attend this meeting. In addition, for all courses other than art, music, or PE, the students will need to take the Accuplacer before enrollment.
6. **Accuplacer:** Students are required to take the Accuplacer exam to determine placement level before registration in English and math courses. Students completing tenth grade English and Algebra II must take the Accuplacer before registering for ENG 121 and MAT 121. This exam will typically be offered in late fall or early spring of the year students are enrolled in tenth grade English or Algebra II. The Aims academic advisor at Windsor Charter Academy will assist students in understanding their Accuplacer scores

related to their enrollment in college-level English and math courses. (**http://www.aims.edu/student/testing/tests/accuplacer/**)

AIMS COLLEGE ACADEMIC PROGRESS

The core curriculum for the Early College High School program is broadly based off the state of Colorado's guaranteed transfer program. A letter grade of D- or better is considered a passing grade for Aims courses. However, a grade of C- or better is needed for courses to transfer to a four-year college. Thus, we highly recommend that students aim for letter grades of C- or higher in their Aims courses. If students receive lower than a C-, the family is responsible for payment of the Aims class. In addition, students who fail to maintain an Aims cumulative GPA of 2.0 or higher will be placed on academic probation and will be required to meet with the Aims academic advisor to complete an Academic Success Plan.

AIMS COURSE ELIGIBILITY

WCA may restrict the number of Aims courses for students who have previously earned lower than a C in the content area. WCA will register students for high school-level courses instead of Aims courses when a student earns a D or F in the prior course. Students may appeal to take Aims courses by submitting a letter to administrators. Considerations will be made based on the following:

1. Progress towards high school graduation and associate degree.
2. Past academic record.
3. Parent and student commitment.
4. Input from previous instructors.

AIMS COLLEGE STUDENT IDENTIFICATION

Students enrolled in Aims courses will also receive an Aims ID and an Aims number. The Aims ID will be provided free of charge. However, in the case of a lost ID, students will be required to replace the ID at a cost of $5.00. The Aims ID will provide access to:

1. **Aims Learning Commons (http://www.aims.edu/student/learning-commons/)**: Visit the Kiefer Library and Computer Learning Lab or access tutoring services
2. **Physical Education and Recreation Center (http://www.aims.edu/student/gym/)**: Take fitness classes or visit during open gym times.
3. The Aims Number (A number) will provide you access to:
    a. **MyAims (www.aims.edu)**: Students can log-in to access email, student resources, student records, etc.
    b. **D2L**: Students can access D2L (Desire2Learn) through MyAims. Class information, assignments, grades, etc. will be posted on D2L for all Aims courses.

SUCCESS AS AN AIMS COLLEGE STUDENT

Success in an Aims class is a partnership between Aims and students.

1. **Yearlong Classes:** The format of Aims courses at Windsor Charter Academy is intended to match the level of rigor of courses offered on the Aims campus. Courses offered in the 9th and 10th grade years (i.e., POS 111, HIS 121 and HIS 122) are decelerated courses, which will include one semester worth of information taught across the full academic year. For the year-long decelerated courses, students will receive a high school grade on their WCA transcript at first and second semester (Aims progress grade) and an official grade for the course on their Aims transcript at the completion of the course.
2. **High Expectations:** Students are expected to follow both the Windsor Charter Academy as well as the Aims Community College codes of conduct when enrolled in an Aims course. Students whose classroom behavior disrupts the learning of others may be asked to speak with the Aims Associate Dean for Early College Programs. (**http://www.aims.edu/student/conduct/code-of-conduct**)
3. **College Syllabus:** Students will be provided and required to sign a syllabus for each Aims course in which they are enrolled. This syllabus will outline class expectations, grading policies, late work policies, major assignments, etc. It will serve as the contract between the professor and student for the duration of the course.
4. **Aims Academic Advisor:** The Aims academic advisor at Windsor Charter Academy will serve as students' main point of contact between Windsor Charter Academy and Aims Community College. As such, the Aims advisor will work with students to schedule coursework, register for Aims classes, assist with academic concerns in Aims courses, and discuss post-secondary plans with students and families (including transferring Aims course credits to 2- or 4-year colleges or universities). The Aims academic advisor will refer students to the Windsor Charter Academy advisor for concerns pertaining to emotional well-being.
5. **Learning Accommodations:** Students needing learning accommodations must also work with the Office of Disability Access Services to have a letter of accommodation created specifically for their Aims Community College Courses. In general, this letter will address accommodations similar to those in a students' 504 or IEP. While enrolled at Windsor Charter Academy Early College, students will retain a 504 or IEP for their high school classes and a letter of accommodation for their college classes. Additionally, the Office of Disability Access Services offers many resources to support the learning of students (**http://www.aims.edu/student/das/**). The Aims academic advisor at Windsor Charter Academy will serve as a liaison for Windsor Charter Academy students to the Office of Disability Access Services.

WCA COLLEGE COURSE CONTRACT

Any student registered for AIMS classes are required to complete the **WCA College Course Contract** each year.

INDIVIDUAL CAREER AND ACADEMIC PLAN (ICAP)

All 9th through 12th grade students will create an Individual Career and Academic Plan (ICAP); this plan will assist students in developing and maintaining a personalized postsecondary plan. ICAPs are designed to help students and their families begin exploring postsecondary opportunities through career exploration and academic planning. Each year students will have a series of guided lessons that will assist them in meeting the yearly ICAP requirements.

At WCA, students develop their ICAP thru a series of developmentally appropriate ICAP classes (Freshman Firebird, Sophomore Explore, Junior Prep, and Senior Seminar), as well as ongoing character education, AVID lessons and annual advising appointments.

For more information about ICAP, please visit **http://www.cde.state.co.us/postsecondary/icap**.

FULL-TIME & PART-TIME COURSE REQUIREMENT

All full-time WCA students are required to have a minimum of six courses.

12th grade students are required to be enrolled in a minimum of six classes during the first semester and a minimum of two classes during the second semester of their senior year. Students who are requesting a reduced schedule must be on track to graduate and their schedule must align with their graduation plan.

Students may be approved by administration to attend WCA part time. Part-time students may take two or three classes at WCA. Families will work with WCA administration and advising staff to determine if attending school part time is a reasonable fit for the student's academic goals. Part-time students must be on track toward achieving a high school diploma.

OPEN CAMPUS PRIVILEGES AND OFF BLOCKS

If a student meets the requirements outlined for Open Campus privileges, he/she may leave campus during lunch or off periods. The following application must be completed: **Open Campus Application**.

GRADE CLASSIFICATION

Grade classification will be determined by the student's number of years in high school and students will proceed through high school with their cohort.

- 1st year of HS: Freshman
- 2nd year of HS: Sophomore
- 3rd year of HS: Junior
- 4th+ year of HS: Senior

LETTERING

Students have the opportunity to letter in a variety of ways if they meet the lettering qualifications. The first year a student earns a letter in a specific area, he/she will be awarded with the letter, designated pin, and one bar. For subsequent years that a student earns the letter, he/she will receive an additional bar.

Activity	Lettering Requirements
Academics	A student must have a weighted GPA of 3.9 or higher for both semesters of one school year to letter.
Athletics	An athlete must have participated in at least 50% of varsity-level games and/or play in a playoff game.
Vex Robotics	Students must participate in at least 75% of the competitions and be in good standing with the team.
Spirit Squad	Students must participate in at least 90% of the activities and be in good standing with the team.
National Honor Society	Students must attend 85% of NHS meetings, participate in 75% of NHS activities, have completed their individual NHS service project, and serve in a leadership position.
Student Council	Students must earn 150 points that are earned as outlined in the **WCA Student Council Letter.**
Yearbook	Students must earn 15 points that are earned as outlined in the **WCA Yearbook Letter.**
Math League	Students must earn 75 points in varsity mathematics competitions, practices, and/or activities to letter in mathematics and may receive additional medallions and bars beyond the letter per the point system **WCA Math League Letter.**
Band	Students must earn 120 points as outlined in **WCA Band Letter.**
Choir	Students must earn 200 points as outlined in **WCA Choir Letter.**
Theater	Students must earn 30 points as outlined in **WCA Theater Letter.**
Orchestra	Students must earn 200 points as outlined in **WCA Orchestra Letter.**
Community Service	Students must have documented at least 50 hours of community service in one year.

WINDSOR CHARTER ACADEMY MULTI-YEAR PLAN

Pathways are determined by a student's graduation year. See the appropriate chart below.

Color	Pathways	Meaning
	Foundation Knowledge and Skills	**These courses are core courses. Any courses marked with this color will be considered foundational knowledge for any pathway.**
	Associate Degree of Arts	**These courses are college courses. Courses marked with color will be considered courses towards an associate degree pathway.**

CLASS OF 2022

Grade	English		Mathematics				History/Social Sciences		Science		World Language		Health &Wellness / Electives	
	AA	HS	AA		HS		AA	HS	AA	HS	AA	HS	AA	HS
9th	ENG 25		MAT 50		MAT 25		HIS 121	HIS 25	SCI 25	SCI 20	SPA 25		PE 25	ICA 253
10th	ENG 50		MAT 75		MAT 50	MAT 40	HIS 122	HIS 50	SCI 50	SCI 25	SPA 50		MUS 120 COM 115 ICA 50	
11th	LIT 115 LIT 212	ENG 75	MAT 121 MAT 90	MAT 80	MAT 75	MAT 50	POS 111 PSY 101	HIS 75	ENV 101 CE CHOICE	SCI 50	SPA 75		ICA 75	
12th	ENG 121 ENG 122	ENG 100	MAT 100	MAT 121 MAT 90	MAT 80	MAT 75	PSY 231 CE CHOICE	HIS 100	CE CHOICE CHE 101	SCI 75	SPA 100		CE CHOICE ICA 100	

Communications	Behavioral & Social Science	Physical & Life Science
Arts & Humanities	Math	Electives

CLASS OF 2021

Grade	English		Mathematics				History/Social Sciences		Science		World Language		Health &Wellness / Electives	
	AA	HS	AA		HS		AA	HS	AA	HS	AA	HS	AA	HS
9th	ENG 25		MAT 50		MAT 25		PSY 101	HIS 25	SCI 25	SCI 20	SPA 25		PE 25 ICA 253	
10th	ENG 50		MAT 75		MAT 50	MAT 40	POS 111	HIS 50	SCI 50	SCI 25	SPA 50		MUS 120 COM 115 ICA 50	
11th	LIT 115 LIT 212	ENG 75	MAT 121 MAT 90	MAT 80	MAT 75	MAT 50	HIS 121 HIS 122	HIS 75	ENV 101 CE CHOICE	SCI 50	SPA 75		ICA 75	
12th	ENG 121 ENG 122	ENG 100	MAT 100	MAT 121 MAT 90	MAT 80	MAT 75	PSY 231 CE CHOICE	HIS 100	CE CHOICE CHE 101	SCI 75	SPA 100		CE CHOICE ICA 100	

Communications	Behavioral & Social Science	Physical & Life Science
Arts & Humanities	Math	Electives

CLASS OF 2020

Grade	English		Mathematics				History/Social Sciences		Science		World Language		Health &Wellness / Electives	
	AA	HS	AA		HS		AA	HS	AA	HS	AA	HS	AA	HS
9th	ENG 25		MAT 50		MAT 25		GEO 105	HIS 25	SCI 25	SCI 20	SPA 25		PE 25 ICA 253	
10th	ENG 50		MAT 75		MAT 50	MAT 40	POS 111	HIS 50	SCI 50	SCI 25	SPA 50		MUS 120 COM 115 ICA 50	
11th	LIT 115 LIT 212	ENG 75	MAT 121 MAT 90	MAT 80	MAT 75	MAT 50	HIS 121 HIS 122	HIS 75	ENV 101 CE CHOICE	SCI 50	SPA 75		ICA 75	
12th	ENG 121 ENG 122	ENG 100	MAT 100	MAT 121 MAT 90	MAT 80	MAT 75	PSY 101/ 231 CE CHOICE	HIS 100	CE CHOICE CHE 101	SCI 75	SPA 100		CE CHOICE ICA 100	

Communications	Behavioral & Social Science	Physical & Life Science
Arts & Humanities	Math	Electives

CLASS OF 2019

Grade	English		Mathematics				History/Social Sciences		Science		World Language		Health &Wellness / Electives	
	AA	HS	AA		HS		AA	HS	AA	HS	AA	HS	AA	HS
9th	ENG 25		MAT 50		MAT 25		GEO 105	HIS 25	SCI 25	SCI 20	SPA 25		PE 25 ICA 253	
10th	ENG 50		MAT 75		MAT 50	MAT 40	POS 111	HIS 50	SCI 50	SCI 25	SPA 50		MUS 120 COM 115 ICA 50	
11th	LIT 115 LIT 212	ENG 75	MAT 121 MAT 90	MAT 80	MAT 75	MAT 50	HIS 121 HIS 122	HIS 75	ENV 101 CHE 101	SCI 50	SPA 75		ICA 75	
12th	ENG 121 ENG 122	ENG 100	MAT 100	MAT 121 MAT 90	MAT 80	MAT 75	PSY 101 CE CHOICE	HIS 100	CE CHOICE CE CHOICE	SCI 75	SPA 100		CE CHOICE ICA 100	

Communications	Behavioral & Social Science	Physical & Life Science
Arts & Humanities	Math	Electives

WINDSOR CHARTER ACADEMY BLOCK SCHEDULE

Monday through Friday Schedule for Classes Periods 1 through 8

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 9:30 a.m.	Period 2	Period 1	Period 2	Period 1	Period 2
9:35 to 11:05 a.m.	Period 4	Period 3	Period 4	Period 3	Period 4
11:10 to 1:15 p.m.	Period 6 & Lunch	Period 5 & Lunch	Period 6 & Lunch	Period 5 & Lunch	Period 6 & Lunch
1:15 to 1:30 p.m.	Advisory	Advisory	Advisory	Advisory	Advisory
1:35 to 3:05 p.m.	Period 8	Period 7	Period 8	Period 7	Period 8

Schedule for Periods 5 & 6 / Lunch

Group A	11:10—11:35	11:40—1:10	1:15—1:30
6th Grade	Lunch	Class	Advisory

Group B	11:10—11:55	11:55-12:15	12:15-12:40	12:45—1:30
9th Grade	Class	Advisory	Lunch	Class
10th-12th Grades	Class	Lunch		Class

Group C	11:10—12:40	12:45—1:10	1:15—1:30
7th & 8th Grades	Class	Lunch	Advisory

HIGH SCHOOL ELECTIVE OPTIONS

Course Offerings that Fulfill Electives Requirements			
Course #	**Course Name**	**Credit**	**Fee Per Semester**
AID 01	Teacher Aide	0.5*+	$0
ART 01	Painting	0.5+	$30
ART 03	Drawing	0.5+	$20
ART 05	Ceramics & Sculpture I	0.5+	$25
ART 07	Photography	0.5+	$30
BUS 01	Personal Finance	0.5	$0
COM 115	Public Speaking	0.5	$25
EGR 01	Introduction to Engineering	0.5	$30
EGR 02	Coding	0.5	$10
EGR 03	Engineering Concept & Design	0.5	$30
ENG 02	Creative Writing	0.5+	$0
ENG 03	Literacy Lab	0.5*+	$0
ENG 05	Writing Center	0.5	$0
ENG 06	Graphic Novels	0.5	$10
HIS 02	Sociology	0.5	$0
HIS 03	History of Rock and Roll	0.5	$0
HIS 04	Current Events	0.5	$0
LEA 01	Student Council	0.5~	$0
LEA 02	AVID Tutor	0.5*+~	$0
LEA 04	9-10 AVID	0.5~	$0
LEA 05	Police Academy	0.5	$50
MAT 01-04	Math Lab	0.5*+	$0
MUS 01	Symphonic Band	0.5+~	$30
MUS 03	Mixed Choir	0.5+~	$20
MUS 05	Orchestra	0.5+~	$20
MUS 06	Jazz Combo	0.5+	$0
MUS 120	Music Appreciation	0.5	$25
PE 01	Yoga	0.5+	$0
PE 02	Get Fit	0.5+	$0
PE 04	Individual Sports	0.5+	$0
PSY 101	General Psychology	0.5	$0
SCI 04	Genetics	0.5	$25
SCI 05	Human Anatomy and Physiology	0.5	$15
SPA 25	Spanish I	0.5~	$0
SPA 50	Spanish II	0.5~	$0
SPA 75	Spanish III	0.5~	$0
SPA 100	Spanish IV	0.5~	$0
STU 01	Study Hall	0.0+	$0
TEC 01	Yearbook	0.5+~	$0
TEC 02	Filmmaking	0.5+	$10
TEC 03	Computer Science I	0.5	$30~
TEC 10	Technology Internship	0.5	$0
THE 01	Theatre Arts	0.5+	$15

