



May Regular Session

May 15, 2019

Elementary School

*680 Academy Ct.
Windsor, CO 80550*

Middle & Early College High School

*810 Automation Dr.
Windsor, CO 80550*

May 15, 2019

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

Executive Board

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

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

Agenda

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

VISION STATEMENT

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

MISSION STATEMENT

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



Executive Board Minutes to Be Approved at the June Regular Session May 15, 2019

Work Session: 5:30 p.m.

- 1.0 Exit Interviews**
- 2.0 Executive Director Evaluation**

1.0 Opening of the Meeting

- 1.1 Call to Order**
The meeting was called to order at 7:06 p.m.

- 1.2 Roll Call**
 - Executive Board Members Present***
 - Sam Penn, Executive Board President
 - John Feyen, Executive Board Vice-President
 - Donna James, Executive Board Treasurer
 - Sherry Bartmann, Executive Board Member
 - Carolyn Mader, Executive Board Member
 - Jenny Ojala, Executive Board Member

Staff Present
Rebecca Teeples, Executive Director

- 1.3 Pledge of Allegiance**

1.4 Mission Statement

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

1.5 Adoption of Agenda

A motion to approve the May 15, 2019 Regular Session agenda with an amendment, adding item 5.6 Consideration of Contract w/ Legal Counsel was made by John Feyen and seconded by Carolyn Mader. John Feyen retracted the motion. A motion to approve the May 15, 2019 Regular Session agenda with an amendment, adding item 4.5 Consideration of Contract w/ Legal Counsel was made by John Feyen and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

1.6 Adoption of the Minutes

A motion to approve the April 24, 2019 Regular Session was made by Donna James and seconded by John Feyen. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

2.0 Citizen Communication

There were 1 parent at the May Executive Board Regular Session.

3.0 Reports

3.1 Executive Director's Report

Enrollment & Student Data Services Support

- Student enrollment for the 2018-2019 school year is 1262.
- Last month's student enrollment projections for the 2019-2020 school year was 1372. This month's student enrollment projections are 1363.
- Past years, we based a budget on 97% of actual enrollment. Our 2019-2020 budget reflects a more conservative approach, based on 95% of actual enrollment, with projections of 1,305 students.

Fund Development

Windsor Charter Academy received a \$5,000 donation towards our robotics programs. This will benefit our students and our STEM focus. We're thankful for our partnership with this donor.

Excellence in Instruction

The elementary school hosted an AVID site visit for 23 Greeley Evans School District 6 teachers and administrators. Teachers opened up their classrooms to showcase the AVID instructional strategies they implement on a daily basis. A panel of teachers, students, and parents shared how AVID has made a difference in students' lives at school and at home.

Teachers at the MS/HS and elementary received professional development around 3D printing, augmented and virtual reality, PearDeck interactive presentations and the FlipGrid video response platform as a part of the ongoing introduction to technology and high-tech professional development series being offered this year.

Excellence in Innovation

An AR/VR kit for the MS/HS has been purchased. This kit will offer 30 devices for students to experiment augmented and virtual reality in their classrooms.

Lara Holt (MS/HS math), Michelle Ammirati (5th grade) and Alicia Ocasio (kindergarten), were selected to attend the International Society of Technology Education conference in Philadelphia, PA this summer based on their participation in ongoing "Be the Change" innovative educator professional development for the 2018-2019 school year.

Excellence in Climate and Culture

The Scholastic Book Fair will run May 3rd-9th at the elementary school. The profits from this fair will help to purchase new books for our school libraries. The 5th grade student council helped to organize a coin drive for the book fair to help purchase teacher wish list items at the elementary school.

Students in Mrs. McConnell's 4th grade class were recognized for their winning entry to our school's first ever Entrepreneurship and Philanthropy day with a Kona Ice Party. A representative from the Humane Society of Weld County was invited to attend and students presented her a \$100 donation as a part of their winning recognition.

Excellence in Culture and Climate

The ES Parent Teacher Club spoiled our teachers all week for Teacher Appreciation week! We are so grateful for our teachers who work tirelessly throughout the year. They deserve to be celebrated.

National Honor Society inducted 36 new members to the Phoenix Chapter. National Junior Honor Society inducted 22 new members to the Phoenix Chapter.

The middle school and high school celebrated "College and Career Week." The week included visits to WCA from college admissions officers from Colorado State University, University of Northern Colorado and University of Wyoming. The students were also able to participate in door decorating contest, college and career clothing themes, and a celebration assembly.

The high school prom was a huge a success with our largest attendance yet.

