

Windsor



CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

December Regular Session

December 10, 2020

**Elementary
School**

*680 Academy Ct.
Windsor, CO 80550*

**Middle
School**

*810 Automation Dr.
Windsor, CO 80550*

**Early
College
High School**

*810 Automation Dr.
Windsor, CO 80550*

December 10, 2020

Regular Session @ 6:00 p.m.

Executive Board

John Feyen, President
Carolyn Mader, Vice President
Donna James, Treasurer
Kevin Albertsen, Secretary
Sherry Bartmann, Member
Carolyn Mader, Member
Jim Zacheis, 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.



EXECUTIVE BOARD MINUTES TO BE APPROVED AT THE JANUARY REGULAR SESSION

Executive Board Minutes December 10, 2020

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 6:00 p.m.

1.2 Roll Call

Executive Board Members Present

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

Elaine Hungenberg, Executive Board Member Elect

Staff Present

Rebecca Teeples, Executive Director

1.3 Pledge of Allegiance

1.4 Mission Statement

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

1.5 Adoption of Agenda

A motion was made to amend the agenda, adding 4.2 Developing Executive Board Processes to Address Items Brought Before the Board That Address the Executive Director's Direct Reports by Jenny Ojala and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

A motion was made to approve the amended December 10, 2020 Regular Session agenda by Donna James and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

1.6 Adoption of the Minutes

A motion to approve the minutes for the November 19, 2020 Regular Session was made by XXX and seconded by XXX. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

2.0 Citizen Communication

There were 1 parent that spoke during citizen communication at the Executive Board Regular Session. Mr. Plechaty shared that he was thankful for the work that the Board members did as governing members. He reminded Board members of the importance of looking at annual stakeholder survey results to ensure understanding of areas of focus and causal factors. He also thanked outgoing Board member, Carolyn Mader, for her service over the last many years on the Board.

3.0 Reports

3.1 Executive Director's Report

System-Wide Work

Virtual Parent Information & Registration Webinars

Due to COVID-19 restrictions, WCA is unable to have our 5th grade students come to our middle school and meet the 6th grade team as we would have done in a traditional Prospective Parent Night. Our 9th grade students are facing a similar challenge. To ensure that WCA is still able to support a seamless transition our students between schools, we have scheduled a series of Parent Information Nights and registration webinars for each school. These webinars are

open to our current families and families that are on the waitlist. WCA will host these webinars in December and January.

Instructional Coaching

"Coaching done well may be the most effective intervention designed for human performance." Over the past eight weeks, our instructional coaches participated in Jim Knight's *Introduction to Instructional Coaching* training to learn the research-based skills that coaches use in partnership with teachers to make the greatest impact on improving instruction and student learning. They are busy working one-on-one with teachers to refine instructional practices, facilitating book studies to foster collaboration among colleagues, and providing professional development focused on AVID and writing.

AVID Principal Collaboration

Principals and assistant principals meet once per month to have focused dialogue related to AVID instructional strategies and AVID Site Team plans. The current focus for discussions is inquiry-based teaching and learning. As a team, administrators work to calibrate their thinking by building common understanding, engaging in lesson studies, examining student work samples, and refining teacher observation tools.

Facilities Work

Facilities led or supported several projects this month:

- Installation of new washer/dryer unit at the elementary school
- Deep cleaning of carpets at the elementary school over break
- Winterization of elementary school grass and the middle & high school sports field
- Completion of ES intercom system
- Sustained execution of CoVid-19 Cleaning along with organizational standards

Elementary School

A Month of Thankfulness

Now more than ever, our teachers and staff need to know how much they are appreciated. Elementary administration has partnered with PTC to show our gratitude to our staff for all of their hard work and dedication to our students. Each staff member was given hand soap or sanitizer as a thanks for "being the hands that guide our students." Parent volunteers created the "Gratitude Hall" leading into the music room. On one side of the hallway each class wrote about why they are thankful for veterans and their freedoms. On the other side each student wrote about what they are most grateful for in their lives. Parents donated children's books that teach lessons on gratitude. These books will be given to the library and raffled off for teachers to have in their classrooms. The month of November, ended with a teacher pampering day. Administration provided teachers with a 30-minute break where they went to the lounge to relax and enjoy a warm drink and some yummy snacks. The lounge was transformed with soft lighting, comfortable seating, music, magazines and yummy treats. One teacher actually cried when she went in because she was

so thankful and overwhelmed with the kindness. While teachers relaxed administration read a story of gratitude to the class as each student wrote about why they were thankful for their teacher. Each page was collected to make a book for the teacher.

Professional Learning Communities

Each week, grade-level teams meet with administration to evaluate student data in the areas of reading, math and writing in order to ensure that all students are making progress towards grade level standards. Discussion is focused on four critical questions: 1) What do we expect students to learn?; 2) How will we know when they learn it?; and 3) How will we respond when students have difficulty learning it? How will we respond when students do learn? These discussions are invaluable as we strive to fill gaps that were created during remote learning last spring while still ensuring that all students demonstrate mastery of grade level standards this year. Since the beginning of the year, administrators and teachers have seen considerable growth in Acadience Reading scores, the D & F list is decreasing, and students are demonstrating proficiency in end of unit math assessments.

Middle School

Alumni Staff

The middle school is excited to have two new team members who are graduates of Windsor Charter Academy. Ms. Rebecca Ridout and Ms. Sarah Chandler are pursuing a degree in the field of education. We are excited to add their skills to the middle school team in the role of paraprofessionals.

Community Service

The 6th Grade AVID Leadership class is sponsoring a canned food drive. It is great to see these young leaders putting their community first at this time.

Academic Support

Teachers and administrators have created differentiated plans to support all learners in being successful academically. Students have the opportunity to attend Student Academic Support after school on Tuesday and Thursday. Additionally, on Wednesday afternoon teachers are meeting with students who need extra support due to quarantines or gaps in their due to the COVID lockdown last spring.

High School

Course Catalogs

The high school leadership team is finalizing its course catalog for the 2021-22 school year. This is an important process; it drives our registration process which then leads to a master schedule and staffing for next year. WCA is excited to expand its concurrent enrollment course offerings on its campus by utilizing current staff to teach additional courses in their content.

Interventions for Students During Remote Learning

High school administration and staff are focused on extra support and interventions for all of its students as they face challenges due to the pandemic.

Before Thanksgiving break, students worked with our leadership team and paras to turn in missing assignments and keep current in their courses. Academic support is currently offered after school on Tuesdays and Thursdays. Students attend school on Wednesdays for short periods of time to work on Ds or Fs

Sources of Strength

Adult advisors attended the annual training virtually this month and are working with peer leaders from last year to see if they are interested in continuing with the program again. The team is planning on launching their first campaign before winter break.

Five Year Planning

The high school leadership team has begun work drafting a five-year plan for our high school. They have set goals and developed metrics to measure our progress over the next few years. They are excited to share this with everyone once it is finalized.

Athletics

WCA is in the final stages of the application process for new school membership into the Colorado High School Activities Association (CHSAA). WCA believes that as a CHSAA member school, it can enhance the total student-athlete experience by providing competitive opportunities, increase participation in extracurricular activities, and foster higher academic success. The more robust athletics offerings WCA provides, the more opportunities its students have to become well-rounded individuals. CHSAA staff and colleagues will be conducting a formal virtual meeting with WCA in January to evaluate our school for membership starting in the 2022-2024 cycle. This presentation will include information about enrollment, league membership opportunities, current and future sports offerings, athletic schedules, eligibility, coaches professional development/training, facilities, and budget. To meet CHSAA facilities' expectations, we are planning to host our varsity competitions at the Future Legends Sports Complex until our Firebird Facility is complete. In terms of budget, CHSAA must see that our athletics program is financially supported beyond the revenue that our student fees bring in. Our Athletic Director will represent WCA at the CHSAA CLOC Committee meeting in February to present a final time before the Legislative Council Vote. If accepted, we will be a probationary CHSAA member in the 21-22 School year.

Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
January 21st	3:30 p.m.	Finance Committee	Zoom
January 25th	3:45 p.m.	School Accountability	Zoom

3.2 Executive Board Reports



4.0 Items for Information

4.1 Bylaw Review Process

4.2 Developing Executive Board Processes to Address Items Brought Before the Board That Address the Executive Director's Direct Reports

5.0 Items for Action

5.1 HS Curriculum

The Education Committee reviewed a new character education program, as well as curriculum from the history strand. The following curriculum have been recommended by the Education Committee:

1. Habits of Mind character education program
2. Pearson World History and Geography curriculum
3. Pearson U.S. History curriculum
4. Pearson Macgruder's American Government curriculum
5. Pearson Understanding Economics curriculum

A motion was made to approve Habits of Mind and the history curriculum as recommended by the Education Committee by Kevin Albertsen and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.2 Student Fees

A motion was made to approve student fees for the 2021-2022 school year, by Sherry Bartmann and seconded by Jenny Ojala.

After further discussion, a motion was made to amend the motion to approve student fees for the 2021-2022 school year, with the exception of middle and high school athletic fees and gate fees by Sherry Bartmann and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

6.0 Consent Agenda

6.1 Personnel

Appointments

- 6.1.1 Anthony Wilcox, MS Assistant Soccer Coach
- 6.1.2 Ashley Meusch, HS Assistant Cheer Coach
- 6.1.3 Brett Berg, Substitute Teacher

- 6.1.4 Jonathon Bayliff, MS Assistant Soccer Coach
- 6.1.5 Leslie Strode, Substitute Teacher
- 6.1.6 Lindsay Morales, Substitute Teacher
- 6.1.7 Meghan Muzek, HS Assistant Volleyball Coach
- 6.1.8 Rebekah Ridout, MS Paraprofessional
- 6.1.9 Sara Chandler, MS Paraprofessional
- 6.1.10 Stephanie Hensley, Substitute Teacher

6.2 Second Read Policies

- 6.2.1 GCC Employee Leave
- 6.2.2 GCC-R Employee Leave—Regulation

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

7.0 Executive Board Transitions

7.1 Farewell and Thank you to Board Member, Carolyn Mader

7.2 Welcome to Newest Board Member, Elaine Hungenberg

7.3 Officer Elections

The Executive Board members nominated John Feyen as President; Sherry Bartmann as Vice-President; Donna James as Treasurer; and Kevin Albertsen as Secretary.

7.4 Committee Assignments

The Executive Board members determined that the following Board members would serve as liaisons: Sherry Bartmann as the Safety Committee liaison; Jenny Ojala and Elaine Hungenberg as the SAC liaisons; Kevin Albertsen as the Education Committee liaison; and Donna James and Jim Zacheis as the Finance Committee liaisons.

8.0 Executive Session

There was no Executive Session at the December 2020 Executive Board meeting.

9.0 Adjournment

A motion to adjourn the December 10, 2020 Regular Session was made by Sherry Bartmann and seconded Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 10:05 p.m.



Appendix



1.0 November Executive Board Minutes

Executive Board Minutes November 19, 2020

1.0 Opening of the Meeting

1.1 Call to Order

The meeting was called to order at 6:00 p.m.

1.2 Roll Call

Executive Board Members Present

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

Staff Present

Rebecca Teeples, Executive Director

1.3 Pledge of Allegiance

1.4 Mission Statement

Windsor Charter Academy provides our students with a solid academic foundation through our K-8 Core Knowledge and our rigorous 9-12 early college high school

curricula. Our culture empowers our students to achieve academic excellence through critical thinking, character development, and a love for lifelong learning.

1.5 Adoption of Agenda

A motion was made by Donna James and seconded by Sherry Bartmann to approve the November 2020 Regular Session agenda. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

1.6 Adoption of the Minutes

A motion to approve the minutes for the October 22, 2020 Regular Session was made by Kevin Albertsen and seconded by Jim Zacheis. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Zacheis, aye; Feyen, aye. The motion passed unanimously.

2.0 Citizen Communication

There was 1 parent that spoke during citizen communication at the Executive Board Regular Session. He shared his concerns specific to a middle school leader.

3.0 Reports

3.1 Executive Director's Report

Virtual Parent Information Webinars

Due to COVID-19 restrictions, we are unable to have in-person tours in our schools. To ensure that we are still able to continue our marketing enrollment efforts, we have scheduled a series of Parent Information Webinars for all three schools. These webinars are open to the public and have been advertised through paid Facebook advertisements. We held these webinars throughout the summer and had steady participation from parents interested in each school. We have held two webinars this week and our principals have done a fantastic job telling the story of our schools!

Sora Electronic Library

The Clearview Library District invited Windsor Charter Academy to be a part of their monthly roundtable discussion with representatives from the Weld RE-4 district libraries. Earlier this year, Clearview Library, through COVID-19 relief funds, was able to give all Weld RE-4 staff and students free access to Sora, their full electronic library. Clearview Library offered to do the same for all Windsor Charter Academy students. Students will be able to access the Sora electronic library with their WCA email address (single sign

on). All students will also receive their own Clearview Library student library card. Students will be issued a library card upon enrollment. Access to more electronic reading materials is valuable, especially because the Clearview Library is not open at full capacity. We are excited to launch this partnership with Clearview Library and give the gift of reading to our students!

Curriculum Adoption Work

Our Education Committee worked with administration and teachers to explore, investigate and determine which resources align with our vision and mission of our schools. The Education Committee met on October 22nd and November 5th to review high school math and character education curriculum. The committee reviewed the materials that were brought forward by the high school administration and curriculum review team in an effort to determine their final recommendation to the Board. On November 16th, the committee will begin their review of the high school history strand curriculum, which includes world history, civics, sociology and economics. The final Education Committee meeting will be held on December 3rd.

Induction Program

Our state-approved Induction Program is well underway. Instructional coaches have met with all inductees to provide professional development and coaching to help support them in the early stages of their career. New teachers also need exceptional mentor teachers who are experienced, patient and knowledgeable to guide them through their first and second crucial years of teaching. WCA mentors have been assigned and are working closely with their inductees on a regular basis. In our Induction Program, mentors are also provided professional development focused on their own development as teacher leaders, aligning their work with the Teacher Leader Model Standards.

Facilities Work

Facilities led or supported several projects this month:

- Installation of new washer/dryer unit at our elementary school
- Established and executed a new snow and ice removal plan for the winter season
- Winterization of landscaping systems
- Completion of elementary and middle school patio tables

Elementary School

Core Knowledge Celebrations

Third grade celebrated Roman Day. They made crafts, salt dough architecture designs and kept the long-lasting tradition of chariot races. Fourth grade celebrated Medieval Day. Students presented their Medieval projects that ranged from castles, weapons, tools and fashion. Students rotated through classrooms participating in fun culminating activities.

Student Council

Fifth grade students campaigned for Student Council positions. Voting was held virtually for all students in grades K-5.

PTC

The Parent Teacher Club has spoiled our staff this year. All staff received Boo Baskets filled with fall goodies. Each teacher received soap or hand sanitizer with a special note: "We are thankful for your helping hands." Teachers were treated to a "Pampering Day". The lounge was transformed into a cozy place with comfortable seating, dim lighting, magazines and yummy treats. Administration gave teachers a 30-minute break to go and relax while they read Thanksgiving stories to students and had students create a book of thanks for their teacher.