*This course is a pass/fail course that is not calculated into the GPA.
+This course can be taken multiple times as an elective over the course of the high school years.
~This is a recommended year-long course.
AVID tutor and teacher aide applications can be downloaded at: Tutor/Aide Application

LANGUAGE ARTS COURSES

Core Classes		Electives	
ENG 25	LIT 212	ENG 02	
ENG 50	ENG 121	ENG 03	
ENG 75	ENG 122	ENG 05	
ENG 100	COM 115	ENG 06	
LIT 115			

CLASSICS & COMPOSITION I		
Course #	**ENG 25**	This course is a sequential two-semester course, which primary focus is to expose students to various classical literatures in the forms of poetry, drama, and fiction that have shaped Western culture and to build literary analysis skills. Students will read various classical literature with the goal of fine-tuning skills for literary analysis as they interpret texts. Students will continue to develop scholarly writing skills.
HS Credit	**1.0 ENG**	
AA Credit	**0.0**	
Prerequisite	**None**	

CLASSICS & COMPOSITION II		
Course #	**ENG 50**	This course is a sequential two-semester course that builds on learning from Classics & Composition I. This course's primary focus is to expose students to various classical literatures in the forms of poetry, drama, and fiction that have shaped Western culture and to build literary analysis skills. Students will read various classical literature with the goal of fine-tuning literary analysis skills as they interpret texts. Students will continue to develop scholarly writing skills.
HS Credit	**1.0 ENG**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in ENG 25 or Equivalent**	

CLASSICS & COMPOSITION III		
Course #	**ENG 75**	This course is a sequential two-semester course that builds on learning from Classics & Composition II. This course's primary focus is to expose students to American classical literatures in the forms of poetry, drama, and fiction that have shaped Western culture and to build literary analysis skills. Students will read various classical literature with the goal of fine-tuning literary analysis skills as they interpret texts. Students will continue to develop scholarly writing skills.
HS Credit	**1.0 ENG**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in ENG 50 or Equivalent**	

CLASSICS & COMPOSITION IV		
Course #	**ENG 100**	This course is a sequential two-semester course that builds on learning from Classics & Composition III. This course's primary focus is to expose students to world classical literatures in the forms of poetry, drama, and fiction that have shaped Western culture and to build literary analysis skills. Students will read various classical literature with the goal of fine-tuning literary analysis skills as they interpret texts. Students will continue to develop scholarly writing skills.
HS Credit	**1.0 ENG**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in ENG 75 or Equivalent**	

INTRODUCTION TO LITERATURE		
Course #	**LIT 115**	This course is a one-semester course, which introduces students to fiction, poetry, and drama. It emphasizes active and responsive reading. *Guaranteed Transfer Course
HS Credit	**0.5 ENG**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in HS or 8th Grade Language Arts Class**	

AMERICAN LITERATURE AFTER CIVIL WAR		
Course #	**LIT 212**	This course is a one-semester course, which provides an overview of American literature from the mid-nineteenth century to the present. It explores ideas, historical and social contexts, themes and literacy characteristics of works in various by major writers. *Guaranteed Transfer Course
HS Credit	**0.5 ENG**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in HS or 8th Grade Language Arts Class**	

ENGLISH COMPOSITION I		
Course #	**ENG 121**	This course is a one-semester course, which emphasizes the planning, writing, and revising of compositions, including the development of critical and logical thinking skills. This course introduces students to research strategies and skills. This course includes a minimum of five compositions that stress purpose, audience, and persuasive/argumentative writing. Proficiency in essay writing is required for a passing grade, and students must have a C or better in ENG 121 before they will be enrolled to ENG 122. Technology skills required (creating, storing, and sending word-processed files, using the Internet, etc.) *Guaranteed Transfer Course
HS Credit	**0.5 ENG**	
AA Credit	**3.0**	
Prerequisite	**Accuplacer**	

ENGLISH COMPOSITION II		
Course #	**ENG 122**	This course is a one-semester course, which expands and refines the objectives of English Composition I. Emphasizes critical/logical thinking and reading, problem definition, research strategies, and writing analytical, argument papers that incorporate research. Technology skills are required (creating, storing, and sending word-processed files, using the Internet, etc.) *Guaranteed Transfer Course
HS Credit	**0.5 ENG**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in ENG 121 or Equivalent** *No exceptions to course prerequisite will be allowed*	

PUBLIC SPEAKING		
Course #	**COM 115**	This course is a one-semester course, which combines the basic theory of speech communication with public speech performance skills. Emphasis is on speech delivery, preparation, organization, support, and audience analysis (Aims, 2016).
HS Credit	**0.5 ENG**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in HS or 8th Grade Language Arts Class**	

CREATIVE WRITING		
Course #	**ENG 02**	Students will create original essays, poems, and short stories in this course using the four-step process writing model. Students will read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

LITERACY LAB		
Course #	**ENG 03**	This course is a one-semester course to develop literacy skills. The lab supports English coursework and state standards. All students that have a C or below in English will be required to take this elective. Schedules will be modified each quarter to address the needs of the students, based on English grades. Students can exit at end of quarters with administrative approval.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

WRITING CENTER		
Course #	**ENG 05**	This elective offers students the opportunity to take this course for a semester or entire year. It prepares students to work as tutors and assistant administrators in the Writing Center. Students in this elective would be responsible for overall, daily management of the Writing Center. The Writing Center will be open during this time so that students can offer tutoring.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

GRAPHIC NOVELS		
Course #	**ENG 06**	This semester-long elective fosters a collaborative environment where students interact with teachers from the English and art department. Creativity is fostered as students create novels where the worlds of art and written expression collide. Students will enhance their literary craft and art skills as they study tenets of graphic novels, as well as elements of art.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

MATH COURSES

Core Classes		Electives	
MAT 25	MAT 80	MAT 01	MAT 05
MAT 40	MAT 121	MAT 02	
MAT 50	MAT 90	MAT 03	
MAT 75	MAT 100	MAT 04	

ALGEBRA I		**STEM**
Course #	**MAT 25**	This course is a sequential two-semester course, which students will further develop the understanding the properties of real numbers. Additionally, students will explore linear, quadratic and exponential functions, equations and expressions, probability and statistics. Students will also solve systems of equations, represent exponential growth and decay, and find curved best-fit models. Students will be expected to show multiple representations of the various functions and will increase their mastery of conceptual reasoning and quantitative problem solving.
HS Credit	**1.0 MAT**	
AA Credit	**0.0**	
Prerequisite	**None**	

INTERMEDIATE ALGEBRA		**STEM**
Course #	**MAT 40**	This course is a sequential two-semester course, which students will further algebraic skills before the rigors of Algebra II. Topics include linear, quadratic, cubic, square root, cubed root, exponential, absolute value, piecewise, polynomial, and step functions. Students will be expected to show multiple representations of the various functions. Students will also solve systems of equations, represent exponential growth and decay, and find curved best-fit models. Students will gain increased mastery of conceptual reasoning and quantitative problem solving in preparation for Algebra II.

GEOMETRY		**STEM**
Course #	**MAT 50**	This course is a sequential two-semester course, which provides students with an introduction to the properties of plane, lines, angles, polygons and circles. Additionally, students will learn the concepts of surface area and volume of three-dimensional shapes. Students will apply algebraic principles and concepts along with geometry concepts to real-life situations.
HS Credit	**1.0 MAT**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in MAT 25 or Equivalent**	

ALGEBRA II		**STEM**
Course #	**MAT 75**	This course is a sequential two-semester course, which provides students with an understanding of prior algebraic concepts and opportunities for extension and application of these principles. Students will simplify and solve algebraic expressions, equations and inequalities. Additionally, students will receive exposure to conic sections, exponential functions, complex numbers and logarithms.
HS Credit	**1.0 MAT**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in MAT 50, 70 or Equivalent**	

COLLEGE ALGEBRA PREPARATION			STEM
Course #	**MAT 80**	This is a sequential two-semester course that develops number sense and critical thinking strategies, algebraic skills necessary for manipulating expressions and solving equations, and connects mathematics to real world applications. Topics in the course include ratios, proportions, percent, measurement, properties of exponents, polynomials, factoring, radicals, complex numbers, rational expressions, quadratic equations, absolute value equations and inequalities, linear relationships, related applications, and math learning strategies. This course prepares students for College Algebra and Finite Math.	
HS Credit	**1.0**		
AA Credit	**0.0**		
Prerequisite	**Mathematics Accuplacer score below 85**		

COLLEGE ALGEBRA			STEM
Course #	**MAT 121**	This course is a one-semester course, which develops mathematical and problem-solving skills. Appropriate technological skills are included. Content is selected to highlight connections between mathematics and the society in which we live. Topics include set theory and logic, mathematical modeling, probability and statistical methods, and consumer mathematics. Additional content will include one topic in geometry, numeration systems, decision theory, or management science *Guaranteed Transfer Course	
HS Credit	**1.0 MAT**		
AA Credit	**4.0**		
Prerequisite	**Accuplacer and C- or higher in MAT 75**		

TRIGONOMETRY			STEM
Course #	**MAT 90**	This course is a one-semester course, which explores trigonometric and circular functions. Students will learn about graphs and properties of the six functions, trigonometric equations, inverse trigonometric functions, identities, solutions of triangles and applications of trigonometry.	
HS Credit	**0.5 MAT**		
AA Credit	**0.0**		
Prerequisite	**C- or higher in MAT 121**		

AP CALCULUS			STEM
Course #	**MAT 100**	This course is a sequential two-semester, which offers an in-depth study of functions, graphs, limits, derivatives, definite integrals, anti-derivatives, and real-world application of differentiation and anti-differentiation. The focus is on material needed to be prepared for the Advanced Placement Calculus test in May but students are not required to take the test.	
HS Credit	**1.0 MAT**		
AA Credit	**0.0**		
Prerequisite	**C- or higher in MAT 90**		

ALGEBRA MATH LAB			
Course #	**MAT 01**	This course is a one-semester course, which develops mathematical and algebra skills. The lab supports math coursework and state standards. All students that have a C or below in math will be required to take this elective. Schedules will be modified each quarter to address the needs of the students, based on math grades. Students can exit at end of quarters with administrative approval.	
HS Credit	**0.5 ELE**		
AA Credit	**0.0**		
Prerequisite	**None**		

GEOMETRY MATH LAB		
Course #	**MAT 02**	This course is a one-semester course, which develops mathematical and geometry skills. The lab supports math coursework and state standards. All students that have a C or below in math will be required to take this elective. Schedules will be modified each quarter to address the needs of the students, based on math grades. Students can exit at end of quarters with administrative approval.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

INTERMEDIATE ALGEBRA MATH LAB		
Course #	**MAT 03**	This course is a one-semester course, which develops mathematical and intermediate algebra skills. The lab supports math coursework and state standards. All students that have a C or below in math will be required to take this elective. Schedules will be modified each quarter to address the needs of the students, based on math grades. Students can exit at end of quarters with administrative approval.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

ALGEBRA II MATH LAB		
Course #	**MAT 04**	This course is a one-semester course, which develops mathematical and advanced algebra skills. The lab supports math coursework and state standards. All students that have a C or below in math will be required to take this elective. Schedules will be modified each quarter to address the needs of the students, based on math grades. Students can exit at end of quarters with administrative approval.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

HISTORY/SOCIAL SCIENCE COURSES

Core Classes		Electives	
HIS 25	HIS 121	HIS 02	
HIS 50	HIS 122		
HIS 75	POS 111		
HIS 100	PSY 101		

WORLD HISTORY		
Course #	**HIS 25**	This is a sequential two-semester course, which examines and analyzes historic, geographic, political and economic concepts and issues. The course covers an in-depth study of our global community's past, emphasizing the people and events that changed past societies, and how these changes affect our modern society.
HS Credit	**1.0 HIS**	
AA Credit	**0.0**	
Prerequisite	**None**	

U.S. HISTORY		
Course #	**HIS 50**	This is a sequential two-semester course, which explores events, trends, peoples, groups, cultures, ideas, and institutions in United States history between the periods when Native American Indians were the sole inhabitants of North America, through the American Civil War to present time.
HS Credit	**1.0 HIS**	
AA Credit	**0.0**	
Prerequisite	**None**	

CIVICS		
Course #	**HIS 75**	This is a sequential two-semester course that is a required for graduation and covers several aspects of government. Civics will explore the origins of the American democratic system while looking at how the constitution embodies the values and purposes set up by the founding fathers. The structure and function of the government will be analyzed on a national, state, and local level while showing how each level is interrelated. The class will address how constitutional values relate to other nations and world affairs. The course will focus on how the people play an active role in government and the importance each citizen contributes to society.
HS Credit	**1.0 HIS**	
AA Credit	**0.0**	
Prerequisite	**None**	

ECONOMICS		
Course #	**HIS 100**	This is a sequential two-semester course, which explores fundamental economic concepts and the structure of economic systems and how they affect personal, community, national and global issues.
HS Credit	**1.0 HIS**	
AA Credit	**0.0**	
Prerequisite	**None**	

UNITED STATES HISTORY TO RECONSTRUCTION		
Course #	**HIS 121**	This course is a one-semester course or a sequential two-semester course, which explores events, trends, peoples, groups, cultures, ideas, and institutions in North America and United States history, including the multiple perspectives of gender, class, and ethnicity, between the period when Native American Indians were the sole inhabitants of North America, and the American Civil War. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. *Guaranteed Transfer Course
HS Credit	**0.5 HIS**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in 8th Grade or HS Social Science or History Class**	

UNITED STATES HISTORY SINCE CIVIL WAR		
Course #	**HIS 122**	This course is a one-semester course or a sequential two-semester course, which explores events, trends, peoples, groups, cultures, ideas, and institutions in United States History, including the multiple perspectives of gender, class, and ethnicity, between the period of the American Civil War and the present. Focuses on developing, practicing, and strengthening the skills historians use while constructing knowledge in the discipline. *Guaranteed Transfer Course
HS Credit	**0.5 HIS**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in 8th Grade or HS Social Science or History Class**	

AMERICAN GOVERNMENT		
Course #	**POS 111**	This course is a sequential two-semester course, which includes the background of the U.S. Constitution, the philosophy of American government, general principles of the Constitution, federalism, and civil liberties. Examines public opinion and citizen participation, political parties, interest groups, and the electoral process, and the structure and functions of the national government. *Guaranteed Transfer Course
HS Credit	**1.0 HIS**	
AA Credit	**3.0**	
Prerequisite	**C- or higher in 8th Grade or HS Social Science or History Class**	

GENERAL PSYCHOLOGY		
Course #	**PSY 101**	This course is a one-semester course that focuses on the scientific study of behavior including motivation, emotion, physiological psychology, stress and coping, research methods, consciousness, sensation, perception, learning and memory. *Guaranteed Transfer Course
HS Credit	**0.5 ELE**	
AA Credit	**3.0**	
Prerequisite	**None**	

SOCIOLOGY		
Course #	**HIS 02**	This is a one-semester elective course, which examines how individuals, groups, and institutions interact to make up human societies. The course covers sociological perspectives, culture, social structures, and social inequality. Students will study people and the roles they play in society, both as individuals and groups.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

HISTORY OF ROCK AND ROLL		
Course #	**HIS 03**	This course is a one-semester elective course, which seeks to balance understanding the development and significance of rock & roll in its historical and social environment with maintaining a focus on listening to the music as the main mode of understanding. Students will have a chance to be the rock critic as they study the chronological history of rock and view rock & roll films and videos. Class assignments will be organized around lectures, small group discussions, and in-class activities. The course begins with an overview of ancestors and influences, then the students will study the musical and social trends of the 1960's through 1990's. The course will culminate in an exploration of today's current musical trends and icons.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

CURRENT EVENTS		
Course #	**HIS 04**	Using current events, this one-semester elective course focuses on world and local issues that affect students' everyday lives, such as economics, government and conflict. This course uses newspapers, online media, and newscasts to support class discussion. Additionally students participate in group projects, presentations and work with primarily source materials and opinion pieces in order to better understand the world around them.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

SCIENCE COURSES

Core Classes		Electives	
SCI 20	ENV 101	SCI 04	
SCI 25	CHE 101	SCI 05	
SCI 50			
SCI 75			