Our middle school and high school spring athletics teams are concluding successful seasons.

Excellence in Leadership

Administration have met or are meeting one-on-one with all staff for their final evaluation. At these meeting, administration reviewed teacher progress towards meeting their professional goals. They also reviewed the expectations for teacher professional practices and the artifacts that demonstrated proficiency

Executive Board Calendar

CALENDAR PREVIEW OF THE MONTH AHEAD			
Date	Time	Event	Location
May 16 th	7:00 p.m.	WCA Early College Graduation	MS/HS Gym
May 18 th	8:00 a.m. to 8:00 p.m.	Firebird Film Festival	MS/HS Gym, Media Center & Commons
May 19 th	6:00 to 8:00 p.m.	ES Talent Show	ES Gym
May 20 th	7:00 p.m.	Weld Re-4 Board Meeting	District Office
May 21 st	All Day	ES May Fair/Field Day	ES
May 22 nd	8:30 a.m./2:00 p.m.	5 th Grade Continuation/Transition	ES Gym/MS Gym
May 22 nd	12:15 to 1:45 p.m.	MS Firebird Fest	
May 22 nd	2:00 p.m.	MS Talent Show (5 th grade joins)	MS/HS Gym
May 22 nd	5:30 p.m.	8 th Grade Continuation	MS/HS Gym
May 23 rd	11:30 a.m. Dismissal	Last Day of School	
June 17 th	5:30—9:30 p.m.	Executive Board Retreat	HS Commons
June 20 th	6:00—9:00 p.m.	Executive Board Retreat	HS Commons
June 27 th	5:30/7:00 p.m.	Work/Regular Session Election of Board Presidency	HS Commons

3.2 Executive Board Reports

3.2.1 Samuel Penn

Mr. Penn has been working to address the Board's request for review a potential exit interview policy through dialogue with Sherry, Executive Director Teeples and legal counsel, Brad Miller. Additionally, he has been working to gather details for the development of the annual ED review. Mr. Penn has been working with Mrs. Mader to finalize election preparations for 2019 and will also be participating in the Building Corp annual meeting on May 22nd. He is looking forward to attending the many culminating events such as graduation ceremonies, May Fair, and the 5th grade continuation ceremony.

3.2.2 John Feyen

John Feyen attended the last Board meeting in April and worked with the Executive Director and the District on charter negotiations at a District meeting.

3.2.3 Donna James

Mrs. James attended the NJHS induction, where several of our middle school students were honored. She also attended both performances of The Phantom Tollbooth. The middle school actors and stage crew did a great job!

3.2.4 Kevin Albertsen

Mr. Albertsen attended Coffee with Leadership in April. He had a great time at the 3rd grade Colonial Wax Museum on May 1st. It is one of his favorite events each year. Mr. Albertsen also attended the middle school music department performance on May 9th.

3.2.5 Sherry Bartmann

Mrs. Bartmann attended the monthly Coffee with Leadership, helped decorate and take down for prom, and attended the National Honor Society Induction ceremony, and HS girls soccer games. Mrs. Bartmann also attended the Senior Breakfast and Convocation. She also attended the last WCA Student & Building Safety Committee meeting for the year where they reviewed the Homeland Security grant items, as well as the emergency plans for both elementary, middle and high school.

3.2.6 Carolyn Mader

Mrs. Mader was present at the NJHS induction ceremony. She has been present to help cheer on the middle school girls' soccer team. Currently, the Election Committee is preparing for board elections; Carolyn is serving as a board liaison to this committee.

3.2.7 Jenny Ojala

Mrs. Ojala attended the Board Special Session on April 18th. She was unable to attend the regular session meeting. Mrs. Ojala also attended the School Accountability Committee meeting on May 6th, where elementary, middle, and high school staff shared presentations on work that has been done toward goals on the UIP.

4.0 Items for Information

4.1 Executive Board Message of Gratitude

Mrs. Bartmann shared her appreciation for Orheta Rice, Theresa Tickler and Heidi Petersen and the time and talents that they gave in decorating for the prom and convocation.