AVID Inquiry Training

Teachers have participated in inquiry training and are implementing AVID inquiry strategies in all grades.

Middle School

Academic Interventions

Middle school grade-level teachers worked with administrators to identify the needs of students based on obstacles students are facing. Based on this data, teachers and administrators have created differentiated plans to support all learners in being successful academically. Students have the opportunity to attend Student Academic Support after school on Tuesday and Thursday. Additionally, on Wednesday afternoon teachers are meeting with students who need extra support due to quarantines or gaps in their learning due to the COVID lockdown last spring.

Instructional Support

Administration from the middle school has conducted planning conversations, multiple walkthrough observations of every classroom teacher and has completed formal observations of all teachers by the end of first quarter.

Online Learners

Dr. Kingsley was hired as an additional support for our Courseware / Online students to provide direction instruction in English Language Arts and math. Students are reporting that this additional support is helpful.

High School

Hybrid Learning

Transitioned from 2 days to 4 days a week in-person learning with hybrid learning.

AVID

Leadership completed October AVID walkthroughs where all staff taught a lesson plan with all five elements of WICOR.

Registration

Began the 2021-2021 registration process by gathering a recommended course list from the staff and collaborating with Aims on appropriate concurrent enrollment courses to add next year on campus.

Concurrent Enrollment

Revised four-year academic plan to bring more concurrent enrollment choice courses on our campus next year.

CHSAA

Made final presentations at three athletic league meetings. They will vote on if WCA can join their conference this month. This is a major step in the CHSAA application process.

Student Council

Student Council hosted a Halloween Spirit Week, had a costume contest and taught the Thriller dance to a group of students.

Academic Support

Continued our academic support sessions for students with D&F's on Tuesday and Thursday afternoons as well as all day in the building on Wednesdays.

SAT Testing Site

Became an official SAT Testing Site so we can now give the SAT on Saturdays throughout the year to any student in our area as well as our WCA students.

Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
December 3rd	3:45 p.m.	Education Committee	Zoom
December 7th	3:45 p.m.	Safety Committee	Zoom

3.2 Executive Board Reports

4.0 Items for Information

4.1 Post-Board Election Review

Executive Board Member Jim Zacheis left the board meeting after 4.1 Post-Board Election Review.

5.0 Items for Action

5.1 2020-2021 Amended Budget, Second Read

A motion was made to approve the 2020-2021 amended budget on second read by Donna James and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.3 Date Change for December Executive Board Meeting

A motion was made to approve a change to the December board meeting date, moving the date to December 10, 2020 by Donna James and seconded by Kevin Albertsen. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.4 Policy GCC Employee Leave, First Read

A motion was made to approve Policy GCC Employee Leave on first read by Donna James and seconded by Jenny Ojala. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.5 Policy GCC-R Employee Leave—Regulation, First Read

A motion was made to approve Policy GCC-R Employee Leave-Regulation on first read by Jenny Ojala and seconded by Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.6 MS & HS Math Curriculum

A motion was made to approve Pearson's Integrated envision curriculum, as well as Cengage Financial Algebra curriculum as recommended by the Education Committee by Kevin Albertsen and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

5.7 Policy IHEDA Concurrent Enrollment*

A motion was made to approve Policy IHEDA Concurrent Enrollment on second read by Donna James and seconded by Carolyn Mader. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

6.0 Consent Agenda

6.1 Personnel

Appointments

- 6.1.1** Becky Belvill, Substitute Teacher
- 6.1.2** Stephanie Hensley, Substitute Teacher
- 6.1.3** Sandra Hermann, Substitute Teacher
- 6.1.4** Alithea Mooney, Food Services
- 6.1.5** Lindsay Morales, Substitute Teacher
- 6.1.6** Leslie Strode, Substitute Teacher
- 6.1.7** Amy Tjardes, Substitute Teacher

Resignations

- 6.1.8** Amy Overton, Paraprofessional

6.2 Landscaping Bids

6.3 Financials

6.3.1 October Financials

A motion to pull item 6.2 Second Read Policy—Policy IHEDA Concurrent Enrollment* from the Consent Agenda, and approving the consent agenda with the remaining items was made by Donna James and seconded by Sherry Bartmann. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously.

7.0 Executive Session

There was no Executive Session at the November 2020 Executive Board meeting.

8.0 Adjournment

A motion to adjourn the November 19, 2020 Regular Session was made by Carolyn Mader and seconded Donna James. Members voted the following: Albertsen, aye; Bartmann, aye; James, aye; Mader, aye; Ojala, aye; Feyen, aye. The motion passed unanimously. The meeting adjourned at 8:02 p.m.



2.0 Education Committee

Windsor



CHARTER ACADEMY

GROWING LIFE-LONG LEARNERS

2020-2021 Education Committee

The Education Committee serves to strengthen the overall educational program of the school. This committee assists the administrator and teachers in providing all students with the highest quality educational program possible by researching new and existing curricular and instructional approaches and evaluating and synthesizing information. The Education Committee represents parents and strengthens the link between the classroom and home. The administrator and a teacher representative serve on the committee and work directly with parents to ensure that our committee work is immediately relevant and adds value to the day-to-day work of the school.

Members

- Board Liaisons: Kevin Albertsen
- Chairperson: TBD
- Executive Director: Rebecca Teeples
- Director of High School Education: Hannah Mancina
- HS Teacher: Lara Holt
- Parents: Unlimited

Time and Location: 3:45 p.m.—Zoom

- October 22nd
- November 5th
- November 16th
- December 3rd

Three-Fold Objectives for 2020-2021

The Education Committee will meet this year to determine recommendations for a new curriculum for middle and high school math, a new high school character education program, as well as the high school history strand—world history, civics, sociology and economics.

Meetings Agendas for 2020-2021

The outline for this year's committee meetings are as follows:

- **October 22nd: HS Math Curriculum Presentation**
 - HS administrators and teachers will present math curriculum options.
 - The Education Committee will discuss pros and cons to various math curriculums.
- **November 5th: HS Math Board Recommendation / HS Character Education Presentation**
 - The Education Committee members review information shared from the last meeting and will determine a recommendation for the Board for HS math curriculum.
 - HS administrators and teachers will present resource options for character education.
 - The Education Committee will discuss pros and cons to various resource options for character education.
- **November 16th: HS Character Education Board Recommendation / HS History Strand Presentation**
 - The Education Committee members review information shared from the last meeting and will determine a recommendation for the Board for HS character education resources.
 - HS administrators and teachers will present curriculum options for world history, civics, sociology, economics.
 - The Education Committee will discuss pros and cons to various history curriculums.
- **December 3rd: HS History Strand Board Recommendation**
 - The Education Committee members review information shared from the last meeting and will determine a recommendation for the Board for curriculum for world history, civics, sociology, economics.

Education Committee and Textbook Adoptions

Adoption of curriculum materials is one of the most important instructional decisions for a school. Our Education Committee works with administration and teachers to explore, investigate and determine which resources align with our vision and mission of our schools. When evaluating textbooks as curriculum resources, the central evaluation question should be "What curriculum materials best support students' learning of the standards?" We also need to consider which curriculum best prepares our high school students for success in college level courses and the SAT.

A Need for a New 8th Grade and High School Math Curriculum

Our current math resource, Houghton Mifflin Harcourt, was adopted by WCA in 2014. This resource meets the Colorado standards, but this curriculum is being discontinued. Given that textbooks reviews and adoptions should occur every four to five years, the high school administration and teachers of the math department began the review process for a new math curriculum.