EARTH & SPACE SCIENCE		STEM
Course #	**SCI 20**	This is a sequential two-semester course which covers areas of geology, meteorology, oceanography, astronomy, and energy resources, with some basic background in chemistry and physics.
HS Credit	**1.0 SCI**	
AA Credit	**0.0**	
Prerequisite	**None**	

BIOLOGY		STEM
Course #	**SCI 25**	This is a sequential two-semester course which emphasizes living/nonliving, molecules of life, cell biology, basic genetics, and ecology. This course is also an introduction to genetics, evolution, classification, advanced biotechnology and human biology.
HS Credit	**1.0 SCI**	
AA Credit	**0.0**	
Prerequisite	**None**	

PHYSICS		STEM
Course #	**SCI 50**	This is a sequential two-semester course which is designed for students with a strong foundation in mathematics and the physical sciences. Quantitative skills learned in second year algebra/trigonometry and chemistry will be employed in the problem-solving concepts covered. General areas of study will include concepts of mechanics, motion, astronomy, heat, light, sound, magnetism, and electricity.
HS Credit	**1.0 SCI**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in MAT 50 and SCI 25**	

CHEMISTRY FOUNDATIONS		STEM
Course #	**SCI 75**	This is a sequential two-semester course which introduces theories and concepts of modern chemistry. This course is designed to prepare students for college chemistry. Topics will be presented to increase awareness and understanding of the role of chemistry in everyday life and environmental issues. The course emphasizes the atomic and molecular structure, chemical bonding, stoichiometry, properties of gases, solutions, reaction rates and equilibrium and acid-base reactions, and chemical thermodynamics.
HS Credit	**1.0 SCI**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in SCI 50**	

INTRODUCTION TO CHEMISTRY		STEM
Course #	**CHE 101**	This is a one-semester course, which includes the study of measurements, atomic theory, chemical bonding, nomenclature, stoichiometry, solutions, acid and base, gas laws, and condensed states. Laboratory experiments demonstrate the above concepts qualitatively and quantitatively. *Guaranteed Transfer Course
HS Credit	**1.0 SCI**	
AA Credit	**5.0**	
Prerequisite	**C- or higher in SCI 50**	

ENVIRONMENTAL SCIENCE W/LAB		STEM
Course #	**ENV 101**	This course is a one-semester course, which provides an introduction to the basic concepts of ecology and the relationship between environmental problems and biological systems. Includes interdisciplinary discussions on biology, chemistry, geology, energy, natural resources, pollution, and environmental protection. Using a holistic approach, students will study how the foundations of natural sciences interconnect with the environment. This course includes laboratory experience. *Guaranteed Transfer Course
HS Credit	**1.0 SCI**	
AA Credit	**4.0**	
Prerequisite	**C- or higher in SCI 50**	

GENETICS		STEM
Course #	**SCI 04**	This is a semester-long elective course designed for those students who find genetics interesting. Students will get a more in depth look at genetics. Students will have the opportunity to breed fruit flies and track their given trait for multiple generations.
HS Credit	**.50 ELE**	
AA Credit	**0.0**	
Prerequisite		

HUMAN ANATOMY AND PHYSIOLOGY		STEM
Course #	**SCI 05**	This is a semester-long elective course designed to explore the structure and function of the human body through lab activities, projects, dissections, lectures, diagrams, journaling, clinical studies, news articles, etc.
HS Credit	**.50 ELE**	
AA Credit	**0.0**	
Prerequisite		

SPANISH COURSES

Electives			
SPA 25	SPA 50	SPA 75	SPA 100

SPANISH LANGUAGE I		
Course #	**SPA 25**	This is a sequential two-semester course which deals with the development of functional proficiency in listening, speaking, reading and writing the Spanish language.
HS Credit	**1.0 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

SPANISH LANGUAGE II		
Course #	**SPA 50**	This is a sequential two-semester course which continues Spanish I in the development of functional proficiency in listening, speaking, reading and writing the Spanish language.
HS Credit	**1.0 ELE**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in SPA 25 or Equivalent**	

SPANISH LANGUAGE III		
Course #	**SPA 75**	This is a sequential two-semester course which continues Spanish II in the development of functional proficiency in listening, speaking, reading and writing the Spanish language.
HS Credit	**1.0 ELE**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in SPA 50 or Equivalent**	

SPANISH LANGUAGE IV		
Course #	**SPA 100**	This is a sequential two-semester course which continues Spanish III in the development of functional proficiency in listening, speaking, reading and writing the Spanish language.
HS Credit	**1.0 ELE**	
AA Credit	**0.0**	
Prerequisite	**D- or higher in SPA 75 or Equivalent**	

BUSINESS COURSES

Electives			
BUS 01			

PERSONAL FINANCE		
Course #	**MAT 05**	This course is a one-semester course, which develops basic principles of economics and best practices for managing one's own finances. Students learn core skills in creating budgets, developing long-term financial plans to meet their goals, and making responsible choices about income and expenses.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

FINE ARTS COURSES

Performing Arts		Visual Arts		Vocal & Instrumental Music	
THE 01		ART 01		MUS 01	MUS 120
		ART 03		MUS 03	
		ART 05		MUS 05	
		ART 07		MUS 06	

PERFORMING ARTS

THEATER ARTS		
Course #	**THE 01**	This is a one-semester elective course, which introduces the elements of backstage theater and the basic principles of acting. Focus of the class will include improvisation, set and scene design, costume design, history of theater, creative movement, character building, and will culminate in the technical aspects of a full-length production.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

VISUAL ARTS

PAINTING		
Course #	**ART 01**	This is a one-semester elective course, which explores the fundamentals of painting. Students will gain the skills necessary to recognize and use painting as a method of communication. This course provides the building blocks for success in art making and expression. Materials utilized in this class include pencil and tempera paint, and may include watercolors.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

DRAWING		
Course #	**ART 03**	This is a one-semester elective course, which explores the fundamentals of drawing. Students will gain the skills necessary to recognize and use drawing as a method of communication. This course provides the building blocks for success in art making and expression. Materials utilized in this class include pencil, charcoal, and pen.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

CERAMICS & SCULPTURE I		
Course #	**ART 05**	This is a one-semester elective course, which exposes students to the idea of form vs. function in the art world using ceramics. Students will learn the basics in hand-building pottery as well as the basics of wheel-throwing pottery. Students will create functional artistic pieces that will be fired. Students will then have the opportunity to experiment with glazing chemistry and mixes.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

PHOTOGRAPHY		
Course #	**ART 07**	This is a one-semester elective course, which introduces students to the elements of art and principles of design needed for creating photographs: including basic layout and design, color theory, shape, form, and composition. This course will familiarize the student with digital photographic equipment, software, materials, and methods through hands-on practice. Students will be exposed to the history of photography and photographers by studying and emulating a variety of photographic styles. Access to a digital camera is essential. Either compact digital cameras or SLR digital cameras are acceptable.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

VOCAL & INSTRUMENTAL MUSIC

SYMPHONIC BAND		
Course #	**MUS 01**	This course is a one-semester elective course, which is open to all students who enjoy playing in an instrumental music ensemble. Members rehearse and perform a variety of wind band literature from standard to contemporary repertoire. Students are encouraged to enroll in Symphonic Band A & B in order to take this course all year long. *There is an additional $15/semester fee if students are renting a school instrument.*
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

MIXED CHOIR		
Course #	**MUS 03**	This course is a one-semester elective course, which is for any student who enjoys singing. Mixed Choir students rehearse and perform standard choral literature from all periods of music. Students are encouraged to enroll in Mixed Choir A & B in order to take this course all year long.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

ORCHESTRA		
Course #	**MUS 05**	This course is a one-semester elective course, extending learning of instrumental music. Students will concentrate on refining the performance skills that are inherent to that particular instrument. Students should have a minimum of one year of playing experience. Students are encouraged to enroll in Orchestra A & B in order to take this course all year long.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

JAZZ COMBO		
Course #	**MUS 06**	This course is a one-semester elective course, extending learning of instrumental music. This elective instrumental ensemble will be a select auditioned group to engage our advancing instrumentalists as they learn new styles. Students in 7th and 8th grades will be admitted by audition only. Students are encouraged to enroll in Jazz Combo A & B in order to take this course all year long. *There is an additional $15/semester fee if students are renting a school instrument.*
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

MUSIC APPRECIATION		
Course #	**MUS 120**	This is a one-semester course, which covers the basic materials of music, musical forms, media, genres and musical periods. The course emphasizes the development of tools for intelligent listening and appreciation. *Guaranteed Transfer Course
HS Credit	**0.5 ELE**	
AA Credit	**3.0**	
Prerequisite	**None**	

TECHNOLOGY COURSES

Electives			
TEC 01	TEC 02	TEC 03	TEC 10

YEARBOOK		STEM
Course #	**TEC 01**	This course is a semester-long elective course, which offers students opportunities to become actively involved in the publishing of the school yearbook. Students get practical experience in advertising sales, layout design, writing, editing, desktop publishing, and basic photography as they help produce the yearbook. Leadership, dependability, and responsibility are exercised in learning to deal with people in a deadline situation. This class is capped at 18 students. Entry into the class is dependent upon instructor approval. Students are encouraged to enroll in Yearbook A & B in order to take this course all year long.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

FILMMAKING		STEM
Course #	**TEC 02**	This course is a one-semester elective course, which covers the basics of filmmaking through various prompts and projects. Students will learn about the process of writing, filming, directing and editing short films. The goal is to teach students how to craft a short film from conceptualization to completion.
HS Credit	**.05 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

COMPUTER SCIENCE I		STEM
Course #	**TEC 03**	Computer Science is a semester-long course which introduces students to the fundamental concepts of computer science and challenges them to explore how computing and technology impacts the world. This course teaches students to analyze problems, use creative thinking, and collaborate to investigate solutions to real-word issues using computing. Students will develop a thorough grasp of the computing foundations and concepts relevant to college and career. Topics covered include computer networking and security, computer hardware, robotics and programming for app development.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

TECHNOLOGY INTERNSHIP		STEM
Course #	**TEC 10**	This is a semester long course where students will shadow technology department leaders and assist with troubleshooting, configuration and installation of technology systems and equipment in the Elementary and MS/HS buildings. This class will build upon foundational knowledge gained from the MS Computer Science elective.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

ENGINEERING COURSES

Electives			
EGR 01	EGR 02	EGR 03	

INTRODUCTION TO ENGINEERING		STEM
Course #	**EGR 01**	This course is a one-semester elective course, which exposes students to the design process, professional communication, collaboration methods, design ethics, and technical documentation utilized in the field of engineering. Students will learn about the various fields of engineering including Civil, Chemical, Mechanical and Electrical. Engineering gives students the opportunity to develop skills in research and analysis, teamwork, technical writing, engineering graphics, and problem solving through collaboration.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

CODING		STEM
Course #	**EGR 02**	This course is a one-semester elective course, which introduces students to the history of ciphers, codes, computer languages AI, 3D printing and their applications as they explore and program.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

ENGINEERING CONCEPT & DESIGN		STEM
Course #	**EGR 03**	This is a semester-long course where students will learn business writing and communication skills and utilize math concepts to design and 3D print a working prototype for an invention of their own design. Students will use problem solving, communication, writing and math skills to write and present a fully functional business plan for a prototype of a working invention.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

PHYSICAL EDUCATION COURSES

Core Classes		Electives	
PE 25		PE 01	PE 04
		PE 02	

PHYSICAL EDUCATION I		
Course #	**PE 25**	This course is a year-long course, which addresses all of the Colorado State Content Standards for Physical Education and Health & Wellness. Students will be assessed with physical fitness tests that measure cardiovascular endurance, abdominal endurance and upper body strength. Students will also explore a variety of movement patterns for many different games/activities. Students will also build skills that they need to protect, enhance, and promote their own health and the health of others.
HS Credit	**0.5 PE**	
AA Credit	**0.0**	
Prerequisite	**None**	

YOGA		
Course #	**PE 01**	This course is a one-semester course, which addresses basic yoga principles as well as gain strength, flexibility, and balance.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

GET FIT		
Course #	**PE 02**	This course is a one-semester elective course, which offers a variety of fitness activities such as step aerobics, circuit training, Pilates, walking, jogging and core strengthening. Classes consist of a warm-up, cardio training, cool down and stretching, as well as muscle conditioning exercises. Nutrition and weight-control concepts may also be discussed.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

INDIVIDUAL SPORTS		
Course #	**PE 04**	This course is a one-semester elective course, which introduces the basic skills, strategies and formations needed to play a variety of individual sports.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

ICAP COURSES

Electives			
ICA 25	ICA 50	ICA 75	ICA 100

FRESHMAN FIREBIRD		
Course #	**ICA 25**	This course is a year-long required elective course for freshman. Designed to identify career interest areas based on student goals, individual skills, and aptitudes, students will investigate interests, abilities and goals through various projects and career testing. Students will begin their capstone project that will continue through their senior year.
HS Credit	**0.5**	
AA Credit	**0.0**	
Prerequisite	**None**	

SOPHOMORE EXPLORER		
Course #	**ICA 50**	This course is a one-semester required elective course for sophomores. Designed to build on Freshman Firebird prepare for the PSAT and use resources from the AVID curriculum. Students will also continue their capstone project that will continue through their senior year.
HS Credit	**0.5**	
AA Credit	**0.0**	
Prerequisite	**None**	

JUNIOR PREP		
Course #	**ICA 75**	This course is a one-semester required elective course for juniors. Designed to build on Sophomore Explore, students will also prepare for the SAT as well as begin preparing for post-secondary options by starting their capstone project.
HS Credit	**0.5**	
AA Credit	**0.0**	
Prerequisite	**None**	

SENIOR SEMINAR		
Course #	**ICA 100**	This course is a one-semester required elective course for seniors. Designed to build on Junior Prep, students will also work on college applications, resumes, and scholarship applications while finalizing their senior capstone project for graduation.
HS Credit	**0.5**	
AA Credit	**0.0**	
Prerequisite	**None**	

GENERAL ELECTIVE COURSES

Electives			
LEA 02	LEA 04	STU 01	
LEA 03	LEA 05	AID 01	

STUDENT COUNCIL		
Course #	**LEA 01**	This course is a semester-long elective course, which is designed for students who seek a higher level of involvement and interaction in the school, along with building leadership skills and experience. Students will be responsible for reflection on leadership experiences, as well as completion of projects and a portfolio. Students will be involved with daily business including preparation for Homecoming, winter dance, prom, school policies and procedures, assemblies, community outreach, Diversity Week, and other activities. Students are required to be active members in Student Council and required to regularly participate in committee meetings These meetings may occur before or after school. Entry into the class dependent upon approval of an application and two teacher recommendations. Students are encouraged to enroll in Student Council A & B in order to take this course all year long.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

AVID TUTOR		
Course #	**LEA 02**	This course is a semester-long elective course, supporting middle school students enrolled in the AVID elective course. The course will provide opportunities for tutors to offer direct instructional support to students with the assistance of an AVID elective course teacher as well resources to develop problem-solving skills. Students are encouraged to enroll in Avid Tutor A & B in order to take this course all year long.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

9-10 AVID		
Course #	**LEA 04**	This is a year-long elective course supports motivated students who intend to pursue a four-year college degree. Students must apply to the Advancement Via Individual Determination (AVID) program and be accepted. Open to all 9th and 10th grade students, AVID coursework focuses on and college knowledge, preparing for college study sessions, test taking strategies, refining Cornell note taking strategy, time management, organizational skills, and presentation methods. AVID is designed to prepare students for success in four-year colleges and universities by targeting students who want to challenge themselves to use and refine inquiry, reading, writing, and collaborative strategies that students use for success in rigorous courses and in college. Students are required to enroll in 9-10 Avid A & B in order to take this course all year long and it can replace Freshman Firebird or Sophomore Explorer.
HS Credit	**1.0 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

POLICE ACADEMY		
Course #	**LEA 05**	This is a semester-long elective course, that has been designed to better acquaint students with the operation of the Greeley/Windsor Police Department and other facets of modern law enforcement. Various community professionals within the criminal justice system present topics to students. These include CPR, first aid, patrol and investigations, search and seizure, vice and narcotics, gangs, emergency driving, K-9, S.W.A.T., and the F.B.I. The students will have a better understanding of the law enforcement role in the criminal justice system and law enforcement as a career field.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

STUDY HALL		
Course #	**STU 01**	This course is a one-semester elective course, which offers students time to work on school assignments. All necessary materials need to be brought to the classroom. Students may enroll in only one study hall per semester. Please note that students do not receive credit for study halls.
HS Credit	**0.0**	
AA Credit	**0.0**	
Prerequisite	**None**	

TEACHER AIDE		
Course #	**AID 01**	This course is a one-semester elective course, which offers students the opportunity to develop skills and behaviors essential for employment, with emphasis on careers in education. Teacher assistants work under the direction and supervision of the assigned classroom teacher or media assistant. Student will develop communication skills, the ability to work with others and independently, and develop employability skills.
HS Credit	**0.5 ELE**	
AA Credit	**0.0**	
Prerequisite	**None**	

CONCURRENT ENROLLMENT ELECTIVES

CE Choice		
Course #	**CE 01**	Students may enroll in up to 14 credits of their choice online or at the Aims campus. Students who take courses off WCA campus must complete the **Concurrent Enrollment Approval Form**. All courses must meet associate degree and high school graduation requirements. Students will be responsible for transportation to and from their college classes if the course is not offered at Windsor Charter Academy. Students interested in taking concurrent enrollment classes online or on the Aims Campus should see their school counselor.
HS Credit	**Varies**	
AA Credit	**Varies**	
Prerequisite	**Varies**	

SPECIAL EDUCATION

High school programs for students receiving Special Education services will be developed on an individual basis based on diagnostic data, past educational history, and educational potential under **IDEA 2004 (INDIVIDUALS WITH DISABILITIES EDUCATION ACT)**. Students will work on a scheduling contract basis with graduation requirements developed through the regular curriculum, their IEP (Individual Education Plan) goals, or a combination of both with the approval of the High School principal and their parents.