4.2 Exit Interviews

4.3 Executive Director Evaluation

4.4 Full-Time Kindergarten

4.5 Consideration of Contract w/ Legal Counsel

5.0 Items for Action

5.1 Job Descriptions

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

- Dean of Students
- Fundraising Manager
- Kitchen Manager

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

5.2 Full- and Part-Time Kindergarten

A motion was made to approve four classes of full-time kindergarten and one class of part-time kindergarten by John Feyen and seconded by Sherry Bartmann. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

5.3 2019-2020 Budget Revisions

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

5.4 Policy JLCDB Administration of Medical Marijuana to Qualified Students, First Read

A motion was made to approve JLCDB Administration of Medical Marijuana to Qualified Students on first read by Donna James and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

5.5 Policy JICI Weapons in School, First Read

A motion was made to approve JICI Weapons in School on first read by Jenny Ojala and seconded by Donna James. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

A motion was made by John Feyen to add an additional item to the agenda—item 5.6 Exit Interviews. The motion was seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously.

5.6 Exit Interviews

A motion was made that the Executive Board discontinue participation in exit interviews by John Feyen and seconded by Donna James. Members voted the

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

6.0 Consent Agenda

6.1 Personnel

Appointments

- Tracey Scheer, HS office manager

Resignations/Non-Renewals/Terminations

- Shannon Silk, elementary school teacher
- Jamie Zink, HS receptionist
- Susan Heimann, lead custodian
- Sharon Einspahr, kitchen manager

6.2 Second Read Policies

- Policy IKF Graduation Requirements
- Policy GBEB-R Staff Conduct and Responsibilities—Regulation
- Policy ADC Tobacco-Free Schools
- Policy JICDA Code of Conduct
- Policy ECAF Use of Video and Audio Monitoring

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

7.0 Executive Session

There was no Executive Session at the May Regular Session.

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

- Conduct discussions regarding the purchase, acquisition, lease, transfer, or sale of property, C.R.S. §24-6-402(4)(a)
- Conduct conferences with the Charter's attorney for receiving legal advice on a particular matter, C.R.S. §24-6-402(4)(b)

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

8.0 Adjournment

A motion was made to adjourn the May 15, 2019 Regular Session by Sherry Bartmann and seconded by Jenny Ojala. Members voted the following: Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Ojala, aye; Penn, aye. The motion passed unanimously. The meeting adjourned at 9:19 p.m.



Appendix



1.0 April Regular Session Minutes

Executive Board Minutes April 24, 2019

Work Session: 5:30 p.m.

1.0 Exit Interviews

2.0 Executive Director Evaluation

3.0 June Board Retreat Dates

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

1.0 Opening of the Meeting

1.1 Call to Order

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

1.2 Roll Call

Executive Board Members Present

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

Staff Present

Rebecca Teeples, Executive Director

Kelly Seilbach, Director of Elementary School Education

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 to approve the April 18, 2019 Regular Session agenda, adding 2.1 Student Communications was made by John Feyen and seconded by Donna James.

Members voted the following: Albertsen, aye; Bartmann, aye; Feyen, aye; James, aye; Mader, aye; Penn, aye. The motion passed unanimously.

1.6 Adoption of the Minutes

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

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

2.0 Citizen Communication

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

3.0 Reports

3.1 Executive Director's Report

Enrollment & Student Data Services Support

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

Fund Development

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

Excellence in Innovation

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

Excellence in Instruction

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

Excellence in Leadership

- The Innovation department helped to support the 2019 Spring Benefit Gala in going 100% digital this year.
- Last week our schools invited UNC nursing students into our buildings to provide age-appropriate presentations on health-related topics ranging from hand washing to smoking/vaping. The presentations were built into the UNC nursing school curriculum, included research and evidence-based content, and were graded. Mrs. Ibarra received great feedback from our WCA teachers and students, as well as from the UNC Professor whom she collaborated with. We are hoping that this partnership can continue in coming years!

Excellence in Climate and Culture

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

Executive Board Calendar

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

3.2 Executive Board Reports

3.2.1 Samuel Penn

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

3.2.2 John Feyen

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

3.2.3 Donna James

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

3.2.4 Kevin Albertsen

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

3.2.5 Sherry Bartmann

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

3.2.6 Carolyn Mader

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

3.2.7 Jenny Ojala

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

4.0 Items for Information

4.1 Executive Board Message of Gratitude

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

4.2 Exit Interviews

4.3 Executive Director Evaluation

4.4 Full-Time Kindergarten

5.0 Items for Action

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

5.1 WCA Job Descriptions

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

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

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

5.2 Strategic Plan

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

5.3 Annual Stakeholder Plan

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

5.4 Policy IKF Graduation Requirements, First Read

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

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

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

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

5.6 Policy JLCDB Administration of Medical Marijuana, First Read

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

5.8 Policy JICDA Code of Conduct, First Read

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

5.9 Policy ADC Tobacco-Free Schools, First Read

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

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

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

5.11 Addendum to 2019-2020 Fees

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

7.0 Consent Agenda

6.1 Personnel

Appointments

- Heath Boyes, Security Officer

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

Resignations/Non-Renewals/Terminations

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

6.3 Second Read Policies

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

6.3 Financials

- March Financials
-

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

7.0 Executive Session

There was no Executive Session

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

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

8.0 Adjournment

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



2.0 Job Descriptions



JOB DESCRIPTION

Dean of Students

Summary

Responsible for contributing to and communicating a vision for cultivating a learning environment of continuous learning for all staff and students that ensures student academic success and positive student behavior.