The current version of the math curriculum is not streamlined and has some areas of weakness. The textbook and online resources are poorly organized. There is not enough practice at each level. Problems are worked out in such detail that the meaning is lost in the minutia. At times students struggle because prerequisite

knowledge is assumed to be known and is necessary for understanding the content. The required knowledge and skills have not been covered in the textbook that is necessary to solve some problems.

Although WCA has continued to see small gains and remains above the District and State in performance, WCA recommends moving to an integrated math sequence as opposed to the traditional algebra → geometry → algebra 2 sequence. The United States has an integrated approach through 8th grade. It is only in high school that math instruction has traditionally been taught as separate topics. In real-world applications, math topics are not neatly segmented. Proponents of the integrated sequence argue that it is academically more effective and in line with how secondary math is taught in Japan, Singapore and other countries where students are performing at a higher level than in the U.S. Research on an integrated math approach has shown that educators see a significant increase in students' math achievement, especially on the SAT.

Research on Integrated Math Sequence vs. Traditional Algebra → Geometry → Algebra 2 Sequence

What is the traditional AGA sequence?

These different math topics are taught separately. At WCA, the typical course sequence is as follows:

Algebra 1 → Geometry → Algebra 2 →
College Algebra → College Trigonometry → Calculus

What is the integrated math sequence?

Integrated mathematics is a curriculum where students learn a blend of mathematical topics such as algebra, geometry and statistics in one course. It teaches students how to bridge connections across topics.

Integrated Math 1 → Integrated Math 2 → Integrated Math 3 →
College Algebra → College Trigonometry → Calculus

What are the benefits of a traditional AGA sequence?

Many schools continue to offer the traditional sequence because they feel that the sequence works for students and state tests have been subject-specific in the past. For instance, the previous PARCC/CMAS math tests were Algebra and Geometry. Also, in larger schools and districts, it is difficult to make this change because it requires purchasing all new curriculum which create financial restraints. Finally, since most surrounding schools use this sequence it is easy for students transferring in or out of WCA to be placed in the correct course.

What are the benefits of the integrated sequence?

An integrated approach encourages students to recognize the connections and interrelationships between multiple math domains. The content spirals over time which allows students to systematically build proficiency in their math schools. The traditional sequence requires students to reach mastery of those domains within a single year. In learning the connections between math concepts over time, students develop deeper thinking and understanding about the topics rather than learning about them in isolation. The president of the National Council for Teachers of Mathematics stated that the traditional sequence is "an outmoded approach in a 21st century educational system" and many researchers point to this integrated approach as to the reason that many countries outperform the United States in math.

What are the findings from past research on an integrated approach to math instruction?

Author	Design	Population	Length	Findings
Schoen and Hirsh	Quasi-experimental	1050	2 years	Students receiving the Core-Plus Mathematics Project integrated curriculum scored significantly higher on

(2003)				multiple achievement metrics than students using a traditional curriculum.
Chavez et al. (2015)*	Quasi-experimental	2200	1 year	Students who received the Core-Plus III integrated curriculum scored significantly higher on end-of-year outcome measures than students taking an Algebra II course.
Tarr et al. (2013)*	Quasi-experimental	3258	1 year	Students who received the Core-Plus II integrated curriculum scored significantly higher on standardized achievement tests than students taking a Geometry course.
Grouws et al. (2013)*	Quasi-experimental	2161	1 year	Students who received the Core-Plus I integrated curriculum scored significantly higher on three achievement tests than students taking an Algebra I course.

[Best Practices in Math Course Sequencing and Integrated Math](#)

Preparation for the Education Committee

The following staff members participated in this curriculum review committee: Lara Holt, Richard Crompton, Josilynn Weilert, Casey Hicks, Ruth Davies, Mia Dellanini, and Hannah Mancina. The matrix below outlines the timeline and processes that occurred:

Process/Step	Summary	Timeline
Prescreen potential core program resources and order samples	We chose the following curriculum to review: <ul style="list-style-type: none"> ● McGraw Hill Glencoe ● Pearson Envisions ● Big Ideas Math ● Houghton Mifflin Harcourt (current curriculum) 	Winter 2019
Resources on display & sample lessons taught at WCA High School	Unfortunately, this occurred during the school closure so we were unable to display the resources. However, during this time, the math department used the sample curriculums to teach lessons and completed the Textbook and Instructional Material Evaluation Rubric.	Spring 2020
Select Top 3 Programs (if more than 3 programs were prescreened)	After evaluating these curriculums, the department narrowed down the recommendations to the top three: <ul style="list-style-type: none"> ● McGraw Hill Glencoe ● Pearson Envisions ● Big Ideas Math 	Spring 2020
Schedule and Rate Vendor Presentations	We had vendor presentations on the following dates: <ul style="list-style-type: none"> ● Big Ideas Math 5/26/2020 @ 10:30 am ● McGraw Hill Glencoe 5/28/2020 @ 9:00 am ● EnVision 5/28/2020 11:30 am Vendor presentations were rated.	Spring 2020
Qualitative Data Collection	The math department continued to review the curriculum and teach sample lessons from these curriculums. We also	Fall 2020

	continued to research the advantages and disadvantages of continuing with the integrated sequence versus the traditional AGA sequence.	
Final 2 Program Recommendations	The math department met with administration and after compiling the data and research from the last six months, decided on the top two recommendations: <ul style="list-style-type: none"> ● Pearson Envisions Integrated Sequence ● McGraw Hill Glencoe AGA Sequence 	Fall 2020

Results on the Textbook and Instructional Materials Evaluation Rubric

The committee analyzed each curriculum using the Textbook and Instructional Materials Evaluation Rubric. The following chart outlines the committee's findings. There were four criteria that were used to determine ratings for textbooks--organization, content, inclusion, and alignment.

For organization, the following areas were analyzed when reviewing each textbook:

- Material provides a useful table of contents, glossary, supplemental pages and index.
- Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.
- Teacher edition contains interesting introductions and a list of prerequisite skills for each chapter.
- Material contains examples, explanations, and/or online resources to the depth and breadth of the Colorado Academic Standards, including the Literacy Standards.
- Information is accurate, current and research-based.
- Focus of academic vocabulary is prevalent throughout reading, writing, listening, and speaking.
- Size and format of print is appropriate.
- Format is visually appealing and interesting.
- Material provides assessment type questions and/or performance- based tasks.
- High quality electronic and interactive format available that fosters student engagement.
- Supplemental resources are offered.

For content, the following areas were analyzed when reviewing each textbook:

- Materials focus on the knowledge, skills, and abilities appropriate to the grade level.
- Material demonstrates coherence and rigor that is appropriate to grade level.
- Real-world applications are relevant to the students.
- Information and directions are written clearly and explained.
- Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.
- Tasks apply to the diversity of students and their abilities, interests, and learning styles.
- Questions and tasks encourage the development and application of higher-level thinking.
- Teacher edition includes questioning strategies and/or questions to check for understanding at all Costa's Level of Questioning.
- Teacher edition includes formative assessment/evaluation tools and processes.
- Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.
- Tasks have a purpose, aligned to a skill or concept at grade level.
- Lessons/tasks are interdisciplinary when appropriate.
- Material includes application of skills or concept at grade level.

- Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, research).
- Content includes 21st Century skill development such as collaboration, creative thinking and problem solving.

For inclusion, the following areas were analyzed when reviewing each textbook:

- Material reflects a variety of ways to differentiate instruction and model content to support all learners.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.
- Material includes access to a multilingual glossary.
- Material provides resources for students with disabilities aligned to grade level content.
- Material provides resources English Language Learners aligned to grade level content.