The Special Education program will provide instructional support to the student and the regular classroom teacher to facilitate the student's continued enrollment in the regular program whenever possible and appropriate. Integration will be an adaptive and supportive system enhancing the academic and emotional success of students.

1. When a student has fulfilled the Weld RE-4 Board of Education required curriculum requirements, without modifications resulting in achievement of lower grade standards, he or she will be awarded a standard High School diploma. A Certificate of Attendance will be issued to special education students who have attended up to the age of 21 years, but who have not earned the required credits to be awarded a diploma, or met their IEP goals and objectives.

2. Graduation requirements are dependent upon the graduation year of the student. For students eligible for special education and who have an active 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 post-secondary goals and must be approved by both the building principal and the Director of Special Education.

10.0 First Read Policies

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

ENROLLMENT AT WINDSOR CHARTER ACADEMY SCHOOLS

~~Per contractual agreement with Weld RE-4, enrollment shall be open to any child who resides in the school district, and to anyone who resides outside the school district, subject to compliance of Colorado school of choice statutes, board policy, and this renewal contract.~~

Students shall be considered for admission ~~into the program in the manner described in the admission/enrollment section of the applications, accepted by the school district, and in all cases~~ without regard to race, creed, color, national origin, sex, sexual orientation, marital status, religion, ancestry, or disability. ~~Denial of admission shall be handled consistent with state law and school district policy and regulation.~~

~~Non-district resident students may be accepted for enrollment only after all resident students on the waiting list for the same grade have been offered enrollment. Once accepted for enrollment a non-district resident student may re-enroll for subsequent school years until completing his or her school years at WCA. Students previously enrolled in WCA shall have priority for enrollment in subsequent school years~~

~~Students shall be considered for admission into the program in the manner described in the admission/enrollment section of the applications, accepted by the school district, and in all cases without regard to race, creed, color, national origin, sex, sexual orientation, marital status, religion, ancestry, or disability. Denial of admission shall be handled consistent with state law and school district policy and regulation. Enrollment decisions will be made with accordance with this renewal contract.~~

~~WCA Policy on the~~ **Waiting Lists**
The waiting list is determined by the date and time that a completed ~~l~~**L**etter of ~~i~~**I**ntent is submitted to the ~~WCA~~ **Windsor Charter Academy** registrar**.** ~~**, with the** exceptions being **of** preferences in the order stated below:~~

~~3. Retention/advancement of currently enrolled students~~
~~4. Children of full-time staff~~
~~5. Siblings of currently enrolled students (in order of family's first student start date, then by letter of intent date.)~~

~~Each year,the first open spots will be filled directly from the in-district wait list specific to date/time of submission of Letter of Intent. The lottery each March will give preference~~

~~to in-district students, prior to admitting out of district students with exception to the previously designated exceptions mentioned above.~~

District Residency
Proof **of residency** will be provided to ~~WCA~~ **Windsor Charter Academy** of in-district or out-of district status at the time of submission of ~~l~~**L**etter of ~~i~~**I**ntent. If a parent has a change of residency from out-of**-**-district to in-district prior to admission to ~~WCA~~**Windsor Charter Academy**, their date of ~~l~~**L**etter of **I**~~i~~ntent will be changed to reflect the day they provide in-district documentation and they will be added to the in-district waitlist appropriately.

Age Requirement
An applicant must be five (5) years of age by August 15th for admission to **k**~~K~~indergarten. Letters of intent will not be accepted for unborn children.

Letter of Intent
Parents**/guardians** of the applicant are responsible for updating the Letter of Intent, i.e. notifying the ~~school~~ **registrar** of change of address, phone number, etc. If **Windsor Charter Academy** ~~WCA~~ cannot contact applicant's family due to change of contact information, the school is not responsible to continue their search. The applicant will be ~~declined~~ **removed** from the waiting list.

Lottery Procedures

1. **The Lottery has five~~our~~ tiers for each grade.**
    - **Tier ONE for each grade includes students residing in the Weld Re-4 School District with a sibling attending Windsor Charter Academy.**
    - **Tier TWO for each grade includes students residing out of Weld Re-4 School District with a sibling attending Windsor Charter Academy.**
    - **Tier THREE for each grade includes students of staff members.**
    - **Tier ~~THREE~~ FOUR for each grade includes students residing in the Weld Re-4 School District without a sibling attending Windsor Charter Academy.**
    - **Tier FIVE ~~FOUR~~ for each grade level includes students residing out of the Weld Re-4 School District without a sibling attending Windsor Charter Academy.**
2. **Siblings of current students will be placed in a grade level for enrollment.**
3. **Children of current staff will be placed in a grade level for enrollment.**
4. **From the remaining spots available, at each grade level, 50% of the openings will be filled on a first-come first-served basis based on the date of submission of the Letter of Intent, beginning with Tier One and moving through Tier ~~Four~~ Five to fill the 50% of spots. Grade-level openings will be filled, beginning with 12th grade and moving down. As families accept positions in upper grades for their students, siblings of that family move to Tier One or Tier Two depending on residence.**
5. **Once siblings of current students, children of current staff and 50% of openings have been filled from the Letter of Intent~~s~~ on a first-come, first served premise from the submission date of the Letter of Intent~~s~~, the lottery process will begin on**

the third Tuesday in January of each year to fill the remaining open spots, beginning with Tier One and moving through Tier ~~Four~~ Five.

~~6.~~ **After open spots are filled, the waiting list in grades that have no more remaining openings will be established. Siblings of students enrolled in other grade levels will be placed at the front of each grade level waiting list in the order in which their enrolled siblings were drawn or enrolled. In the event that multiple siblings apply in the same grade level, the order will be decided by a lottery drawing only involving the siblings in that situation. All names of the remaining applicants will be drawn at random. Each will be placed on the waiting list in that order until every name is drawn.**

48-Hour Decision

If enrollment is offered to an applicant, the school requires a decision within 48 hours. If enrollment is not accepted **or confirmed with in 48 hours**, the applicant will be removed from the waitlist~~. If at a later date it is decided that the child should be put back on the waiting list~~**. If an applicant wishes to reapply**, a new Letter of Intent must be completed and the applicant will be placed on the waiting list based on the date and time recorded on this new form.

Mid-Year Decision

If enrollment is offered during the ~~WCA~~ school year, the applicant will be allowed to either accept or decline the available position. If the position is declined related to mid-year concerns, the applicant will retain their position on the waitlist and the next available applicant will be offered the mid-year position until the position is filled or the wait list has been exhausted for the available position.

Reviewed and Revised by Windsor Charter Academy Executive Board
December 2017
January 2016
Adopted 2001

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

DRESS CODE

A student's appearance has an impact on his/her attitude, behavior, and learning. Students at Windsor Charter Academy (WCA) shall dress appropriately to show a high degree of personal respect and character. Student dress shall be a direct reflection of the level of character and respect representative of WCA.

The guidelines set forth are meant to allow students the ability to wear clothing to WCA with a higher level of flexibility, while maintaining a high sense of personal respect for appearance and professionalism. Not all fashions that are appropriate to be worn outside the school, are appropriate for the school. At all times, administration reserve the right to require students to modify their dress if they are in violation, clothing is deemed inappropriate, or is a distraction to learning. A student found in repeated violation of the dress code will be subject to review by his/her parents/guardians, the **A**~~a~~dministration and ~~Board~~**Executive Board** as to appropriate disciplinary action. Expulsion is a valid form of discipline for chronic dress code violations.

If at any time~~ due to medical needs~~, a student is not able to comply completely with the dress code **due to medical needs**, a written note from a physician is **required** ~~needed~~. A conference with the student, guardian/parent, and teacher/principal will be held to determine the best way to honor the dress code and remain comfortable and healthy. If at any time due to religious beliefs a student is not able to comply completely with the dress code, a conference with the student, guardian/ parent, and teacher/ principal will be held to determine the best way to honor the dress code as well as an individual's religion.

All clothes must be neat, clean, and without holes or frayed. Clothes must be modest and appropriate for school. Undergarments may not be exposed or visible through clothing. At all times, clothing must fit appropriately. No student will convey violent, racist, or obscene messages or symbols through dress. With the ever-changing gang symbols, **A**~~a~~dministration**, at their discretion,** reserves the right to deem a student's attire a dress code violation**.** ~~, at their discretion.~~ Any logos should be smaller than a credit card.

Policy JICA

	Elementary	Middle	High
Pants, Capris & Shorts	• Colors: **solid** navy and khaki. • Styles: cotton twill, stiff polyester, rip-stop, or corduroy **(no blue jean material)**. • No denim. • Pants, capris, and shorts must fit so they do not sag, exposing one's undergarments including top of underwear, or one's backside. • **Shorts must meet or exceed the length of the fingertips when standing with arms at the side**~~Shorts must be no shorter than a vertical credit card length above the knees~~. • Pockets: Shorts or pants must not have more than six pockets. • Solid color undershorts must be worn under skirts and jumpers. Shorts under skirts or jumpers must not be visible when standing. • **No spirit-wear pants.**	• Colors: **solid** navy, khaki brown, grey and black. • Styles: cotton twill, stiff polyester, or corduroy (no blue jean material). • No denim. • Pants, capris, and shorts must fit so they do not sag, exposing one's undergarments including top of underwear, or one's backside. • **Shorts must meet or exceed the length of the fingertips when standing with arms at the side**~~Shorts must be no shorter than a vertical credit card length above the knees~~. • Pockets: Shorts or pants must not have more than six pockets. • Solid color undershorts must be worn under skirts and jumpers. Shorts under skirts or jumpers must not be visible when standing. • **No spirit-wear pants.**	• Pants, capris, and shorts must fit so they do not sag, exposing one's undergarments including top of underwear, or one's backside. • Blue jeans and colored denim are allowed (solid colors only). • No sweatpants or jersey material including pajama pants. • No camouflage. • Shorts must -**meet or exceed the length of the fingertips when standing with arms at the sides.** ~~follow the fingertip rule (length of the fingertips when standing with arms at the sides)~~ • Shorts may be solid, plaid, or pinstripe only. • No athletic shorts (except for PE), cut off shorts, or lycra/ spandex shorts/ bottoms. • No bling rhinestones. • Pants should not have excessive buckles, zippers, or loops on clothing. • **No ripped jeans.**
Leggings & Jeggings *Jeggings: tight-fitting*	• Color: **solid** ~~N~~navy, green, grey, or white. • **Leggings and jeggings are not to be worn alone. They must be worn with tunics,**	• Color: Any solid color. • **Leggings and jeggings are not to be worn alone. They must be worn with tunics, skirts or dresses that follow the**	• **Solid colors and abstract irregular patterns (i.e., stripes, polka dots, paisley, geometric, checks, chevron, squiggles, floral, stars) are**

stretch pant, styled to resemble a pair of denim jeans.	**skirts or dresses that follow the fingertip rule (length of the fingertips when standing with arms at the sides).**~~Leggings can only be worn under a skirt, skort, or jumper.~~	**fingertip rule (length of the fingertips when standing with arms at the sides).**~~Leggings can only be worn under a skirt, skort, or jumper.~~	**acceptable; no suggestive or sexual language, wording or imagery can be depicted. No drug-, alcohol-, violent- or food-related imagery or wording allowed on leggings. Holiday-themed content is allowable near the depicted holiday but must be in good taste.** • Leggings and jeggings are not to be worn alone. They must be worn with tunics, skirts or dresses that follow the fingertip rule (length of the fingertips when standing with arms at the sides). ~~• Solid colors and abstract irregular patterns (i.e., stripes, polka dots, paisley, geometric, checks, chevron, squiggles, floral, stars) are acceptable; no suggestive or sexual language, wording, or imagery can be depicted. No drug , alcohol , violent- or food-related imagery or wording allowed on leggings. Holiday themed content is allowable near the depicted holiday but must be in good taste.~~
Jumpers, Skirts, Skorts, & Dresses	• Colors: **solid** navy, khaki, green, or WCA Plaid (from French Toast). • Fabric: cotton twill, stiff polyester or corduroy. • Styles: pleated or straight. Length must be no shorter than a vertical credit card length above the knee.	• Colors: **solid** navy, khaki, green, black, brown, grey, and WCA school plaid (from French Toast) • Fabric: cotton twill, stiff polyester, or corduroy. • ~~Dress Styles: polo dresses only.~~ • Styles: pleated or straight. Length must be no shorter	• **Skirts and dresses can have patterns.** ~~• Must meet the fingertip rule for the natural flow of the garment (length of the fingertips when standing with arms at the sides).~~ ~~• Must not expose undergarments while bending over.~~ • Dresses or skirts that are sheer,