Essential Duties and Responsibilities

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

Description of Job Tasks

- Demonstrate a commitment to:
 - Understand, appreciate, and make accommodations for student diversity.
 - Include and engage families in the student's education.
 - Support all Windsor Charter Academy policies, procedures, and expectations.
 - Provide personal and professional excellence.
- Serve as a resource for building staff, administrators, and parents in working with students, creating a positive school climate, and helping students develop a positive self-concept. Skill in human relations which demonstrates sensitivity to needs and concerns of others. Participate or lead development of positive behavior support systems and development of intervention strategies.
- Coordinate, facilitate, implement and evaluate disciplinary intervention programs, including PBIS, that address the needs of all students.
- Instruct students in appropriate behavior, supervise the behavior and well-being of students in all educational settings, and administer discipline when appropriate. Foster strong communication and partnership with parents throughout the discipline process.
- Monitor student's online behaviors for risk factors and initiate appropriate consequences and/or resources for students and parents.
- Lead MTSS conversations about student behavior across classrooms and serve as a resource for appropriate behavior interventions.
- Oversee attendance and discipline processes. Compile, analyze, and share student attendance and discipline data regularly for the MTSS process.
- Communicate students' progress, needs, and behavior, attendance and discipline issues with parents and other staff as needed.
- Assist in the maintenance of the crisis management plan and school safety requirements.
- Supervise and evaluate the performance of classified personnel.
- Develop, coordinate, and supervise school programs in collaboration with school staff and/or outside agencies.
- Collaborate with teachers, support personnel, administrators, and colleagues to enhance instruction and improve student outcomes and in team and building-based meetings and discussions.
- Actively participate in:
 - Department, team, building meetings and discussions.
 - Student and/or family conferences and other meetings.

- Social, cultural, interscholastic, and extracurricular activities.
 - Professional growth opportunities.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

Education and Related Work Experience

- Master's degree preferred; educational leadership endorsement preferred
- Experience instructing students in a classroom setting required
- Leadership experience in schools preferred

Licenses, Registrations or Certifications

- Criminal background check required for hire
- Valid Colorado teacher license with appropriate endorsements preferred
- CPR and first aid training will be required at hire

Technical Skills, Knowledge & Abilities

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

Materials and Equipment Operating Knowledge

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

Physical Requirements & Working Conditions

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

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

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

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



JOB DESCRIPTION

Fundraising Manager

Summary

Responsible for revenue generation and successful implementation of multiple campaigns through fundraising and grant writing. Works closely with the executive leadership, enlisting the support of volunteers, administers and manages the development and implementation of all fundraising events for the school.

Essential Duties and Responsibilities

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required.

Description of Job Tasks

- Work with WCA Administration and Executive Board to determine fundraising priorities.
- Assist in developing a master plan for fundraising events at WCA.
- Benchmark WCA fundraising events to those of similar organizations.
- Maintain comprehensive knowledge of the school's mission and programs to promote and campaign fundraising initiatives.
- Manage and coordinate all aspects of fundraising, donor cultivation, solicitation, and public relations.
- Manage the creation of promotional efforts and materials to increase funding.
- Organize donor recognition to ensure that donors are appreciated, ensure that thank you notes and tax donation receipts are sent to donors.
- Supervise donor database management, information retrieval, and analysis. Prepare appropriate reports.
- Develop efficient and effective processes to improve current and prospective donor tracking, including but not limited to documenting donor communications, and acknowledging and reporting donations.
- Create a prospect research program to locate and use publicly available resources for identifying prospective donors for each donor segment appropriate to the fundraising campaigns.
- Update the donor database with current information.
- Prepare monthly development reports regarding fundraising goals and initiatives, and progress to the Executive Director and the Executive Board.
- Work with Finance Director for budget and reporting, events, monthly reports, and annual reports.
- Establish and maintain superior stakeholder relations.
- Synthesize information from a variety of sources into a compelling and persuasive narrative for grants.
- Identify and negotiate significant in-kind sponsorships and partnerships for programs and projects.
- Track student graduates and their families to share their successes to encourage annual giving.
- Possess knowledge and experience in nonprofit and volunteer management, with an emphasis on proven fundraising results
- Recruit, train, and develop volunteers for various fundraising events.
- Provide organizational and administrative leadership for annual gift campaign.
- Manage, organize, and grow the annual gift campaign.
- Set and meet annual goals and targets for the annual gift campaign
- Provide regular updates to the staff and community about the status of all fundraising efforts.
- Establish and meet goals, with input from Executive Director, school year, in quantifiable metrics.