For alignment, the following areas were analyzed when reviewing each textbook:

- Material content is aligned with the core beliefs and values of Windsor Charter Academy.
- Material content and text complexity aligns with Literacy Standards as outlined by Colorado Academic Standards.
- Material content aligns with Core Knowledge standards for grades K-8, when applicable.
- Material is a useful resource in preparing students to meet the requirements of the Colorado Academic Content Standards/ Literacy Standards and state assessments.

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

Average Score for Criteria of Rubric				
Criteria	Pearson Envisions	McGraw Hill Glencoe	Big Ideas Math	Cengage Financial Algebra
Organization	31	30	28	33
Content	39	39	39	45
Inclusion	10	11	11	9
Alignment	12	12	12	15
Total Score	92	92	90	102

The committee also rated the three curriculum vendor presentations and determined the following.

Criteria	Big Ideas Math 5/26/2020 9 - 10:30 am						McGraw Hill Glencoe 5/28/2020 9:00 am						EnVision 5/28/2020 11:30 am					
	Ruth	Casey	Lara	Richard	Josilynn	Total Score	Ruth	Casey	Lara	Richard	Josilynn	Total Score	Ruth	Casey	Lara	Richard	Josilynn	Total Score
Effective Problem Sets	3	2	3	3	2	13	3	3	2	3	3	14	3	3	3	3	3	15
Easily Used	3	3	3	3	2	14	3	2	2	2	2	11	3	2	3	2	3	13
Requires minimum extra resources from teacher	2	2	3	2	2	11	3	3	3	3	3	15	2	3	3	2	3	13
Can be used with fidelity (good alignment)	3	3	3	3	3	15	3	3	2	3	3	14	3	3	3	3	3	15
Readiness of usability (substitute could use)	3	2	2	3	2	12	2	2	2	2	2	10	2	3	3	2	3	13
Accessibility for Students	3	3	3	3	3	15	3	3	3	3	3	15	3	3	2	3	3	14
Information well-organized	3	3	3	3	2	14	3	3	3	3	3	15	3	2	2	3	3	13
Can lend to flipped learning/self-teaching	3	2	3	3	3	14	1	3	1	2	3	10	3	3	3	2	3	14
Flexibility using materials	3	1	2	2	2	10	3	3	3	3	3	15	3	3	3	3	3	15
Personal Ranking in	2	3	2 or 3		3	118	3	1 or 2	3 or 2		2	119	1	1 or 2	1		1	125
	Int	Int	Int	AGA	Int		aga	AGA		AGA	AGA		Int		INT	AGA	Int	

Results on the Alignment to the Colorado Academic Standards

The committee also reviewed each curriculum's alignment to the Colorado Academic Standards after narrowing our recommendation to Pearson Envisions and McGraw Hill Glencoe. Both of these curriculums cover 100% of the math standards so please see the attachments for a detailed view of where in the curriculum students are learning all standards.

Recommendations for Our 8th Grade and High School Math Curriculum

Based on these findings, the curriculum review committee is recommending the following two curricula to be reviewed further by the Education Committee:

1. Pearson Envision Integrated Curriculum
2. McGraw Hill Glencoe AGA Curriculum

Additionally, WCA offers an intermediate algebra course for students who need more algebra practice before they take geometry. There are very few resources available for this course. One textbook titled *Financial Algebra* by Cengage, however, addresses student needs. The curriculum review committee recommends adopting the Cengage Financial Algebra text for our Intermediate Algebra course. This is a highly specific course that most publishers do not offer curriculum for.

1. Cengage Financial Algebra

A Need for a High School New Character Education Curriculum

Windsor Charter Academy has used the 8 Keys of Excellence for our character education program since 2002. Our school has a strong foundation on character education and each student and alumni can apply the principles they have learned through the 8 Keys of Excellence.

The 8-Keys of Excellence originally was adopted for our students in grade kindergarten through eighth. As our high school has grown and developed, administration and teachers have observed how the 8 Keys of Excellence may not meet the developmental needs of older teenagers. Typically when reviewing a new curriculum, WCA evaluates tenets of the curriculum based upon the Colorado Academic Standards using the approved textbook rubric. Because of the unique nature of this adoption, WCA analyzed the curriculums based upon the [Colorado Essential Skills](#) as these can serve as "standards" for character education.

Preparation for the Education Committee

The following staff members participated in this curriculum review committee: Ruth Davies, Lara Holt, Stephanie Haehn, Jamie Thornhill, Greg Mulder, Josie Ringlein, and Hannah Mancina. The committee reviewed two programs: 8 Keys of Excellence and Habits of Mind using the [Character Education Evaluation Rubric](#) and [Character Education Essential Skills Analysis](#) during the spring of 2020. The committee met on May 12th to review recommendations.

What Are the Tenets of the Habits of Mind Character Education Program?

There are several resources that outline tenets of Habits of Mind. They are:

- [Habits of Mind](#)
- [What are the Habits of Mind](#)
- [The Institute of Habits of Mind](#)
- [Describing the Habits of Mind](#)

Results on the Textbook and Instructional Materials Evaluation Rubric

The committee analyzed each curriculum using the Textbook and Instructional Materials Evaluation Rubric. The following chart outlines the committee's findings. There were two criteria that were used to determine ratings for textbooks--content and alignment.

For content, the following areas were analyzed when reviewing each textbook:

- Program focuses on the knowledge, skills, and abilities appropriate to the grade level.
- Program demonstrates coherence and rigor that is appropriate to grade level.

- Real-world applications are relevant to the students.
- Program applies to the diversity of students and their abilities, interests, and learning styles.
- Program provides a variety of instructional resources and connections to a variety of contents (i.e. articles, videos, etc.)
- Program provides professional development and implementation resources for teachers.

For alignment, the following areas were analyzed when reviewing each textbook:

- The content aligns to the school's curriculum.
- The content supports the [2020 Colorado Essential Skills](#).
- The content aligns with the mission and vision of Windsor Charter Academy.

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum. Revisions were made to the standard curriculum adoption rubric to more appropriately evaluate character education curricula and focused specifically at the content and alignment of the programs.

Average Score for Criteria of Rubric			
Criteria	Points Possible	Habits of Mind	8 Keys of Excellence
Content	18	16.2	14.6
Alignment	9	8.2	7.5
Total Score	27	24.4	22.1

Results on the Alignment to the Colorado Essential Skills

The committee also reviewed each curriculum's alignment to the Colorado Essential Skills. Below is the committee's analysis. (0=does not meet; 1= partially meets; 2=fully meets)

Average Rating of Essential Skills		
Colorado Essential Skill	Habits of Mind	8 Keys of Excellence
Personal Skills	1.96	1.76
Entrepreneurial Skills	1.95	1.24
Civic/Interpersonal Skills	1.72	1.12
Professional Skills	1.43	0.89

Recommendations for Our High School Character Education Curriculum

Based on these findings, the curriculum review committee is recommending the following curriculum to be reviewed further by the Education Committee:

1. Habits of Mind

Need for a New High School Social Studies Curriculum

Social studies courses branch out into different subjects in high school, so for this curriculum adoption, there are five different courses that we reviewed curriculum for: World History, US History, Economics, US Government History, and Sociology. These courses are our high school level courses, not our concurrent enrollment courses. Aims Community College and their social studies departments tell us the textbook requirements for our concurrent enrollment course.

Our current social studies resources are outdated, and we believe that it is especially important for these courses to have current information. Additionally, it is our goal that all WCA students have an opportunity to enroll in a concurrent enrollment course while enrolled in our school. For many students, their first course is a history course. We want to ensure that our high school curriculum aligns with the rigor and standards of our concurrent enrollment coursework.

What steps have been taken prior to the Education Committee meetings in preparation for the social studies adoption review?