	• Dress Styles: polo dresses only. • Shorts under skirts must not be visible while standing. • **Dresses and skirts must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.**	than a vertical credit card length above the knee. • **Dress Styles: polo dresses only.** • **Shorts under skirts must not be visible while standing.** • **Dresses and skirts must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.**	must have an under-layer that is not sheer, and meets dress code guidelines for length. • **Must not expose undergarments while bending over.** • **Dresses and skirts must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.** • ~~Skirts and dresses can have patterns.~~
Shirts	• Short or long sleeved classic polo style shirt, turtlenecks, and mock turtlenecks in solid navy blue, green, light yellow, white, light blue, and grey. **Colored heather shirts do not meet dress code standards. Heather-colored shirts are interknitted yarns of mixed colors producing flecks of an alternate color.** • To respect the traditions of past years, burgundy and light yellow is an optional color until fall 2019. We ask that parents do not purchase new shirts in this color as **we** begin to phase out this color. • A student's undershirt or undergarment can be any dress code compliant shirt. • Oxfords and Peter Pan shirts must be solid white only**.** • **Buttons be neutral in color or**	• **Short or long sleeved classic polo style shirt, turtlenecks, and mock turtlenecks in solid navy blue, green, light yellow, white, light blue, and grey. Colored heather shirts do not meet dress code standards. Heather-colored shirts are interknitted yarns of mixed colors producing flecks of an alternate color.** • **A student's undershirt or undergarment can be any dress code compliant shirt.** • ~~Under shirts can be any solid color.~~ • Button down shirts with collar in any solid color • Buttons can be any color and must be buttoned to the collarbone. • Shirts must be completely tucked in at all times. • Any pre-approved WCA spirit	• Shirt sleeves must have material beyond the shoulder seam and may not have holes, windows, be torn or ripped. • Text, picture or logo allowed as long as the image or wording is not suggestive, sexual, violent, death, alcohol-related~~,~~ or provocative in nature. ~~College and university names, professional sports/team logos, athletic branding (i.e., Nike, Adidas, Converse, Under Armor), and clothing brand names (i.e., Old Navy, Gap, Hollister).~~ • Shirts must conceal cleavage, sides, back, shoulders, and midriff **when standing and seated.** • If a top is sheer, a top that meets dress code guidelines

	be the color of the shirt and must be buttoned to the collarbone. • ~~Buttons must match the shirt or be a neutral color.~~ • Shirts must be completely tucked in at all times. • **Any pre-approved WCA spirit clothing tops may be worn any day of the week.** • ~~Spirit shirts are only allowed on Fridays.~~	clothing tops ~~or other spirit clothing tops from sports activities in which the student participates, Club t-shirt, class hoodies, etc.~~ may be worn any day of the week.	must be worn underneath • On competition day, students may wear jersey tops. Bottoms must remain in dress code. • Shirttails are not allowed below mid-thigh • Any pre-approved WCA spirit clothing tops or other spirit clothing tops ~~from sports activities in which the student participates, Club t-shirt, class hoodies, etc. may be worn any day of the week.~~ • Students may not alter commercially made clothing (cutting off) • No camouflage
Sweaters & Sweater Vests	• Colors: solid navy, grey, white, and green. • Styles: crew neck, mock turtleneck, Henley collar, cardigans, pullovers or hooded sweaters. • All sweaters and/or sweater vests must be worn over a dress code compliant shirt. •	• Colors: any solid color • **Styles: crew neck, mock turtleneck, Henley collar, cardigans, pullovers or hooded sweaters.** • ~~Styles: crew neck, mock turtleneck, Henley collar, or pullovers.~~ • All sweaters and/or sweater vests must be worn over a dress code compliant shirt.	
Sweatshirts	• Solid navy, white, grey, and green sweatshirts hoodies, and zip-up fleeces are permitted anytime. • WCA spirit hoodies are allowed to be worn any day of the week • Dress code compliant shirt must be worn under a sweatshirt.	• WCA spirit, club or class hoodies are allowed to be worn any day of the week • Sweatshirts of any solid color over a dress code compliant shirt. • Logos no larger than a credit card. One logo can be on the sweatshirt. • Hoods may not be worn	• Text, picture or logo allowed as long as the image or wording is not suggestive, sexual, violent, **death**, alcohol-related~~,~~ or provocative in nature. ~~College and university names, professional sports/team logos, athletic branding (i.e., Nike, Adidas, Converse, Under Armor), and clothing brand~~

		inside the building.	~~names (i.e., Old Navy, Gap, Hollister).~~ • WCA spirit, club or class hoodies are allowed to be worn any day of the week • Hoods may not be worn inside the building
Jackets & Outwear	• **Winter jackets, coats, hats, gloves, mittens, ear warmers, jean jackets, bandanas, and sunglasses may not be work inside the building.** • ~~Winter jackets and coats are not to be worn inside the building.~~ • ~~Hats, gloves, mittens, and ear warmers are only to be worn outside the building.~~	• **Winter jackets, coats, hats, gloves, mittens, ear warmers, jean jackets, bandanas, and sunglasses may not be work inside the building.** • ~~No hats or bandanas to be worn during school hours~~ • ~~Winter jackets and coats are not to be worn inside the building.~~ • ~~**No jean jackets to be worn inside the building during school hours.**~~ • ~~Hats, gloves, mittens, and ear warmers are only to be worn outside the building.~~ • ~~Sunglasses may only be worn outside.~~ • ~~Clothing should not have excessive buckles, zippers, or loops.~~	• **Winter jackets, coats, hats, gloves, mittens, ear warmers, jean jackets, bandanas, and sunglasses may not be work inside the building.** • ~~No hats or bandanas to be worn during school hours~~ • ~~Winter jackets and coats are not to be worn inside the building.~~ • ~~Hats, gloves, mittens, and ear warmers are only to be worn outside the building.~~ • ~~Sunglasses may only be worn outside~~ • ~~Clothing should not have excessive buckles, zippers, or loops on clothing.~~
Scarves		• ~~Scarves are allowed to be worn with a dress code compliant shirt.~~ Any color, must be modest and ~~of~~ good taste.	• ~~Scarves are allowed to be worn with a dress code compliant shirt.~~ Any color, must be modest and ~~of~~ good taste.
Belts	• Belts are optional, must be solid navy, white, brown, or black, and can be flat or braided.	• Belts are optional and can be any color. There should be nothing hanging off the belt—for example, no spikes or chains.	• Belts are optional and can be any color. There should be nothing hanging off the belt—for example, no spikes or chains.

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Socks	• Socks any color that is mostly solid. Sport / athletic socks allowed with different colors. • No patterns or prints. • Must be below the knee**.**	• Socks any color that is mostly solid. Sport/athletic socks allowed with different colors. • No patterns or prints. • Must be below the knee.	
Tights	• Tights can be **solid** white, navy, or green. • No patterns or prints.	• Tights can be any solid color. • No patterns or prints. • Tights not allowed alone. They must be worn with skirts or dresses that meet the guidelines for skirts and dresses.	• Spandex shorts and pants, yoga pants, leggings, and jeggings are not allowed alone. They must be worn with skirts or dresses that meet the guidelines for skirts and dresses.
Shoes	• All shoes must have closed toes, heels and sides. • No lighted, character, soft soled bath / bedroom type slippers, house shoes, or shoes with wheels in the bottom**.** ~~are not permitted.~~ • Any heels must be lower than 1½ inches.	• All shoes must have closed toes, heels and sides. • No lighted, character, soft soled bath / bedroom type slippers, house shoes, or shoes with wheels in the bottom**.** ~~are not permitted.~~ • Any heels must be lower than 1½ inches.	• Open**-**-toed shoes with straps on the back. **No** ~~F~~**f**lip-flop like design with a strap on back**/** ~~is not acceptable;~~ must be professional sandal-like open toe**.** • Soft**-**-soled bath / bedroom type slippers, house shoes, or shoes with wheels in the bottom are not permitted. • Any heels must be lower than 1½ inches.
Jewelry	• Jewelry must be modest and in good taste. • Earrings must be less than one inch from base of earlobe. • Piercing ~~only~~ allowed **only** on the ears. All other piercings must be removed during school hours and during school functions.	• Jewelry must be modest and in good taste. • Earrings must be less than one inch from base of earlobe. • Piercing ~~only~~ allowed **only** on the ears. All other piercings must be removed during school hours and during school functions.	• Jewelry must be modest and in good taste—no excessive or distracting jewelry (no safety pins, spikes, nails, gages or look alike gages, etc.) • Piercings should not be excessive or distracting in size or number • No facial piercing**.**
Hair	• Hair must be neatly groomed and of natural color. • Hair accessories shall be **solid**	• Hair must be neatly groomed and of natural color. • Hair accessories shall be solid	• Facial hair must be well groomed and natural color • Students may highlight their

	colors and in good taste and not excessive. Accessories should be solid navy blue, green, light yellow, white, light blue, grey, or WCA plaid. Bows should not exceed the size of a credit card. • No Mohawks, Fauxhawks, and any other hair design that administration deems distracting to learning.	colors and in good taste and not excessive Bows should not exceed the size of a credit card. • No Mohawks, Fauxhawks, and any other hair design that administration deems distracting to learning.	hair, but they shall not be allowed to dye it any color, that is not a natural hair color, including hair extensions. • Hair accessories shall be in good taste and not excessive. • No Mohawks or any other hair design that administration deems distracting to learning.
~~Scouting~~ Uniform	Students participating in scouting programs may wear their uniform on meeting days.	Students participating in scouting programs may wear their uniform on meeting days.	**Students participating in scouting programs may wear their uniforms. Students that are part of military programs may wear their military uniforms.**
Game Day		• Participating athletes **for school-sanctioned events** may wear their team jerseys/team shirts on the day of their game. • Pants, shorts, skirts, and skorts, must comply with dress code.	• Participating athletes **for school-sanctioned events** may wear their team jerseys/team shirts on the day of their game. • Pants, shorts, skirts, and skorts, must comply with dress code.
Free Dress Day		**Middle school students must follow the normal High School Dress Code Policy.**	**High school students must follow normal HS dress code and may also wear the following:** • **Ripped Jeans** • **Sweat/Athletic pants** • **Flip Flops/Sandals** • **Hats**
P.E. Classes		Students must wear WCA physical education uniform during PE classes **and yoga shorts/pants during yoga class.**	Students must wear WCA physical education uniform during PE classes and yoga shorts/pants during yoga class.

Formal Dress Uniform	The formal dress uniform is mandatory for certain functions to be determined by WCA including special occasions, field trips, pictures, etc.
	
	• White oxford shirt, Peter Pan collar, long or short sleeve
	• Navy pants, dress shorts, skirt, or jumper
	• Approved French Toast tie or crossover tie
	• Blue sweater vest, crew neck sweater, or cardigan (optional)
		The formal dress uniform is mandatory for certain functions to be determined by WCA including special occasions, field trips, pictures, etc.
		
		• White oxford shirt or Peter Pan collar, long or short sleeve
		• Khaki or navy / pants or shorts
		• Approved French Toast tie **or crossover tie**
		• Navy or white sweater vest, crew neck sweater, or cardigan sweater (optional).
		• Socks must be solid white, black, brown, or navy.
		• Tights must be solid white or navy.
			Dresses or slacks must be worn to professional or special events. They must meet the standards below.
			
			• **Dresses must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.**
			• **Slits on dresses or skirts may not go above the fingertips when standing with arms at the side.**
			• Dresses are not to have bare midriffs or cling to the body.
			• No backless, spaghetti straps, halter type tops, cold shoulder, or strapless dresses.
			• All necklines must be modest and in good taste. **No d**~~D~~resses with plunging**.** ~~necklines are not permitted.~~
			• Dress pants ~~(no sagging/baggy pants) are required. Pants~~ must be worn at waist **and should not be saggy or baggy.**~~.~~
			• When wearing dress pants, a dress shirt and tie are required or a blouse that meets the following criteria:
			  ○ **Blouse** ~~Shirts~~ must conceal cleavage, sides, back, shoulders, and midriff **when standing or seated**.
			  ○ If a top is sheer, a top that meets dress code guidelines must be

			worn underneath. • A jacket is optional. • Dress shirts must be worn ~~and~~ tucked in entire dance. • Formal hats are allowed (no ball caps) • Unconventional hairstyles and unnaturally colored hair are not permitted.
Formal Dances *Anyone not conforming to dress standards or dance procedures and general guidelines will not be admitted.* *If there are any questions, consult administration before the day of the event.*		Formal dresses and suits should be ~~worn~~ in good taste and appropriate for a formal event according to the standards below. • Tuxedos or suits including dress shirt and tie (jackets are optional) • No jeans, khakis, or T-shirts. • Dress slacks must be worn at the waist **and should not be saggy or baggy.** • Shirt**, tops and blouses** must conceal cleavage, sides, back, shoulders, and midriff. • If shirt top is sheer, a top that meets dress code guidelines must be worn underneath. • **Dresses must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.** • **Slits on dresses or skirts may not go above the fingertips when standing with arms at the side.** • ~~Dresses must be of modest length and must follow the~~	Formal dresses and suits should be ~~worn~~ in good taste and appropriate for a formal event according to the standards below. • Tuxedos or suits including dress shirt and tie (jackets are optional) • No jeans, khakis, or T-shirts. • **Dress pants must be worn at waist and should not be saggy or baggy**. • ~~Dress slacks must be worn at the waist.~~ • **Shirt, tops and blouses must conceal cleavage, sides, back, shoulders, and midriff.** • ~~Shirt must conceal cleavage, sides, back, shoulders, and midriff.~~ • If shirt top is sheer, a top that meets dress code guidelines must be worn underneath. • **Dresses must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.** • ~~Dresses must be of modest~~

		~~fingertip rule length of the fingertips when standing with arms at the sides.~~ • ~~Dresses with slits on the skirt may go no higher than a credit card length above the knee.~~ • Dresses or shirts are not to have bare midriffs or cling to the body. Any dress should not ride up as the student dances. • Backless dresses may not be cut below the natural bra line. • All necklines must be modest and in good taste. Dresses with plunging necklines are not permitted. All necklines must fully cover below the natural bra line (armpit to armpit). • Dresses may have spaghetti straps, halter type tops, cold shoulder, or strapless as long as they meet the neckline requirement. • Dresses with sheer panels, lacing or cut-outs/ slits on any part of the bodice that reveal bare skin underneath (tear drop, slits, etc.) are not allowed.	~~length and **must meet the fingertip rule for the natural flow of the garment (length of the fingertips when standing with arms at the sides).**~~ • ~~Dresses with slits~~**Slits on dresses or skirts** may **not** go ~~no higher than~~**above the**~~ a credit card length above the knee~~ **fingertips when standing with arms at the side**. • Dresses or shirts are not to have bare midriffs or cling to the body. Any dress should not ride up as the student dances. • Backless dresses may not be cut below the natural bra line. • All necklines must be modest and in good taste. Dresses with plunging necklines are not permitted. All necklines must fully cover below the natural bra line (armpit to armpit). • Dresses may have spaghetti straps, halter type tops, cold shoulder, or strapless as long as they meet the neckline requirement. • Dresses with sheer panels, lacing or cut-outs/ slits on any part of the bodice that reveal bare skin underneath (tear drop, slits, etc.) are not allowed.
Semi-Formal		Dresses and suits should be ~~worn~~ in good taste and appropriate for a	Dresses and suits should be ~~worn~~ in good taste and appropriate for a

Dances *Anyone not conforming to dress standards or dance procedures and general guidelines will not be admitted.* *If there are any questions, consult administration before the day of the event.*		semi-formal event according to the standards below: • Dress pants or khakis and button-up dress shirt with collar • Ties, jackets, vests, or suspenders are optional Dresses and shirts may be more casual than for a formal ~~event~~ **dance** but must also meet the standards outlined above in the Formal Dress Standards.	semi-formal event according to the standards below: • Dress pants or khakis and button-up dress shirt with collar • Ties, jackets, vests, or suspenders are optional Dresses and shirts may be more casual than for a formal ~~event~~ **dance** but must also meet the standards outlined above in the Formal Dress Standards.
Casual Dances *Anyone not conforming to dress standards or dance procedures and general guidelines will not be admitted.* *If there are any questions, consult administration before the day of the event.*		Clothing should be ~~worn~~ in good taste and appropriate for a casual event according to the standards below: • Clothing should follow the normal WCA High School Dress Code. • Students may dress alternatively if there is a specific dance theme but they must follow the guidelines outlined for the event as approved by administration. Examples of casual dance themes: Ugly Christmas Sweater Party, Costume Party, Glow in the Dark Dance	Clothing should be ~~worn~~ in good taste and appropriate for a casual event according to the standards below: • Clothing should follow the normal WCA High School Dress Code. • Students may dress alternatively if there is a specific dance theme but they must follow the guidelines outlined for the event as approved by administration. Examples of casual dance themes: Ugly Christmas Sweater Party, Costume Party, Glow in the Dark Dance
Jeans Day	Jeans may be worn on Friday for $1.00 with the proceeds going to fund student activities. If the Friday ~~happens to~~ coincide**s** with a Free Dress day, there is no charge to wear jeans. • Jeans must be neat, clean and free from holes. • The last Friday of the month is	Jeans may be worn on Friday for $1.00 with the proceeds going to fund student activities. If the Friday ~~happens to~~ coincide**s** with a Free Dress day, there is no charge to wear jeans. • Jeans must be neat, clean and free from holes. • The last Friday of the month is	

	"Free Jeans Day"; students do not have to pay to wear jeans.	"Free Jeans Day"; students do not have to pay to wear jeans.	
Special Days / Dress for Success	The school administration and teachers ~~will~~ encourage all students to behave and dress in a fashion and ~~a~~ style appropriate **for** ~~to~~ the school day. An individual's dress, personal appearance, and cleanliness, like his or her behavior, should reflect sensitivity to and a respect for others • **Dresses must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.** • **Slits on dresses or skirts may not go above the fingertips when standing with arms at the side.** • ~~Dresses must be of modest length (no shorter than a vertical credit card length above the knee).~~ • ~~Dresses with slits on the skirt may go no higher than a credit card length above the knee.~~ • Dresses are not to have bare midriffs or cling to the body. • No backless, spaghetti straps, halter type tops, cold shoulder, or strapless dresses. • All necklines must be modest and in good taste~~. Dresses with~~**No** plunging necklines are not permitted.	The school administration and teachers ~~will~~ encourage all students to behave and dress in a fashion and ~~a~~ style appropriate **for** ~~to~~ the school day. An individual's dress, personal appearance, and cleanliness, like his or her behavior, should reflect sensitivity to and a respect for others. • **Dresses must be of modest length. The length must meet or exceed that of the fingertips when standing with arms at the side. This rule applies to the natural flow of the dress.** • **Slits on dresses or skirts may not go above the fingertips when standing with arms at the side.** • ~~Dresses must be of modest length and must follow the fingertip rule (length of the fingertips when standing with arms at the sides).~~ • ~~Dresses with slits on the skirt may go no higher than a credit card length above the knee.~~ • Dresses are not to have bare midriffs or cling to the body. • No backless, spaghetti straps, halter type tops, cold shoulder, or strapless dresses. • All necklines must be modest and in good taste. ~~Dresses with~~**No** plunging necklines**.**	**The school administration and teachers will encourage all students to behave and dress in a fashion and a style appropriate to the school day. An individual's dress, personal appearance, and cleanliness, like his or her behavior, should reflect sensitivity to and a respect for others.** • **Dresses must be of modest length and must follow the fingertip rule (length of the fingertips when standing with arms at the sides).** • **Slits on dresses or skirts may not go above the fingertips when standing with arms at the side.** • ~~**Dresses with slits on the skirt may go no higher than a credit card length above the knee.**~~ • **Dresses are not to have bare midriffs or cling to the body.** • **No backless, spaghetti straps, halter type tops, cold shoulder, or strapless dresses.** • **All necklines must be modest and in good taste. Dresses with plunging necklines are not permitted.** • **Dress pants** ~~**(no sagging/baggy pants)**~~ **must be worn at waist and should not be saggy or baggy.**~~.~~ • **Dress shirts must be tucked in.**

	• Dress pants ~~(no sagging/baggy pants)~~ must be worn at waist **and should not be saggy or baggy.**~~.~~ • Dress shirts must be tucked in. Final decisions in cases of disagreement will be resolved by the administration.	~~are not permitted.~~ • Dress pants ~~(no sagging/baggy pants)~~ must be worn at waist **and should not be saggy or baggy**~~.~~ • Dress shirts must be tucked in. Final decisions in cases of disagreement will be resolved by the administration.	**Final decisions in cases of disagreement will be resolved by the administration.**

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

BULLYING PREVENTION AND EDUCATION

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

Bullying is the use of coercion or intimidation to obtain control over another person **or~~and~~** to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law, including disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on ~~district~~ **Windsor Charter Academy** property, at ~~district or~~ school-sanctioned activities and events, when students are being transported in any vehicle dispatched by ~~the district or~~ one of its schools, or off school property when such conduct has a nexus to school ~~or any district~~ curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including but not limited to suspension, expulsion and/or referral to law enforcement authorities.