Education and Related Work Experience

- Bachelor's degree required
- Three years of related experience in fundraising with non-profit organizations

Licenses, Registrations or Certifications

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

Technical Skills, Knowledge & Abilities

- Possess the following skills:
 - Oral and written communication skills
 - Conflict resolution skills
 - English language skills
 - Math skills
 - Interpersonal relations skills
 - Interpersonal relations skills
 - Critical thinking and problem-solving skills
- Adhere to attendance requirements, including regular and punctual employee presence.
- Maintain honesty and integrity in all aspects of the job.
- Work independently and manage time effectively.
- Promote and follow Executive Board policies.
- Work in varied environments with various people including students, administrators, teachers, parents, law enforcement, general public, etc.
- Communicate, interact, and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Manage multiple priorities and manage multiple tasks with frequent interruptions.
- Diffuse and manage volatile and stressful situations.
- Recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment, and report unsafe conditions to the appropriate administrator.

Materials and Equipment Operating Knowledge

- Personal computers, peripherals, and media equipment
 - Microsoft Word, PowerPoint, Excel, Adobe, and other software
 - Typical office equipment
-

Physical Requirements & Working Conditions

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

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

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

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



JOB DESCRIPTION

Kitchen Manager

Summary

Responsible for planning, preparing and serving a full range of food for school meals under minimal direct supervision. Assist with all aspects of planning, production and service of meals including cooking, line setup, replenishment, and operating point of sale system including cash collection. Clean all food preparation and service areas, label, date and store leftover food. Comply with Health Department standards, all safety procedures, departmental policies and procedures and all applicable state and federal regulations.

Essential Duties and Responsibilities

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

Description of Job Tasks

- Demonstrate a commitment to:
 - Fostering a positive environment for other food service employees so that they can do their best work in serving our students.
 - Assist with meal preparation by cooking, pre-portioning, setting up serving lines, condiment stands, and fruit and vegetable bar. Prepare food items according to recipes and menus. Control food and kitchen waste. Maintain daily production records accurately.
 - Serve food and provide customer service and communication to students, staff, and community.
 - Clean kitchen equipment, utensils, work areas, tables, floors, and appliances. Properly maintain equipment. Empty trash containers.
 - Properly receive, check-in, and store food and equipment from warehouse and vendors. Date and label food for storage. Perform inventories as scheduled and assist Food Service Director with food and supply orders.
 - Operate point-of-sale system including preparation and processing of accurate payments, day-end reports and money deposits; verify correct amount of change in cash box daily.
 - Maintain compliance with Health Department standards, including high standards of sanitation and safety. Adhere to state, federal and department guidelines, safety procedures, departmental policies and regulations.
- Collaborate:
 - With Food Service Director as well as teachers and front office staff in some circumstances.
- Develop, plan, prepare, and implement:
 - Breakfast meals for up to 100 students.
 - Lunch meals for up to 600 students on 2 sites.
- Attend work and arrive in a timely manner.
- Perform other duties as assigned.

Education and Related Work Experience

- High school diploma or equivalent

- 5 years of cooking experience
- 2 years of large-scale cooking or catering experience
- Knowledge of health and safety rules and regulations with the ability to maintain production records and records of safety and sanitation

Licenses, Registrations or Certifications

- Criminal background check required for hire
- ServSafe knowledge highly desirable

Technical Skills, Knowledge & Abilities

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

Materials and Equipment Operating Knowledge

- Personal computers, point-of-sale, and media equipment
 - Grill, range, oven, steamer, tilt skillet.
-

Physical Requirements & Working Conditions

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

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

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

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



3.0 2019-2020 Budget Revisions



2019-2020 SCHOOL FUNDING

The Executive Board, based on the recommendation of the Finance Committee, approved the budget for the 2019-2020 school year, based on a 2% increase in PPR on 95% projected enrollment. The ACT (The League's Advocacy and Action department) shared the following:

In 2014, we were sitting at just over \$6,500 per student for our statewide average. With the changes made this year, we will enter the next school year at just under \$8,500 per student. This year's contribution to that growth? A 4.3% increase that will take us from \$8,122 this year to \$8,476 next.