The following staff members participated in this curriculum review committee: Meggan Bilotte, Danton Berube, Barbara Trujillo, Josilynn Weilert, and Hannah Mancina. The committee evaluated the curriculum during the spring of 2020. The curricula reviewed were McGraw Hill and Pearson.

Utilizing the Textbook and Instructional Materials Evaluation Rubric

The committee analyzed each curriculum using the Textbook and Instructional Materials Evaluation Rubric. There were four criteria that were used to determine ratings for textbooks--organization, content, inclusion, and alignment.

For organization, the following areas were analyzed when reviewing each textbook:

- Material provides a useful table of contents, glossary, supplemental pages and index.
- Layout is consistent; chapters/units are arranged logically; and allow access through multiple modalities.
- Teacher edition contains interesting introductions and a list of prerequisite skills for each chapter.
- Material contains examples, explanations, and/or online resources to the depth and breadth of the Colorado Academic Standards, including the Literacy Standards.
- Information is accurate, current and research-based.
- Focus of academic vocabulary is prevalent throughout reading, writing, listening, and speaking.
- Size and format of print is appropriate.
- Format is visually appealing and interesting.
- Material provides assessment type questions and/or performance- based tasks.
- High quality electronic and interactive format available that fosters student engagement.
- Supplemental resources are offered.

For content, the following areas were analyzed when reviewing each textbook:

- Materials focus on the knowledge, skills, and abilities appropriate to the grade level.

- Material demonstrates coherence and rigor that is appropriate to grade level.
- Real-world applications are relevant to the students.
- Information and directions are written clearly and explained.
- Non-text content (maps, graphs, pictures, etc.) are accurate, authentic, and well integrated into the instructional material.
- Tasks apply to the diversity of students and their abilities, interests, and learning styles.
- Questions and tasks encourage the development and application of higher-level thinking.
- Teacher edition includes questioning strategies and/or questions to check for understanding at all Costa's Level of Questioning.
- Teacher edition includes formative assessment/evaluation tools and processes.
- Material provides access to or demonstrates concepts in multiple ways, allowing for a variety of student responses.
- Tasks have a purpose, aligned to a skill or concept at grade level.
- Lessons/tasks are interdisciplinary when appropriate.
- Material includes application of skills or concept at grade level.
- Material makes it clear that student writing is a key task (argument, informative, response to audience and purpose, research).
- Content includes 21st Century skill development such as collaboration, creative thinking and problem solving.

For inclusion, the following areas were analyzed when reviewing each textbook:

- Material reflects a variety of ways to differentiate instruction and model content to support all learners.
- Material reflects sensitivity with regard to gender, race/ethnicity, religion, socio-economic status, intellectual, and physical abilities.
- Material includes access to a multilingual glossary.
- Material provides resources for students with disabilities aligned to grade level content.
- Material provides resources English Language Learners aligned to grade level content.

For alignment, the following areas were analyzed when reviewing each textbook:

- Material content is aligned with the core beliefs and values of Windsor Charter Academy.
- Material content and text complexity aligns with Literacy Standards as outlined by Colorado Academic Standards.
- Material content aligns with Core Knowledge standards for grades K-8, when applicable.
- Material is a useful resource in preparing students to meet the requirements of the Colorado Academic Content Standards/ Literacy Standards and state assessments.

WORLD HISTORY

World History: Results on the Textbook and Instructional Materials Evaluation Rubric

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

WORLD HISTORY			
Average Score for Criteria of Rubric			
Criteria	Points Possible	Pearson World History Modern Era	McGraw Hill World History and Geography
Organization	33	31	31
Content	45	33	45
Inclusion	15	11	12
Alignment	12	11	11
Total Score	105	86	99

World History: Results on the Alignment to the Colorado Academic Standards

The committee also reviewed each curriculum's alignment to the Colorado Academic Standards. The following data outlines the committee's analysis of the curriculum alignment:

WORLD HISTORY		
Percentage of Standards Met		
% of Standards	Pearson World History Modern Era	McGraw Hill World History & Geography
Met	40%	48%
Partially Met	60%	52%
Not Met	0%	0%

Recommendations for Our High School World History Curriculum

Based on these findings, the committee is recommending the following two World History curricula to be reviewed further by the Education Committee:

1. McGraw Hill World History and Geography
2. Pearson World History Modern Era

U.S. HISTORY

U.S. History: Results on the Textbook and Instructional Materials Evaluation Rubric

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

US HISTORY			
Average Score for Criteria of Rubric			
Criteria	Points Possible	Pearson US History	McGraw Hill United States History and Geography
Organization	33	33	31
Content	45	43	42
Inclusion	15	11	6
Alignment	12	12	12
Total Score	105	99	91

U.S. History: Results on the Alignment to the Colorado Academic Standards

The committee also reviewed each curriculum's alignment to the Colorado Academic Standards. The following data outlines the committee's analysis of the curriculum alignment:

US HISTORY		
Percentage of Standards Met		
% of Standards	Pearson US History	McGraw Hill United States History & Geography
Met	80%	56%
Partially Met	20%	35%
Not Met	0%	9%

Recommendations for Our High School U.S. History Curriculum

Based on these findings, the committee is recommending the following two U.S. History curricula to be reviewed further by the Education Committee:

1. Pearson US History
2. McGraw Hill United States History and Geography

U.S. GOVERNMENT HISTORY

U.S. Government: Results on the Textbook and Instructional Materials Evaluation Rubric

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

US GOVERNMENT			
Average Score for Criteria of Rubric			
Criteria	Points Possible	Pearson Macgruder's American Government	McGraw Hill United States Government: Our Democracy
Organization	33	31	30
Content	45	41	42
Inclusion	15	10	10
Alignment	12	12	12
Total Score	105	94	94

U.S. Government: Results on the Alignment to the Colorado Academic Standards

The committee also reviewed each curriculum's alignment to the Colorado Academic Standards. The following data outlines the committee's analysis of the curriculum alignment:

US GOVERNMENT		
Percentage of Standards Met		
% of Standards	Pearson Macgruder's American Government	McGraw Hill United States Government: Our Democracy
Met	93%	87%
Partially Met	7%	13%
Not Met	0%	0%

Recommendations for Our High School U.S. Government Curriculum

Based on these findings, the committee is recommending the following two U.S. Government curricula to be reviewed further by the Education Committee:

1. Pearson Macgruder's American Government
2. McGraw Hill United States Government: Our Democracy

ECONOMICS

Economics: Results on the Textbook and Instructional Materials Evaluation Rubric

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

ECONOMICS			
Average Score for Criteria of Rubric			
Criteria	Points Possible	Pearson Economics	McGraw Hill Understanding Economics
Organization	33	32	33
Content	45	44	45
Inclusion	15	14	15
Alignment	12	11	12
Total Score	105	101	105

Economics: Results on the Alignment to the Colorado Academic Standards

The committee also reviewed each curriculum's alignment to the Colorado Academic Standards. The following data outlines the committee's analysis of the curriculum alignment:

ECONOMICS		
	Pearson Economics	McGraw Hill Understanding Economics
Overall Rating for Standards	101	105

Recommendations for Our High School Economics Curriculum

Based on these findings, the committee is recommending the following two Economics curricula to be reviewed further by the Education Committee:

1. McGraw Hill Understanding Economics
2. Pearson Economics

SOCIOLOGY

Sociology: Results on the Textbook and Instructional Materials Evaluation Rubric

From the rubric, the curriculum review committee determined the following ratings for the criteria based on each curriculum.