In determining the appropriate action to be taken in response to incidents of student bullying, the principal or principal's designees shall consider multiple indicators of the bullying behavior's severity, which may include whether the bullying behavior is unwanted and aggressive; is repeated or has the potential to be repeated; involves a real or perceived power imbalance wherein the student engaging in bullying behavior is using his or her power to control or harm others; involves making threats, spreading rumors, attacking someone physically or verbally; or excluding someone from a group on purpose.

Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related **Executive** Board policies and

procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under **Executive** Board policies and procedures regarding unlawful discrimination and harassment.

Available interventions for the student who engaged in the bullying behavior or retaliatory action include, but are not limited to:

Imposing discipline, which may include classroom removal, detention, classroom suspension, counseling, participation in ~~the district's~~ **the school's** restorative justice program or positive behavioral intervention support program, peer mediation, referral to law enforcement authorities, referral to a juvenile assessment center for counseling or other services, being placed on a remedial discipline plans, suspension, or expulsion.

In addition, the principal or principal's designee may:

- Meet with the student to develop strategies to conform the student's behavior to acceptable standards.
- Hold a conference with the student's parents in order to develop cooperative strategies to conform the student's behavior to acceptable standards.
- Separate the student from other students at school or from particular school programs or activities until the student can conform his or her behavior to an acceptable standard.
- Withhold privileges (For example: recess, field trips, participation in extracurricular activities, etc.) until the student can conform his or her behavior to acceptable standards.
- The **Executive Director** ~~Superintendent~~, or designee, shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

    1. To send a clear message to students, staff, parents and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
    2. To train staff and students in taking pro-active steps to prevent bullying from occurring.
    3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
    4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
    5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
    6. To support victims of bullying by means of individual and peer counseling.
    7. To help develop peer support networks, social skills and confidence for all students.
    8. To recognize and praise positive, supportive behaviors of students toward

one another on a regular basis.

Reviewed and Revised by Windsor Charter Academy Executive Board
December 2017

Weld Re-4 District Board
Adopted: August 2001
Revised: January 2017

LEGAL REF.:
C.R.S. 22-32-109.1

CROSS REFS.:
AC Nondiscrimination/Equal Opportunity
JBB Sexual Harassment
JICDA Code of Conduct
JS Appropriate Use of Personal Technology by Students
JK Student Discipline
JKD/JKE Suspension/ Expulsion of Students (and Other Disciplinary Interventions)

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

Graduation Requirements

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

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:

Windsor Charter Academy Graduation Requirements			
Subject Area	**Class of 2018**	**Class of 2019**	**Class of 2020**
English	**4.0**	**4.0**	**4.0**
Mathematics • **Students that take MAT 25 or MAT 50 in 8th grade will receive 1 math credit towards 4 math credits required for graduation.**	**3.0**	**3.0**	**3.0**
History	**3.5**	**3.5**	**3.5**
Science	**3.0**	**3.0**	**3.0**
Physical Education / Health	**1.0**	**0.5**	**0.5**
Art	**0.5**		
Communications	**0.5**		
ICAP • **Students must take ICAP classes each year that they attend WCA Early College High School:** ○ **Firebird Freshman** ○ **Sophomore Explore** ○ **Junior Prep** ○ **Senior Seminar**	**1.5**	**2.0**	**2.0**
Electives	**9.0**	**10.0**	**10.0**
Total Credits	**26.0**	**26.0**	**26.0**

- **MATH—3 credits**
- **English—4 credits**
- **History/Social Sciences—3.5 credits**
- **Science—3.0 credits**
- **Physical Education/Health—0.5 credits**
- **ICAP—2.0 credits**
- **Electives—10 credits**

~~Additionally, beginning with the class of 2019, a~~

All students in Colorado must meet additional minimum requirements in order to graduate from high school **and demonstrate college and career readiness**. Students must obtain one passing score in English and one passing score in math in order to graduate from one of the options below.

English*	Math*
430 in **Evidence-Based Reading and Writing** ~~English~~ on SAT	460 in Math on SAT
18 on ACT English	19 on ACT Math
62 on Reading Comprehension in Accuplacer	61 on Elementary Algebra in Accuplacer
C or higher in Concurrent Enrollment ~~College Composition~~**Course at the ENG 122 Level o**r **Above**	C or higher in College Algebra
2 on AP Language and Composition or Literature and Composition	2 on AP Statistics
Bronze level in ~~English~~**Reading for Information on ACT Work Keys**	Bronze level in ~~Math~~**Applied Mathematics on ACT Work Keys**
31 in **Verbal Skills Domain** ~~English~~ on ASVAB	31 in Math **Skill Domain** on ASVAB

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

If students wish to pursue college, higher scores than the minimum to graduate may be a component of admission to institutes of higher education. Requirements of admission should be researched for specifics at any college or university being considered to attend. Generally 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**

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. Student 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 WEST (Windsor Exceptional Students Transitioning program and have district transition related goals necessary to obtain the postsecondary goals outlines 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 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 to the parents/guardians of eighth grade students about postsecondary education opportunities including admission requirements for

institutions of higher education in Colorado. Prior to a student's enrollment in ninth grade courses, the District will make information available to the parents/guardians of eighth grade students concerning the courses the District offers that meet the CCHE admission requirements.

Reviewed and Revised by Windsor Charter Academy Executive Board
December 2017
Adopted: December 2016

Weld Re-4 District Board
December 2003
September 2005
May 2010
January 2011
February 2012
April 2013
January 2016

11.0 Second Read Policies

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

EXECUTIVE BOARD MEMBER CONDUCT

The Executive Board office is a trust created by the confidence which the members place in the integrity of its public officers. To preserve this confidence, it is the desire of the Executive Board to operate under the highest ethical standards.

In carrying out his fiduciary duties, an Executive Board member shall not:

1. Disclose or use confidential information acquired in the course of official duties to further substantially his personal financial interests.

2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in his position or which he knows or should know is primarily for the purpose of rewarding him for official action taken.

3. Engage in a substantial financial transaction for his private business purposes with a person whom he supervises in the course of his official duties.

4. Perform an official act that directly and substantially confers an economic benefit on a business or other undertaking in which he has a substantial financial interest or in which he is engaged as a counsel, consultant, representative or agent.

It shall not be considered a breach of conduct for a Board member to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members or business associates.

2. Accept or receive a benefit as an indirect consequence of transacting school business.

_____ _____
Signature Date

_____
Printed Name

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017
Adopted by WCA: March 2010

Weld Re-4 District Board
Adopted:
December 1994

LEGAL REFS:
C.R.S. 1-45-101 et esq.
C.R.S. 22-32-110 (1)(k)
C.R.S. 24-6-201 et esq.
C.R.S. 24-18-104
C.R.S. 24-18-109

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

CODE OF ETHICS FOR EXECUTIVE BOARD MEMBERS

As a member of the Windsor Charter Academy Executive Board, I will strive improve to public education at Windsor Charter Academy and to that end I will:

- Attend all regularly scheduled Executive Board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings.
- Recognize that I should endeavor to make policy decisions only after full discussion at publicly held Executive Board meetings.
- Render all decisions based on the available facts and my independent judgement, and refuse to surrender that judgement to individuals or special interest groups.
- Encourage the free expression of opinion by all Executive Board members, and seek systematic communications between the Executive Board, and the students, staff and the Windsor Charter Academy community.
- Work with other Executive Board members to establish effective board policies and to delegate authority for the administration of the school to the Executive Director.
- Communicate to other Executive Board members and the Executive Director expressions of parent reactions to board policies and school programs.
- Inform myself about current educational issues through individual study and participation in programs, conferences, seminars, etc. that are providing needed information, such as those sponsored by the Colorado Department of Education and the Colorado League of Charter Schools.
- Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff.

- Avoid being placed in a position of conflict of interest, and refrain from using my board position for personal or partisan gain.
- Take no private action that will compromise the Executive Board or administration, and respect the confidentiality of information that is privileged under application law.
- Remember always that my first and greatest concern must be to the educational welfare of the students attending Windsor Charter Academy.

_____ _____
Signature Date

_____
Printed Name

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017
Adopted: March 2010

Weld Re-4 District Board
Adopted: February 1984

EXECUTIVE BOARD MEMBER CONFLICT OF INTEREST

Members of the Executive Board hold a position of trust, created in the interest of the common good and for the benefit of Windsor Charter Academy. To maintain pubic confidence and prevent the use of public office for private gain, Executive Board members shall disclose any potential conflicts of interest in writing to the Executive Board prior to the vote on any such transaction.

For purposes of this policy, situations which present a potential conflict of interest are those in which an Executive Board member may derive a private benefit that is both pecuniary and personal in nature from Executive Board action. The written disclosures shall be attached to the minutes of the meeting in which Executive Board action occurred relating to the matter disclosed. An Executive Board member who discloses a potential conflict of interest shall abstain from voting on the matter disclosed.

Failure by an Executive Board member to bring notice of a potential conflict of interest to the attention of the Executive Board in this manner may constitute cause for removal of the member from the Executive Board.

Conflict of Interest—Federally-Funded Transactions
Separate from state law and the Executive Board's policies concerning the Executive Board's standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of Executive Board members whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, an Executive Board member shall not participate in the selection, award or administration of a contact supported by a federal award if the Executive Board member has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the Executive Board member, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits Executive Board members from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this section only, "immediate family" means the Executive Board member's spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private benefit is of "nominal value," the Executive Board shall follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

An Executive Board member who violates the standards of conduct set forth in this policy may be subject to censure or other disciplinary action, in accordance with the Executive Board's authority and state law.

_____ _____
Signature Date

_____
Printed Name

Reviewed and Revised by Windsor Charter Academy Executive Board
May 2001
March 2010
November 2017

Weld Re-4 District Board
December 1984
April 2017

LEGAL REFS:
2 C.F.R. 200.318 (c)
C.R.S. 22-32-109 (1) (y)
C.R.S. 24-18-109
C.R.S. 24-18-110
C.R.S. 24-18-201
C.R.S. 24-18-202

Policy BCB

CROSS REFS:
BC School Board Member Conduct
BCA Code of Ethics for School Board Members
BED Business Order and Rules
BID BIE School Board Member
Compensation/Insurance/Expenses/Liability
DJB Purchasing and Bidding Procedures-School District
DKC Expense Authorization/Reimbursement (Mileage and Travel)

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

EXECUTIVE BOARD MEMBER FINANCIAL DISCLOSURE

Executive Board members are required by law to disclose certain items received in connection with serving on the Executive Board. If Executive Board members receive such items, they must file a report with the Secretary of State of forms prescribed by the Secretary of State. Such report must be filed on or before January 15, April 15, July 15 and October 15 of each year, and shall cover the period since the last report. The report must contain the name of the person from whom the reportable item was received, its value and the date of receipt. Executive Board members who do not receive any items that must be reported are not required to file a report.

Items which must be reported include the following:

1. Any money received, including a loan, pledge, advance, guarantee of a loan or any forbearance or forgiveness if indebtedness from any person with a value greater than $59.
2. Any gift of any item or real or personal property other than money with a value greater than $59.
3. Any loan or real or personal property if the value of the loan is greater than $59. "Value of the loan" means the cost saved or avoided by the Executive Board member by not borrowing, leasing or purchasing comparable property from a source available to the general public.
4. Any payment for a speech, appearance or publication.
5. Tickets to a sporting, recreational, educational or cultural event with a value greater than $59 for any single event.
6. Payment of or reimbursement for actual and necessary expenses for travel and lodging for attendance at a convention, fact-finding mission or trip, or other meeting if the Executive Board member is scheduled to deliver a speech, make a presentation, participate on a panel or represent Windsor Charter Academy unless the payment for such expenditures is made from public funds or from the funds of any association of public officials or public entities.
7. Any gift of a meal to a fund-raising event of a political party.

Policy BC-R

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re-4 District Board
Adopted: February 2016

LEGAL REFS:
C.R.S 24-6-201 et seq.

EXECUTIVE BOARD MEMBER COMPENSATION/EXPENSE/INSURANCE/LIABILTY

Executive Board members shall receive no compensation for their services. However, upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Executive Board, Executive Board members may be reimbursed from Windsor Charter Academy funds in accordance with the Executive Board's policy on expense authorization and reimbursement.

The Executive Board shall purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Executive Board.

The Executive Board shall rely on the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq. (the Act) as the statement of its obligation to defend and indemnify Executive Board members. If the Executive Board elects to provide for the defense of an Executive Board member, the Executive Board may require the Executive Board member to post a reasonable bond to ensure reimbursement of any amounts advanced, in accordance with the Act.

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re4 District Board
Adopted: April 2017

LEGAL REFS.:
20 U.S.C 2361 through 2368
C.R.S. 22-12-101
C.R.S. 22-32-104 (5)
C.R.S. 22-32-109.1 (9)
C.R.S. 22-32-110 (1) (n) (u)
C.R.S. 24-10-101

C.R.S. 24-18-104 (3)(d)(e)

CROSS REFS.:
DKC Expense Authorization/Reimbursement (Mileage and Travel)
EI Insurance

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

HAZARDOUS MATERIALS

The Executive Board recognizes its responsibility for providing an environment which is reasonably secure from known hazards. There are many areas of the school operation, from science laboratories and art departments to custodial services and vehicle maintenance, which use a variety of materials that are hazardous.

Hazardous materials, include any substance or mixture of substances that poses a fire, explosive, reactive or health hazard as more fully defined by law.

The Executive Board, through the Executive Director, shall cause to be created procedures that address the purchase, storage, handling, transportation and disposal of hazardous materials for all school facilities and operations including instructional areas. Emergency response actions and evacuation plans also shall be coordinated with the procedures.

The procedures shall comply with all local, state and federal laws and regulations which pertain to the safe and proper storage, transportation and disposal of hazardous materials.

The goal of the procedures shall be to set into place an ongoing process by which each school may begin a program of identifying and managing potentially hazardous materials. Windsor Charter Academy personnel shall be encouraged to make less dangerous substitutions for hazardous substances to the extent possible and to minimize the quantities of such substances stored on school property.

Appropriate school personnel shall be trained to take precautions to prevent accidents and to handle them in the event they do occur.