This year's School Finance Act (SB246) continues assistance to rural schools and districts in the form of \$20 million in per-pupil funding. The bill specifies that 55 percent of the funding is to be allocated to large rural districts (funded pupil count between 1,000 and 6,500) and 45 percent is to be allocated to small rural districts (funded pupil count less than or equal to 1,000). Currently, 147 districts with a total funded pupil count of 136,624 are classified as rural and have less than 6,500 students.

After years of trying for it, 2019 was the year when legislators – with a big assist from Governor Polis – finally got full state funding for full-day kindergarten (FDK) across the finish line. With unanimous support in the Senate and just 10 votes against it in the House, HB1262 increases FDK funding to 1.0 FTE next year from 0.58 FTE this year.

In the matrix below, the priorities are listed in the first column. Based on final approved funding, the columns outline a budget that reflects an already approved one-time rural school funding and also a 4.0% increase in PPR. This is 2.0% more than the approved 2% budget. Our prior approved budget was approved at 95% projected enrollment, showing a projected surplus of \$188,950 that would be placed in the reserves at the end of the year. With the priorities outlined, additional surplus of \$75,366 would also be placed in the school reserves, totaling \$264,316.

PRIORITIES OUTLINED BASED ON APPROVED FUNDING

Priorities for Additional Funding	Rural School One-Time Funding	4.0 % Increase Funding (From Budgeted 2.0%)	Increased Funding for Full-Time Kindergarten
	\$130,000	\$194,404	\$87,144
Increased Staffing		\$54,478	\$37,000
Bonuses, Raises & Stipends	\$111,000	\$17,000	
Safety Resources		\$10,348	
Small School Construction Projects		\$15,000	
School Curriculum			\$5,975
Technology	\$19,000	\$18,300	\$10,300
School Furniture		\$16,100	\$6,681
Increased Classroom Teacher & Culture Budget		\$11,000	
Total Additions	\$130,000	\$ 146,226	\$59,956
New Allocation to Reserves for 2019-2020 School Year		\$48,178	\$27,188
New Total Allocation to Reserves			\$75,366
Prior Budget Approval for Funds Allocated to Reserves			\$188,950
Total Allocation to Reserves for the 2019-2020 School Year			\$264,316

ADDITIONAL FUNDING PRIORITIES

Based on additional funding from rural school funds, increased PPR funds, and full-time kindergarten funds, Windsor Charter Academy will receive in additional \$411,548 in funding for the 2019-2020 school year, above the original approved budget. From this money, it is recommended that the Executive Board approve the following allocation of additional funding:

1. Increased Staffing

Additional staffing, totaling \$91,478 in salaries and benefits would support students at the elementary school. Elementary school staffing would include the following:

- Transitioning a 2nd security officer for our schools from 0.7 FTE to 1.0 FTE.
- Transitioning an advance math teacher from 0.5 FTE to 1.0 FTE
- Adding 0.5 FTE for a new part-time kindergarten teacher.
- Adding 0.5 FTE for a new part-time kindergarten paraprofessional.

2. Bonuses, Raises and Stipends

All returning staff would receive bonuses, totaling \$128,000. Raises for licensed staff that are not teachers would receive a 2.0% raise rather than a 1.5% raise. Raises would total \$10,000. (Teachers can earn as much as 4.5% of an increase each year, as well as merit pay.) Stipends to support coaches, club advisors and other extra-curricular support would increase by \$7,000, which would allow for Windsor Charter Academy to add additional clubs and better support the coaches and advisors that support our students.

3. Safety Resources

Recommendations for safety resources for our students and staff totals \$10,348. This allocation would cover CPR resources and a check-in/check-out system for our visitors. Our school nurse and Director of Facilities Management were recently trained as trainers for CPR. Having internal staff that can train our 170+ employees and certify them on CPR is helpful. CPR dummies and resources, totaling \$3,000 will support the training each year for staff members at Windsor Charter Academy. vPass Solutions also provides schools an added measure of safety as parents, contractors, and visitors volunteer or visit our

schools. vPass is similar to other systems that our Safety Committee reviewed and recommended in past years, but is more reasonably priced and provides an easy-to-use interactive system for both visitors. vPass is a tracking system for who checks in and checks out of the buildings. This resource costs \$7,348.