SOCIOLOGY			
Average Score for Criteria of Rubric			
Criteria	Points Possible	Pearson Sociology: A Down to Earth Approach	McGraw Hill Sociology and You
Organization	33	24	27
Content	45	40	45
Inclusion	15	8	13
Alignment	3	3	3
Total Score	102	75	88

**There are no Sociology standards and this is an elective course.*

Recommendations for Our High School Sociology Curriculum

Based on these findings, the committee is recommending the following two Sociology curricula to be reviewed further by the Education Committee:

1. McGraw Hill Sociology and You
2. Pearson Sociology: A Down to Earth Approach



3.0 Student Fees

2021-2022 Student Fees

Elementary School

- Decrease in Fees
 - Choir and Art Club decreased from \$40 to \$25

ELEMENTARY SCHOOL GENERAL FEES	
Registration	
Registration	\$60
AVID for Grades 3-5	\$35
Clubs	
Choir	\$25
Art Club	\$25
Lego Robotics	\$50 3rd Grade \$75 4th & 5th Grade
Intramurals	
Basketball	\$25
Soccer	\$25
Track	\$25
Volleyball	\$25

Middle School

- Decrease in Fees
 - Beginning Lego Robotics from \$15 to \$0
- New Elective Classes w/ Fees
 - MS Science of Sound and Instrument Making: \$25

MIDDLE SCHOOL GENERAL FEES	
Registration	
Registration	\$60
Clubs	
General	\$25
Lego Robotics	\$75
Athletics	
Per Sport	\$100**
*\$25 insurance policies are optional for student technology rentals. **Maximum of \$200 for sports.	

MIDDLE SCHOOL ELECTIVE FEES		
Course #	Course Name	Fee per Term
ELE 01	Creative Writing	\$0
ELE 03	Literacy Lab 6	\$0
ELE 04	Literacy Lab 7	\$0
ELE 05	Literacy Lab 8	\$0
ELE 08	Debate	\$0
ELE 09	Book Club	\$0
ELE 10	Math Lab 6	\$0
ELE 11	Math Lab 7	\$0
ELE 12	Math Lab 8	\$0
ELE 13	The Millionaire Next Door	\$0
ELE 15	Math Games	\$0
ELE 22	Digital Journalism	\$0
ELE 24 A	Computer Science Discoveries I	\$0
ELE 24 B	Computer Science Discoveries II	\$0
ELE 25	3D Printing	\$15
ELE 29 A	Circuits I	\$0
ELE 31	Beginning LEGO Robotics	\$0
ELE 32	Minecraft	\$5
ELE 35	Yearbook Staff	\$0
ELE 37	Kitchen Chemistry	\$5

ELE 38	Household Engineering	\$15
ELE 39	Advanced LEGO Robotics	\$15
ELE 40	Concert Band	\$30
ELE 41	Choir	\$15
ELE 42	Theater	\$25
ELE 44	Symphonic Band	\$30
ELE 45	Jazz Band	\$30
ELE 46	Orchestra	\$30
ELE 47	Musical Theater	\$25
ELE 48	Science of Sound & Instrument Making	\$20
ELE 50	DIY Crafts	\$20
ELE 52	Props & Scenery	\$20
ELE 53	3D Art	\$20
ELE 54	Intro to Painting	\$20
ELE 55	Digital Photography	\$0
ELE 56	Film Studies	\$0
ELE 57	Introduction to Drawing	\$20
ELE 58	Comics & Zines	\$25
ELE 62	Yoga	\$0
ELE 64	Dance	\$0
ELE 68	The Game of Life	\$0
ELE 71	Problem Solving & Games	\$0
ELE 73	Study Skills	\$0
ELE 74	Elementary Teacher's Aide	\$0
ELE 75	Project Heart	\$0
ELE 76	6th AVID Leadership	\$0
ELE 79	7th - 8th AVID Leadership	\$0
ELE 90	History Day	\$0

High School

- Increase in Fees
 - Athletic Fees from \$100 to \$150
- New Elective Classes w/ Fees
 - Music Technology: \$5
 - Materials Science & Engineering: \$20
- Some concurrent enrollment courses will have fees as determined by Aims Community College. These typically are lab fees around \$30.

HIGH SCHOOL GENERAL FEES	
Registration	
Registration	\$60
Estimated Cost for Aims College Administrative Fee per Semester	\$25
HS Technology Rental	\$75
Clubs	
General	\$25
Musical	\$65
Play	\$45
HS Vex Robotics	\$200
Athletics	
Per Sport	\$150

HIGH SCHOOL GATE FEES	
2021-22 Adult	\$6
2021-22 Student & Senior	\$5
2021-22 Adult Pass	\$90
2021-22 Student & Senior Pass	\$50
2021-22 Family Pass (one WCA student plus 3 additional family members)	\$220

HIGH SCHOOL CLASS & ELECTIVE FEES		
Course #	Course Name	Fee Per Semester
AID 01	Teacher Aide	\$0
ART 01	Painting I	\$25
ART 02	Painting II	\$20
ART 03	Drawing I	\$20
ART 04	Drawing II	\$20
ART 05	Ceramics & Sculpture I	\$30
ART 07	Photography	\$10
BUS 01	Personal Finance	\$0

BUS 02	Introduction to Business	\$0
BUS 04	Entrepreneurship	\$0
EGR 01	Introduction to Engineering	\$30
EGR 03	Engineering Concept & Design	\$30
ENG 03	Literacy Lab	\$0
ENG 07	Yearbook	\$0
HIS 02	Sociology	\$0
HIS 03	History of Rock and Roll	\$0
LAW 01	Intro to Law	\$0
LEA 01	Student Council	\$0
MAT 01-04	Math Lab	\$0
MUS 01	Symphonic Band	\$30
MUS 03	Mixed Choir	\$25
MUS 04	Music Technology	\$5
MUS 120	Music Appreciation	\$0
PE 01	Yoga	\$0
PE 02	Get Fit	\$0
PE 03	Team Sports	\$0
TBD	Recreation PE	\$0
TBD	Competitive PE	\$0
TBD	Strength & Conditioning	\$0
PSY 25	Introduction to Psychology	\$0
SCI 03	Forensic Science	\$15
SCI 04	Genetics	\$25
SCI 05	Human Anatomy and Physiology I	\$15
SCI 06	Human Anatomy and Physiology II	\$15
SCI 07	Materials Science & Engineering	\$20
SPA 25	Spanish I	\$0
SPA 50	Spanish II	\$0
SPA 75	Spanish III	\$0
SPA 100	Spanish IV	\$0
STU 01	Study Hall	\$0
TEC 03	Computer Science Principles I	\$0
TEC 04	Computer Science Principles II	\$0
TEC 11	Innovation Lab (STEM Capstone)	\$0



4.0 Second Read Policies



1. **Jury Duty**

Staff shall be granted leave with full pay when called to jury duty, under the condition that employee shall turn over to the School their jury duty fees, but not their mileage or transportation allowance.

2. **Bereavement Leave**

Staff members eligible for benefits shall be allowed up to five (5) days' leave with full pay per death for immediate and extended family members. Immediate and extended family is defined as spouse, children, parents, parent-in-law, grandparent, grandparent-in-law, grandchild, brother, sister, brother-in-law, sister-in-law, daughter-in-law and son-in-law. Said leave is not cumulative. Any portion of a day, up to and including one (1) full day with pay shall be allowed for death of a close friend or other relative/person not identified above. An employee may request additional leave not to exceed five (5) days. Such additional bereavement leave must be approved in advance by the Executive Director and such additional days shall be deducted from the employee's PTO leave account if available. If not, pay shall be deducted at the employee's current daily contract rate, whether or not a substitute is hired.