It is not the intent of the Executive Board to expand or modify Windsor Charter Academy's potential liability exposure through the adoption of this policy. Windsor Charter Academy's voluntary compliance with any statute or regulation to which it is not otherwise subject shall not be construed to create or assume any potential liability under any local, state or federal law or regulation.

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re-4 District Board
Adopted
April 1989

LEGAL REFS.:
42 U.S.C. § 6901 (1982 & Supp.III 1985)
42 U.S.C. § 9601 (1982 & Supp.IV 1986)
49 U.S.C. 1801
C.R.S. 13-21-108.5
C.R.S. 24-10-106.5
C.R.S. 25-15-101
C.R.S. 29-22-101
C.R.S. 42-4-228
C.R.S. 42-4-234 (3)
C.R.S. 42-20-101
6 CCR 1007-3 Part 261
6 CCR 1010-6
8 CCR 1507-1

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

GUIDELINES FOR HAZARDOUS MATERIALS

The supervisor of hazardous materials of Windsor Charter Academy is the Facilities Manager. It is the Facilities Manager's responsibility to ensure that all appropriate procedures concerning hazardous materials are followed. The Facilities Manager shall work with the building administrators to ensure that the schools' emergency response plans and building evacuation plans are appropriate for each facility. The Facilities Manager shall ensure that proper training procedures are followed for each building. The Facilities Manager shall also be responsible for determining and designating proper storage and handling procedures for materials prior to disposal, and shall designate appropriate storage areas.

The Facilities Manager shall be responsible for the handling, storage, and coordination of hazardous materials programs, and shall maintain all hazardous materials records. The Facilities Manager shall coordinate with the administration to determine proper storage areas for materials within the buildings. The Facilities Manager shall be responsible to report any violations of safety procedures to the Executive Director for further action if necessary.

The hazardous materials reference sheets shall be maintained in each building, with a master list maintained at the Facilities Manager's office. Each sheet shall include the following information for reference so that proper procedures may be followed.

I. Catalog Number
All hazardous materials have been assigned a catalog number based upon the ~~FLINN~~ **CAS** and/or ~~M~~SDS system of identifying hazardous materials. Catalog numbers are used to reference the materials that are located in the various school settings according to storage, handling, disposal, and other criteria. ~~The MSDS system is as follows:~~

~~Section 1 - Emergency Contacts~~
~~Section 2 - Hazardous Ingredients~~
~~Section 3 - Health Hazard Data~~

~~Section 4 - Special Protection Information~~
~~Section 5 - Physical Data~~
~~Section 6 - Fire and Explosion Data~~
~~Section 7 - Reactivity Data~~
~~Section 8 - Spill and Disposal Procedures~~
~~Section 9 - Special Precautions~~
~~Section 10 - Transportation Data~~

II. Location
Location of all hazardous materials must be known at all times. Reference books will be located at the Facilities Manager's office.

III. Age
Each list in every building will list the acquisition date and shelf life of each material. These will be reviewed on a timely basis so that proper disposal schedules can be maintained.

IV. Handling
In order to ensure that all materials are handled properly, a handling code is assigned to each material. Care should be taken to ensure these instructions are followed at all times.

V. Storage
In order to ensure that proper storage is maintained at all times, a storage code is assigned to each material. Care should be taken to ensure these instructions are followed at all times.

VI. Disposal
In order to ensure that proper disposal of hazardous materials is maintained, a disposal code is assigned to each material. Care should be taken to ensure these instructions are followed at all times.

Summary
A copy of these procedures shall be **located at the Facilities Manager's office** ~~kept in each building with the reference sheets for that area~~. The Facilities Manager shall have the responsibility to ensure that all individuals who may have occasion to come in contact with any of the materials on the hazardous materials list shall understand the proper methods for handling, storage, and disposal.

Policy EBAB-R

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re-4 District Board
Revised:
April 1989
January 2008

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

SAFETY AND SECURITY OF SCHOOL BUILDINGS

Windsor Charter Academy's buildings shall be inspected at least annually to address the removal of hazards, repair vandalism and remedy any other barriers to safety, supervision and efficient operations. The administration may consult with or cause the inspection to be provided by an outside agency provider as long as a report of such inspection is filed with Windsor Charter Academy. Records regarding the inspection of school buildings shall be filed with the Finance Director and a copy shall be made available to the Executive Director.

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re-4 District Board
Adopted
August 2000

HANDLING BODY FLUIDS

Windsor Charter Academy personnel shall be advised of routine procedures to follow in handling body fluids. These procedures shall provide simple and effective precautions against transmission of diseases to persons potentially exposed to the blood or body fluids of another. These procedures shall be standard health and safety practices. No distinction shall be made between body fluids from individuals with a known disease and individuals without symptoms or with an undiagnosed disease.

The administration shall develop in consultation with medical personnel regulations to be distributed to all staff on a regular basis. Training and appropriate supplies shall be available to all personnel including those involved in transportation and custodial services.

In addition to ensuring that these health and safety practices are carried out, special emphasis shall be placed in those areas of school operation that potentially present a greater need for these precautions.

Reviewed and Revised by Windsor Charter Academy Executive Board
November 2017

Weld Re-4 District Board
Adopted
March 1988

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

PROFESSIONAL DEVELOPMENT

Credit Hours

Teachers and other eligible personnel will advance annually based on years of service and may advance annually one or more columns on Windsor Charter Academy's approved salary schedule as adopted by the Executive Board and consistent with the provisions of this policy.

The following credits are eligible for advancement on the salary schedule.

1. Credit hours from a two-year, four-year college, university, or graduate school.
2. Credit hours from Windsor Charter Academy professional development classes approved in advance by the Executive Director.
3. One credit hour for supervision of a student teacher that is a semester in length. Supervision of a student teacher that is shared with one or more teachers shall have this credit hour prorated based on the number of supervising teachers during the semester.

Approval of Credits

A teacher must submit a request to advance on Windsor Charter Academy's approved salary schedule on an official form as provided for this purpose. Such form shall include a description of the learning activities and relevance to the appropriate CDE Professional Licensure Standards for this individual. The official form for lane advancement must be completed by February 15th for the next school year.

The Executive Director shall review the request for advancement and make a determination on relevant credit hours submitted for licensure. In the case where the applicant disagrees with the decision of accepted credit hours, the Executive Director shall cause a review team to review the request for advancement. The review team shall consist of the Finance Director, at least one Board Member, and at least one teacher. If, in the opinion of the review team, credits are not deemed sufficient with regard to relevance to appropriate licensure standards, the team may deny such credits toward advancement on the salary schedule. If the review team finds in favor of the individual making the request, the credits shall count toward advancement on the salary schedule.

The findings of the team shall be final. In the case where a majority of the members of the review team cannot reach a decision, the team shall refer the decision to the Executive Board President and the decision of the Executive Board President shall be final.

Official transcripts and/or evidence of successful completion **must** be submitted to the Executive Director no later than July 30th of the current school year.

Pay Increases
Advancement granted in February shall be paid on the next contracted school year and be evident in the individual's first pay cycle which is August.

Increases granted but not substantiated by transcripts or other evidence of successful completion shall be deducted from the individual's monthly compensation and the employee shall be moved back to the previous column for compensation purposes.

Other Considerations
Once a master's degree is obtained, hours for salary advancement must be earned after the date the master's degree was granted.

Credit for advancement shall not be granted for course work or other professional development activities completed more than seven (7) years prior to the date of the request for advancement.

Reviewed and Revised by Windsor Charter Academy Executive Board
September 2007
February 2016
November 2017

Weld Re-4 District Board
Revised:
December 1990
December 1997
July 2003

Windsor CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS

VISITORS TO THE SCHOOL

Windsor Charter Academy will make reasonable efforts to accommodate requests to visit its schools, yet also recognizes concerns for the welfare of students. Therefore, Windsor Charter Academy limits visitors to:

1. Parents/guardians of current students.
2. Other family members or family friends that are listed on the student summary page of Infinite Campus of current students
3. Board members and other persons invited by Windsor Charter Academy for official business purposes.

To ensure visitors do not disrupt the educational process or other school operations and that no unauthorized persons enter schools, all visitors shall report to the school office immediately when entering a school. Authorized visitors may: (1) be required to sign in and out; (2) be given name tags to wear identifying themselves as visitors; and (3) be accompanied by a school employee for some or all of the visit. School administrators may approve additional building procedures pertaining to school visitors to preserve a proper and safe learning environment.

Unauthorized persons shall not loiter on school property at any time. Law enforcement authorities may be called to enforce this policy provision.

Visiting schools is a privilege, not a right, which may be limited, denied or revoked by a school administrator or designee based on consideration of student and/or staff safety, efficient school operations, maintenance of a proper educational environment, or failure to comply with this policy.

Reviewed and Revised by Windsor Charter Academy Executive Board
September 2017

Policy KI

Weld Re4 District Board
Revised: August 1986
August 2000
August 2017

LEGAL REFS.:
C.R.S. 18-9-109
C.R.S. 18-9-110
C.R.S. 18-9-112
C.R.S. 18-9-117
C.R.S. 18-12-105.5
C.R.S. 22-32-109.1

CROSS REFS.:
ADC Tobacco-Free Schools
ECA/ECAB Security/Access to Buildings
KFA Public Conduct on Property

12.0 Financial Report

Windsor CHARTER ACADEMY

Financial Highlights 10.31.17

As of October 31st, 2017, we are 4 months through the year, revenues and expenditures should be approximately 33.33% of budget

- **Total GF Revenue is $3,263,721 (32.9%)**
  - Revenue is in line with expected at this time of year
- **Total GF Expenses are $2,635,479 (28.05%)**
  - Expenses are in line with expected at this time of year
- **"Surplus" to date of $628,242**
- **Balance Sheet Notes**
  - GF Checking Account Balance: $1,973,734
  - SF Checking Account Balance: $65,475
  - Outstanding receivable from the construction items of approximately $692,349 representing items WCA has paid for to be reimbursed out of financing funds. Examples:
    - Playground structure $120,000
    - Furnishings, curriculum, low voltage wiring and technology items
  - All reimbursements have been received as of 11/7/2017, and will be reflected on the November Financial Statements
- **Amended Budget for 2017-2018**
  - Administration and the Finance Committee reviewed the first draft of the proposed amended budget and will present to the Board for first read at the December 2017 meeting

_Rev and Exp as 10.31.17

Expense on & PO Date thru 10/31/2017

Printed: 11/15/2017 2:27 PM
Windsor Charter Academy

Charter School 11

Account Type I Revenue
Source of Revenue/Objec 1300 Tuition

Description		Y.T.D. Activity	Budget	Budget Balance	% of Budget	
1300	Tuition	81,505.00	208,153.00	126,648.00	39.16	
1500	Earnings on Investments	0.00	200.00	200.00	0.00	
1600	Food Services	90,116.94	734,370.00	644,253.06	12.27	
1700	Pupil Activities	75,378.00	78,765.03	3,387.03	95.70	
1900	Other Revenue from Local Sources	65,016.91	157,125.00	92,108.09	41.38	
3000	Revenue from State Sources	74,839.62	298,033.00	223,193.38	25.11	
3900	Other Revenue From State Sources	181,414.65	296,000.00	114,585.35	61.29	
5600	Direct Allocations	2,695,449.90	8,146,100.00	5,450,650.10	33.09	
I	Revenue	3,263,721.02	9,918,746.03	6,655,025.01	32.90	* Account Type
0100	Salaries	1,142,946.46	4,267,030.00	3,124,083.54	26.79	
0200	Employee Benefits	443,312.12	1,744,336.00	1,301,023.88	25.41	
0300	Purchased Professional and Technical Services	17,578.91	40,020.00	22,441.09	43.93	
0400	Purchased Property Services	348,322.52	1,434,247.00	1,085,924.48	24.29	
0500	Other Purchased Services	399,634.07	1,320,250.00	920,615.93	30.27	
0600	Supplies	190,121.65	486,755.08	296,633.43	39.06	
0700	Property	5,213.54	52,316.00	47,102.46	9.97	
0800	Other Objects	72,079.48	26,000.00	(46,079.48)	277.23	
0868	Overhead Costs	16,270.29	25,500.00	9,229.71	63.81	
X	Expense	2,635,479.04	9,396,454.08	6,760,975.04	28.05	* Account Type
11	Charter School	(628,241.98)	(522,291.95)	105,950.03	120.29	Fund

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Windsor Charter Academy

Pupil Activity Fund 23

Account Type	I	Revenue
Source of Revenue/Objec	1700	Pupil Activities

Description		Y.T.D. Activity	Budget	Budget Balance	% of Budget		
1700	**Pupil Activities**	0.00	50,000.00	50,000.00	0.00		
1900	**Other Revenue from Local Sources**	111,562.55	0.00	(111,562.55)	0.00		
I	**Revenue**	111,562.55	50,000.00	(61,562.55)	223.13	*	Account Type
0600	**Supplies**	32,427.61	177,750.00	145,322.39	18.24		
0868	**Overhead Costs**	0.00	80,000.00	80,000.00	0.00		
X	**Expense**	32,427.61	257,750.00	225,322.39	12.58	*	Account Type
23	**Pupil Activity Fund**	(79,134.94)	207,750.00	286,884.94	-38.09		Fund

_Rev and Exp as 10.31.17

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Building Corporation 61

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

Description		Y.T.D. Activity	Budget	Budget Balance	% of Budget		
1500	**Earnings on Investments**	10,948.70	15,000.00	4,051.30	72.99		
1900	**Other Revenue from Local Sources**	232,275.12	1,159,271.00	926,995.88	20.04		
2000	**Revenue from Intermediate Sources**	5,129.15	39,000.00	33,870.85	13.15		
I	**Revenue**	248,352.97	1,213,271.00	964,918.03	20.47	*	Account Type
0700	**Property**	0.00	200,000.00	200,000.00	0.00		
0800	**Other Objects**	535,273.30	859,436.00	324,162.70	62.28		
X	**Expense**	535,273.30	1,059,436.00	524,162.70	50.52	*	Account Type
61	**Building Corporation**	286,920.33	(153,835.00)	(440,755.33)	-186.51		Fund
	Report Total:	420,456.59	468,376.95	47,920.36	89.77		