4. Small School Construction Projects

Recommendations for small school construction projects totals \$15,000. This allocation would cover the cost of the following construction projects:

- Creating a small office for our security officer at the elementary school building. This office would be positioned near the main entrance of the building, to the left of the library doors.
- Transitioning a current elementary school technology lab into a classroom, adding counters and cupboards as found in other classrooms.

5. School Curriculum

Recommendations for kindergarten classes that will occur with an additional part-time kindergarten teacher totals \$5,975.

6. Technology

With an increase in staffing and students, the following recommendations total \$47,600.

- Chromebooks for the middle school classrooms and elementary school music classroom, totaling \$31,500.
- Elementary school instructional interactive displays for the new kindergarten room and the newly transitioned classroom that was a technology lab, totaling \$11,100.
- Technology for the new kindergarten classroom that includes 10 iPads, a teacher document camera and a technology stand, totaling \$5,000.

7. School Furniture

With a variety of changes across the schools at Windsor Charter Academy, it is recommended that \$22,781 is allocated for school furniture. This money will be used to purchase furniture for new classrooms, the new security office, teachers furniture, and MS/HS student desks.

8. Increase Classroom Teacher & Culture Budget

Recommendations for increased classroom teacher and culture budgets totals \$11,000. This money will be used for events, classroom budgets and culture-building experiences for staff appreciation.

9. Professional Development

Recommendations for increased professional development totals \$4,000. This money will be used to support enhanced instructional practices and increased skills.



4.0 First Read Policies



WEAPONS IN SCHOOL

The Board of Education determines that student ~~The~~ possession, use and/or threatened use of a weapon is detrimental to the welfare and safety of the students and school personnel within the District **of Windsor Charter Academy**. **No student shall possess, use, or distribute a weapon at Windsor Charter Academy.**

Dangerous Weapons

Using, possessing or threatening to use a dangerous weapon on District ~~Windsor Charter Academy~~ property, when being transported in **Windsor Charter Academy** vehicles dispatched by the District or one of its schools, during a school-sponsored or District-sponsored activity or event, and off school property when the conduct has a reasonable connection to school or any District **Windsor Charter Academy** curricular or noncurricular event without the authorization of the school or the School District **Windsor Charter Academy** is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, "dangerous weapon" means:

1. **Any object, device, instrument, material, or substance, whether animate or inanimate designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury.**
2. A firearm.
3. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
4. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
5. Knives, including any fixed-blade knife with a blade that exceeds three inches in length; or any spring-loaded knife or pocket knife with a blade exceeding three and one-half inches in length.
6. ~~Any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious~~

~~bodily injury including, but not limited to, a slingshot, bludgeon, nun chucks, brass knuckles or artificial knuckles of any kind.~~

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with ~~District~~ **Windsor Charter Academy** policy concerning student suspensions, expulsions, and other disciplinary interventions.

In accordance with federal law, expulsion shall be for no less than one full calendar year for any student who is determined to have possessed a firearm at school in violation of this policy. The **authorizing District's** superintendent may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification must be in writing.

Firearm Facsimiles

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on ~~District~~ **Windsor Charter Academy** property, when being transported in **Windsor Charter Academy's** vehicles ~~dispatched by the District or one of its schools~~, during a school-sponsored or ~~District-sponsored~~ activity or event, and off school property when such conduct has a reasonable connection to school or any ~~district~~ curricular or noncurricular event without the authorization of the school or ~~School District~~ **Windsor Charter Academy** is prohibited.

Students who violate this policy provision may be subject to disciplinary action, including but not limited to suspension and/or expulsion, in accordance with ~~District~~ **Windsor Charter Academy** policy concerning student suspensions, expulsions and other disciplinary interventions. A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property for purposes of a school-related or non-school related activity. A student's failure to obtain such prior authorization is a violation of this policy provision and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with ~~District~~ policy concerning student suspensions, expulsions and other disciplinary interventions. The principal's decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case-by-case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

Recordkeeping

The **authorizing** District, **Weld Re-4**, shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled and the types of weapons involved as required by law.

Referral to Law Enforcement

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of **Windsor Charter Academy** the school or the School District to law enforcement.

Windsor Charter Academy Executive Board
Adopted: June 2019

Legal References

18 U.S.C. §921 (a)(3)
20 U.S.C. §7151
20 U.S.C. §7151 (h)
C.R.S. 22-32-109.1 (2)(a)(I)(G)
C.R.S. 22-33-102 (4)
C.R.S. 22-33-106 (1)
C.R.S. 22-33-106 (1)(f)

Cross References

JICDA Code of Conduct
JK Student Discipline
JKD JKE Suspension and Expulsion



5.0 Second Read Policies



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

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

Minimum Units of Credit Needed to Graduate

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

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

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

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

approved by the student's counselor, the principal, the Executive Director and should align with a student's individual career and academic plan.