3. **Paid Time Off (PTO) Leave**

PTO leave allows continuation of full base pay plus benefits when an eligible staff member is required to be absent from work. PTO hours are awarded up front on the date of hire, or the first employment day each year.

PTO Leave Schedule for Full-Time Employees

Contract Days	PTO Leave
≤ 190	10 days
191-210	11 days
211-239	12 days
≥ 240	13 days

Part-time employees will be awarded PTO at the rate of one (1) hours per thirty (30) hours of work, up to a maximum of forty-eight (48) hours per employment year.

Unused PTO leave may be accumulated to the maximum of thirty (30) days for each employee, any part or all of which may be used during any given year, after the current year allocation has been used Days of PTO leave may be used without losing salary up to the maximum days of entitlement. When PTO leave is exhausted, the deduction for an approved absence will be based on the employee's current daily contract rate.

When PTO leave days exceeds four (4) consecutive working days in relation to a specific illness, a written report from the attending physician must be filed with the Executive Director confirming the need for additional days off the job for recovery because of abnormal and involuntary complications.

PTO may be used for the following reasons, including other personal purposes not listed below.

- The employee has a mental or physical illness, injury, or health condition; needs a medical diagnosis, care or treatment related to such illness, injury or condition; or needs to obtain preventive medical care.
- The employee needs to care for a family member who has a mental or physical illness, injury, or health condition; needs a medical diagnosis, care, or treatment related to such illness, injury, or condition; or needs to obtain preventive medical care.
- The employee or family member has been the victim of domestic abuse, sexual assault, or harassment and needs to be absent from work for purposes related to such crime.
- A public official has ordered the closure of the school or place of care of the employee's child or of the employee's place of business due to a public health emergency, necessitating the employee's absence from work.

During a Public Health Emergency, upon the date a public health emergency is declared a full-time employee will be granted up to 80 hours of paid sick leave, including any existing accrued sick time. Part-time employees will be granted the amount they are scheduled to work in a two-week time frame, including any existing accrued sick time. The following absence related to a public health emergency are for:

- Employee need to self-isolate and care for oneself because of a diagnosis or experiencing the symptoms of a communicable illness connected to the cause of the public health emergency or to care for a family member who has to self-isolate for those reasons.
- To see preventative care for, or medical diagnosis, care, or treatment for symptoms of a communicable illness that is the cause of the public health emergency or to care for a family member for those reasons.
- When a public official, health authority of employer (of the employee or the employee's family member) determined the employee's or employee's family member's presence on the job or in the community would jeopardize the health of others because of the individual's' exposure to- or exhibiting symptoms of- the communicable illness that is the cause of the public health emergency (whether diagnosed or not).
- Care of a child or other family member when the individual's child care provider is unable due to a public health emergency, or if the child's or family member's school or place of care is closed by a public health emergency (including if it is physically closed but providing remote instruction).
- An employee's inability to work because the employee has a health condition that may increase susceptibility to or risk of a communicable illness that is the cause of the public health emergency.

In the event that state or federal orders supersede these provisions, such orders will govern if warranted.

If PTO leave is to be used for a serious health condition, the birth or care of a newly-born child, the placement for adoption or foster care of a child, or to care for a covered military service member, certification will be required pursuant to the School's FMLA policy. Accumulated PTO leave must be used concurrently as part of the staff member's FMLA leave upon physician certification.

Accumulated PTO leave balances must be used concurrently with parental leave.

If employment is terminated before the employment agreement has been fulfilled, an adjustment will be made to PTO on a prorated basis based on the days scheduled versus the days worked. Accumulated PTO will not be paid upon termination of employment.

4. Parental Leave of Absence

Parental leave of absence is available to all full-time personnel. Parental leave may be taken to provide care for a newly born, adopted or foster-placed child.

Parental leave of absences are unpaid and intended to supplement leave available under the Family and Medical Leave Act (FMLA). Accumulated PTO leave must be used concurrently with parental leave of absence. Parental leave of absence may be granted for a maximum of one school year; however, return date shall be designated as the beginning of a semester.

When a staff member returns to duty from a parental leave of absence of one year or less, the employee will be reassigned to their previous position. Salary, position and unused accrued PTO leave earned prior to the leave of absence shall be retained. Staff employment status as defined in CRS 22-63-101 will not be altered as a result of this leave.

A staff member requesting parental leave shall submit a written request to the Executive Director at least 30 calendar days prior to the commencement of the leave. The request shall be accompanied by a physician's statement giving the expected date of delivery.

The beginning date and length of parental leave shall be determined by the employee and his/her supervisor, subject to approval by the Executive Director.

An employee whose parental leave extends over the summer months and who expects to return for the opening of school shall notify the School of his/her intent to return by April 1 preceding the ensuing school year.

5. Professional Leave

Professional leave by the definition of this policy shall apply to staff who plan to be absent from their regular duties to attend educational conventions, conferences, clinics, seminars, or other activities related to their duties or responsibilities.

Application to attend any of the above-mentioned activities shall be initiated by discussion with the Executive Director, taking in to consideration the following:

1. Will the experience be worthwhile to the employee and subsequently enhance or improve education within the School?
2. Is a satisfactory substitute available to assume the duties of the employee while they are on professional leave? Have adequate plans been made by the employee to ensure that the substitute is able to carry on a qualified program of instruction?
3. The applicant shall outline a summary of expenses to be borne by the School, including the number of days a substitute will be required.
4. The application shall be finalized in writing and submitted in advance of required registration deadlines to obtain administrative approval. This means that the application shall have been made to the Executive Director sufficiently in advance of the required registration date to obtain approval as may be required by Executive Board policy.

Approval or rejection of the application shall be made by the Finance Director with an administrative recommendation. The Finance Director will consult with the Executive Director prior to approving or rejecting the recommendation.

Appropriate reports shall be made to the Executive Board from time to time by the Executive Director about the number of leaves approved for staff as well as the purpose and cost of each activity.

6. Worker's Compensation Benefits

Employees temporarily absent from work and unable to perform their duties as a result of a work related injury for which they are eligible for worker's compensation benefits, will be paid their full salary (until the individual employee's PTO leave is exhausted) less the amount of any worker's compensation payment benefits, or awards made for temporary disabilities due to said injury, during the period of such temporary absence from the date of said injury. If the employee is entitled to any PTO leave benefits from the School in addition to that employee's salary, the amount of the additional PTO leave benefits shall also be reduced by the amount of any worker's compensation received by the employee. Employees receiving worker's compensation benefits are not eligible to use PTO leave bank time.

The Executive Board shall have the right to have such employee examined by a physician designated by the Board to assist in determining the length of time the employee is temporarily unable to perform duties, and that the disability is attributable to the injury involved.

7. Family and Medical Leave

Eligible staff are entitled to unpaid leave under the Federal Family Medical Leave Act (FMLA). The conditions for such leave are outlined in School Policy GBGF.

Windsor Charter Academy Executive Board
Adopted: May 2001
August 2007
September 2009
June 2010
February 2016
December 2020

Legal References
Family and Medical Leave Act of 1993 and Implementing Regulations

Cross References
GBGF Family Medical Leave

Windsor 
CHARTER ACADEMY
GROWING LIFE-LONG LEARNERS
EMPLOYEE LEAVE—REGULATION

1. Employee may request time off through the school payroll system in 15-minute increments if no substitute teacher is needed. If a substitute teacher is needed, the employee must also make the entry into AESOP/Frontline.
2. If a substitute teacher will be needed, time off may only be requested in 4- or 8-hour increments.
3. A request for leave to the immediate supervisor for approval of the time requested is required two (2) days prior to taking such leave, or as soon as practicable, except in the case of emergency.

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December 2010
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