A/P Check Register

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Windsor Charter Academy
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Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21019	Douglas Mechanical Inc	9276	10/03/2017	4868	(440.00)	0.00	(440.00)
			Void by FD on 10/3/2017				
21564	Avid Center HQ	4	10/06/2017	4934	7,600.00	0.00	7,600.00
21009	Brooms N More Inc	4	10/06/2017	4935	239.44	0.00	239.44
21013	Colorado League of Charter Schools	4	10/06/2017	4936	70.00	0.00	70.00
21015	Comcast Cable	4	10/06/2017	4937	1,050.63	0.00	1,050.63
21019	Douglas Mechanical Inc	8276	10/06/2017	4938	440.00	0.00	440.00
217885	Duhn, Amy	4	10/06/2017	4939	86.02	0.00	86.02
21140	EON Office	4	10/06/2017	4940	3,259.63	0.00	3,259.63
21254	Gallegos Sanitation Inc	4	10/06/2017	4941	185.00	0.00	185.00
217851	Independet Interpreters of Northern CO LLC	4	10/06/2017	4942	250.00	0.00	250.00
21038	Lewan and Associates	4	10/06/2017	4943	4,585.72	0.00	4,585.72
21177	Pinnacol	2	10/06/2017	4944	2,177.03	0.00	2,177.03
21177	Pinnacol	2	10/06/2017	4945	2,177.03	0.00	2,177.03
217745	Recreation Plus, Ltd.	4	10/06/2017	4946	2,680.00	0.00	2,680.00
21061	Security and Sound Design Inc	4	10/06/2017	4947	2,931.60	0.00	2,931.60
21093	Security Benefit	2	10/06/2017	4948	1,553.63	0.00	1,553.63
21681	Snappy Holdings LLC	4	10/06/2017	4949	13.80	0.00	13.80
21136	Supply Works	4	10/06/2017	4950	805.20	0.00	805.20
21074	UMB Bank	9296	10/23/2017	4951	0.00	0.00	0.00
			Void by FD on 10/23/2017				
21120	Weld RE-4 School District	4	10/06/2017	4952	671.27	0.00	671.27
21319	Elan	5	10/06/2017	4953	25,462.71	0.00	25,462.71
21259	cash	11	10/12/2017	4954	200.00	0.00	200.00
21610	ClearEcos	10	10/12/2017	4955	69.80	0.00	69.80
21666	Division of Oil and Public Safety	10	10/12/2017	4956	120.00	0.00	120.00
21140	EON Office	10	10/12/2017	4957	82.47	0.00	82.47
21104	Handwriting Without Tears	10	10/12/2017	4958	1,225.84	0.00	1,225.84
21464	Hennen, Annie	10	10/12/2017	4959	70.00	0.00	70.00
21109	Mail N Copy	10	10/12/2017	4960	1,050.00	0.00	1,050.00
21575	Northwest Evaluation Association	10	10/12/2017	4961	11,350.00	0.00	11,350.00
217889	Sherlock, Jacob	10	10/12/2017	4962	38.25	0.00	38.25
21136	Supply Works	10	10/12/2017	4963	51.85	0.00	51.85
21704	Terminix	10	10/12/2017	4964	401.00	0.00	401.00
21073	Tri Tech Security Inc	10	10/12/2017	4965	249.00	0.00	249.00
21078	Waste Management	10	10/12/2017	4966	317.10	0.00	317.10
21120	Weld RE-4 School District	10	10/12/2017	4967	21.10	0.00	21.10
21079	Wells Fargo Financial Leasing	10	10/12/2017	4968	3,026.41	0.00	3,026.41
21245	Absolute Shredding	18	10/19/2017	4969	110.00	0.00	110.00
21009	Brooms N More Inc	18	10/19/2017	4970	505.32	0.00	505.32
21117	Carolina Biological	18	10/19/2017	4971	145.71	0.00	145.71
21015	Comcast Cable	18	10/19/2017	4972	3,004.05	0.00	3,004.05
21175	Counter Trade	18	10/19/2017	4973	3,321.20	0.00	3,321.20
217633	Diversified Underground Inc.	18	10/19/2017	4974	125.00	0.00	125.00
21019	Douglas Mechanical Inc	18	10/19/2017	4975	321.24	0.00	321.24
21110	Follett School Solutions, Inc	18	10/19/2017	4976	1,084.00	0.00	1,084.00
217851	Independet Interpreters of Northern CO LLC	18	10/19/2017	4977	250.00	0.00	250.00
21131	Knowledge Bound	18	10/19/2017	4978	220.40	0.00	220.40
21035	Kutz and Bethke LLC	18	10/19/2017	4979	515.00	0.00	515.00
21273	Meadow Gold - Greeley	18	10/19/2017	4980	1,729.44	0.00	1,729.44
21487	Petersen Plumbing & Heating	18	10/19/2017	4981	243.50	0.00	243.50
21057	Scholastic Inc	18	10/19/2017	4982	1,360.48	0.00	1,360.48
21098	Staples Advantage	18	10/19/2017	4983	108.31	0.00	108.31
21136	Supply Works	18	10/19/2017	4984	806.73	0.00	806.73
21072	Town of Windsor	18	10/19/2017	4985	3,479.98	0.00	3,479.98

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Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
217897	A to Z Elevator Inspections Inc.	23	10/27/2017	4986	340.00	0.00	340.00
21080	Ace Hardware WCA	23	10/27/2017	4987	293.90	0.00	293.90
21564	Avid Center HQ	25	10/27/2017	4988	4,863.00	0.00	4,863.00
21117	Carolina Biological	23	10/27/2017	4989	34.16	0.00	34.16
21012	CenturyLink	23	10/27/2017	4990	104.01	0.00	104.01
21738	Colorado Labor Law Poster Service	23	10/27/2017	4991	159.00	0.00	159.00
21124	Dick Blick Art Materials	23	10/27/2017	4992	104.24	0.00	104.24
21183	Elite Awards and Trophies	24	10/27/2017	4993	58.50	0.00	58.50
21140	EON Office	23	10/27/2017	4994	550.15	0.00	550.15
21110	Follett School Solutions, Inc	23	10/27/2017	4995	1,084.00	0.00	1,084.00
21282	Frontline Technologies Group LLC	24	10/27/2017	4996	3,276.00	0.00	3,276.00
21398	Heimann, Sarah	24	10/27/2017	4997	50.00	0.00	50.00
21061	Security and Sound Design Inc	23	10/27/2017	4998	75.00	0.00	75.00
21681	Snappy Holdings LLC	23	10/27/2017	4999	13.80	0.00	13.80
21136	Supply Works	23	10/27/2017	5000	562.51	0.00	562.51
21156	Xcel Energy	23	10/27/2017	5001	4.87	0.00	4.87
217884	Burroughs, Andrea	4	10/06/2017	9304	500.00	0.00	500.00
21124	Dick Blick Art Materials	4	10/06/2017	9305	393.10	0.00	393.10
217882	Ellingson, Kyle	4	10/06/2017	9306	35.00	0.00	35.00
217881	Garfield, Ted	4	10/06/2017	9307	47.00	0.00	47.00
21119	Garretsons Sport Center	5	10/06/2017	9308	390.00	0.00	390.00
21710	Hansen, Harold L	4	10/06/2017	9309	50.00	0.00	50.00
217879	Lyons, John	4	10/06/2017	9310	40.00	0.00	40.00
217878	Mills, Andrew	4	10/06/2017	9311	40.00	0.00	40.00
217880	Shea, Francis	4	10/06/2017	9312	47.00	0.00	47.00
21679	Town of Windsor Parks & Rec	4	10/06/2017	9313	675.00	0.00	675.00
21689	Watt, Adison	4	10/06/2017	9314	35.00	0.00	35.00
21319	Elan	5	10/06/2017	9315	3,499.64	0.00	3,499.64
217882	Ellingson, Kyle	10	10/12/2017	9316	35.00	0.00	35.00
217886	Gardner, Samantha	10	10/12/2017	9317	65.00	0.00	65.00
21710	Hansen, Harold L	10	10/12/2017	9318	90.00	0.00	90.00
217888	Paustian, Susan	10	10/12/2017	9319	32.50	0.00	32.50
217869	Raynolds, Jake	10	10/12/2017	9320	82.50	0.00	82.50
21718	Robotics Education & Competition Foundation	10	10/12/2017	9321	100.00	0.00	100.00
21612	Robotmesh.com	10	10/12/2017	9322	2,254.89	0.00	2,254.89
217887	Schindler, Nicholas	10	10/12/2017	9323	82.50	0.00	82.50
21689	Watt, Adison	10	10/12/2017	9324	35.00	0.00	35.00
21691	Watt, Michael	10	10/12/2017	9325	40.00	0.00	40.00
21709	Bird, Myron	18	10/19/2017	9326	162.50	0.00	162.50
21213	Emil Ewing	18	10/19/2017	9327	65.00	0.00	65.00
217895	FRCAA	18	10/19/2017	9328	279.00	0.00	279.00
217886	Gardner, Samantha	18	10/19/2017	9329	65.00	0.00	65.00
21708	Lameiro, Raymond	18	10/19/2017	9330	195.00	0.00	195.00
21567	Reedesign Concepts, LLC	18	10/19/2017	9331	1,274.00	0.00	1,274.00
217883	Westview Middle School	16	10/19/2017	9332	250.00	0.00	250.00
21195	Chambers, Michale	25	10/27/2017	9333	68.00	0.00	68.00
21425	Colorado State University	26	10/27/2017	9334	300.00	0.00	300.00
21213	Emil Ewing	25	10/27/2017	9335	68.00	0.00	68.00
21103	PERA - VOYA 457K	6	10/31/2017	103117000	1,911.90	0.00	1,911.90
21103	PERA - VOYA 457K	6	10/31/2017	103117111	900.40	0.00	900.40
21088	American Fidelity	6	10/31/2017	103117222	198.60	0.00	198.60
21088	American Fidelity	6	10/31/2017	103117333	258.33	0.00	258.33
21459	CBIZ	6	10/31/2017	103117444	407.07	0.00	407.07
21459	CBIZ	6	10/31/2017	103117555	270,572.07	0.00	270,572.07
21459	CBIZ	6	10/31/2017	103117666	41,151.30	0.00	41,151.30
21084	PERA	6	10/31/2017	103117777	94,253.29	0.00	94,253.29

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Vendor #	Vendor Name	Batch #	Check Date	Check #	Checks	Direct Deposit	Total
21154	Community Banks of Colorado	2	10/02/2017	10021700	9.00	0.00	9.00
217847	US Foods Inc.	10	10/04/2017	10041719	2,874.46	0.00	2,874.46
21156	Xcel Energy	4	10/04/2017	10041788	11.35	0.00	11.35
21154	Community Banks of Colorado	2	10/05/2017	10051700	9.00	0.00	9.00
21154	Community Banks of Colorado	2	10/05/2017	10051700	50.00	0.00	50.00
21154	Community Banks of Colorado	2	10/05/2017	10051700	59.00	0.00	59.00
21154	Community Banks of Colorado	7	10/05/2017	10051700	6.00	0.00	6.00
217847	US Foods Inc.	10	10/12/2017	10121719	3,211.78	0.00	3,211.78
217847	US Foods Inc.	2	10/12/2017	10121719	(44.28)	0.00	(44.28)
21331	Cigna Dental & Vision	2	10/12/2017	10121783	4,891.14	0.00	4,891.14
21156	Xcel Energy	4	10/13/2017	10131788	11,733.26	0.00	11,733.26
217847	US Foods Inc.	10	10/18/2017	10181719	2,908.03	0.00	2,908.03
217847	US Foods Inc.	2	10/18/2017	10181719	(11.59)	0.00	(11.59)
21154	Community Banks of Colorado	7	10/19/2017	10191700	6.00	0.00	6.00
21085	Cigna Health	2	10/20/2017	10201760	66,129.51	0.00	66,129.51
21108	KSB Gov Finance-lease	2	10/23/2017	10231782	5,973.00	0.00	5,973.00
217847	US Foods Inc.	2	10/25/2017	10251719	3,640.14	0.00	3,640.14
21636	HSA Bank	6	10/31/2017	103117121	6,192.85	0.00	6,192.85
21636	HSA Bank	7	10/31/2017	10311763	(120.69)	0.00	(120.69)
			Report Total		$631,451.58	$0.00	$631,451.58

Balance Sheet

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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
Current Assets					
	Bingo Checking Acct	650.11	0.00	650.11	11-950-00-0000-8101-000-0000
	General Fund Checking	1,846,533.71	127,200.30	1,973,734.01	11-950-00-0000-8102-000-0000
	MSHS Petty Cash	300.00	0.00	300.00	11-950-00-0000-8103-000-0000
	Elem Petty Cash	0.00	0.00	0.00	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	100,950.61	0.00	100,950.61	11-950-00-0000-8141-000-0000
	Bond/Expansion Reimb Receivable	687,053.90	5,294.96	692,348.86	11-950-00-0000-8153-000-0000
	Accounts Receivable GF	800.00	3,730.00	4,530.00	11-950-00-0000-8153-000-0000
	Prepaid Expenses	11,967.36	0.00	11,967.36	11-950-00-0000-8181-000-0000
	Prepaid Insurance	510.00	0.00	510.00	11-950-00-0000-8182-000-0000
	Food Service Petty Cash	133.00	0.00	133.00	11-950-31-0000-8103-000-0000
8100	**Current Assets**	2,648,917.25	136,225.26	2,785,142.51	* Account Class
Liabilities					
	17-18 Kinder Tuition Deposits	(20,700.00)	0.00	(20,700.00)	11-901-00-0000-7481-000-0000
	Accounts Payable	(142,973.02)	30,729.40	(112,243.62)	11-950-00-0000-7421-000-0000
	Accrued Salaries	0.10	9,343.11	9,343.21	11-950-00-0000-7461-000-0000
	GARNISHMENT	2,475.30	(3,307.30)	(832.00)	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	(304.00)	(152.00)	(456.00)	11-950-04-0000-7471-000-0000
	Health/Dental/Vision Liab	(1,193.10)	(663.08)	(1,856.18)	11-950-05-0000-7471-000-0000
	401K/457 Liab	1,196.95	0.00	1,196.95	11-950-06-0000-7471-000-0000
7400	**Liabilities**	(162,297.77)	35,950.13	(126,347.64)	* Account Class
Reserved Co Dept of Ed use only.					
	Tabor Reserve	(218,590.00)	0.00	(218,590.00)	11-950-00-0000-6721-000-0000
	Unreserved Fund Balance	(1,799,704.73)	0.00	(1,799,704.73)	11-950-00-0000-6770-000-0000
	Non Spendable FB- Prepaids	(12,258.16)	0.00	(12,258.16)	11-950-00-0000-6770-000-0000
	Gen Fund Net Income/Loss	(390,806.59)	(237,435.39)	(628,241.98)	11-950-00-0000-6775-000-0000
6100	**Reserved Co Dept of Ed use only.**	(2,421,359.48)	(237,435.39)	(2,658,794.87)	* Account Class
11	**Charter School**	65,260.00	(65,260.00)	0.00	Fund

Balance Sheet

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Windsor Charter Academy

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
Current Assets						
		Activity Account Checking	64,322.66	1,151.85	65,474.51	23-950-00-0000-8100-000-0000
	8100	**Current Assets**	64,322.66	1,151.85	65,474.51	* Account Class
Liabilities						
		MSHS Activity Accts Payable	(4,491.74)	(2,131.84)	(6,623.58)	23-950-00-0000-7421-000-0000
	7400	**Liabilities**	(4,491.74)	(2,131.84)	(6,623.58)	* Account Class
Reserved Co Dept of Ed use only.						
		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	11,430.87	0.00	11,430.87	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	(80,114.93)	979.99	(79,134.94)	23-950-00-0000-6775-000-0000
	6100	**Reserved Co Dept of Ed use only.**	(59,830.92)	979.99	(58,850.93)	* Account Class
	23	**Pupil Activity Fund**	0.00	0.00	0.00	Fund

Balance Sheet

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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
Current Assets					
	Def Loss on Refunding-2016	319,875.09	0.00	319,875.09	61-950-65-0000-8100-000-0000
	Bldg Corp Interest Fund-2016	106,044.57	57,731.07	163,775.64	61-950-65-0000-8105-000-0000
	Bldg Corp Reserve Fund-2016	1,228,170.76	1,137.87	1,229,308.63	61-950-65-0000-8105-000-0000
	Bldg Corp Principal Fund-2016	5,777.97	1,175.68	6,953.65	61-950-65-0000-8105-000-0000
	Bldg Corp Project Fund-2016	177,586.48	164.60	177,751.08	61-950-65-0000-8105-000-0000
	Bldg Corp Interest Fund-2017	108,514.14	(25,720.19)	82,793.95	61-950-65-0000-8105-000-0000
	Bldg Corp Project Fund-2017	1,150,433.09	179,722.93	1,330,156.02	61-950-65-0000-8105-000-0000
8100	**Current Assets**	3,096,402.10	214,211.96	3,310,614.06	* Account Class
Fixed Assets					
	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	9,086,943.92	0.00	9,086,943.92	61-950-00-0000-8231-000-0000
	Bldg Corp Building & Imp MSHS	14,073,528.13	0.00	14,073,528.13	61-950-00-0000-8231-000-0000
	Construction in Progress	1,956,198.98	0.00	1,956,198.98	61-950-00-0000-8231-000-0000
	Bldg Corp Accum Depr ELEM	(1,493,265.71)	0.00	(1,493,265.71)	61-950-00-0000-8232-000-0000
8200	**Fixed Assets**	25,467,856.32	0.00	25,467,856.32	* Account Class
Liabilities					
	Bldg Corp Accounts Payable	(1,950,978.88)	0.00	(1,950,978.88)	61-950-00-0000-7421-000-0000
	Bldg Corp Premium on Bonds	(225,992.15)	0.00	(225,992.15)	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	(3,955,340.63)	(178,366.20)	(4,133,706.83)	61-950-00-0000-7451-000-0000
	Bldg Corp Accrued Interest	(329,242.00)	0.00	(329,242.00)	61-950-00-0000-7455-000-0000
7400	**Liabilities**	(30,472,846.83)	(178,366.20)	(30,651,213.03)	* Account Class
Reserved Co Dept of Ed use only.					
	Bldg Corp Unreserved Fund Bal	1,585,822.32	0.00	1,585,822.32	61-950-00-0000-6720-000-0000
	Bldg Corp Net Income/Loss	322,766.09	(35,845.76)	286,920.33	61-950-00-0000-6775-000-0000
6100	**Reserved Co Dept of Ed use only.**	1,908,588.41	(35,845.76)	1,872,742.65	* Account Class
61	**Building Corporation**	0.00	0.00	0.00	Fund
	Report Total:	65,260.00	(65,260.00)	0.00	