College and Career-Prepared Demonstration of Competency Needed to Graduate

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

English*	Math*
470 on English for SAT	500 on Math for SAT
18 on English for ACT	19 on Math for ACT
70 on Sentence Skills or 62 on Reading Comprehension for Accuplacer	61 on Elementary Algebra for Accuplacer
241 on Reading OR 236 on Writing for Next Generation Accuplacer	255 on Arithmetic OR 230 on Quantitative Reasoning, Algebra, and Statistics for Next Generation Accuplacer
C or higher for Concurrent Enrollment Course at the ENG 122 Level or Above	C or higher for Concurrent Enrollment Course at the MAT 121 College Algebra Level or Above
2 on Language and Composition or Literature and Composition for Advanced Placement	2 on Statistics for Advanced Placement
Bronze level on English for ACT Work Keys	Bronze level on Math for ACT Work Keys
31 for English on ASVAB	31 on Math for ASVAB

College Preparation

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

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

Students on Individualized Education Plans

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

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

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

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

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

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

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

Windsor Charter Academy Executive Board

Adopted: December 2016

December 2017

April 2018

November 2018

May 2019



STAFF CONDUCT AND RESPONSIBILITIES

Professional Boundaries with Co-Workers

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

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

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

Procedures

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

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

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

Windsor Charter Academy Executive Board
Adopted: May 2019





TOBACCO-FREE SCHOOLS

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

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

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

“Tobacco Product” means:

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

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

“School property” means all property owned, leased, rented, or otherwise used or contracted for by Windsor Charter Academy and shall include school grounds over which the school exercises control including, but not limited to, areas surrounding any buildings, playgrounds, athletic fields, recreation areas, and parking areas.

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

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

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

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

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

1. For the first offense, the student shall be suspended from classes for one day and a letter shall be sent to his or her parents notifying them of the violation. This suspension may be in school or out of school.
2. For the second offense, the student shall be suspended from school for two days and a letter shall be sent to his or her parents notifying them of the violation. Before the student is readmitted to school, a conference will be held with the student, parents and a building administrator.
3. For the third and subsequent offense(s), the student shall be suspended from school for a minimum of two days and a maximum of 5 days and a letter shall be sent to his or her parents notifying them of the violation. Before the student is readmitted to school, a conference will be held with the student, parents, and a building administrator. Notwithstanding other

provisions of this policy, a student may be recommended for expulsion by the building principal at any time: (1) if the offense is deemed to be behavior that is detrimental to the welfare of other students or of school personnel, including behavior that creates a threat of physical harm to the child or the other children; (2) for the fourth and subsequent violations of this policy if the smoking violation(s) is (are) deemed by the building principal to be a pattern of continued willful disobedience or open and persistent defiance of proper authority; or (3) if the student distributes, dispenses, sells, gives, or exchanges a Tobacco Product on school property, during school- sponsored activities, in school-owned transportation or off school property when such conduct has a reasonable connection to school curricular or non-curricular activity or event or when such conduct interferes with the operations of Windsor Charter Academy or the safety or welfare of students or employees.

Exemptions

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

Windsor Charter Academy Executive Board
May 2019

Legal References

20 U.S.C 7181 *et seq.*
C.R.S. 18-13-121
C.R.S 22-32-109 (1) (bb)
C.R.S 22-32-109.1 (2) (a) (VII)
C.R.S. 25-14-103.5
C.R.S 25-14-301



CODE OF CONDUCT

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

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

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

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

Windsor Charter Academy Executive Board
May 2019

Legal References

C.R.S. 18-3-202 *et seq.*
C.R.S. 18-4-301 *et seq.*
C.R.S. 18-9-124 (2)(a)
C.R.S. 22-12-105 (3)
C.R.S. 22-32-109.1 (2)(a)(I)
C.R.S. 22-32-109.1 (2)(a)(I)(A)
C.R.S. 22-32-109.1 (9)
C.R.S. 22-33-106 (1)(a-g)

Cross References

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



USE OF VIDEO AND AUDIO MONITORING

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

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

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

Exclusions

Recording of teacher instruction for purposes of completing a licensed personnel performance evaluation is not intended to be covered by this policy. Recording of students for purposes of their educational programming is also not intended to be covered by this policy.

Windsor Charter Academy Executive Board
Adopted: May 2019

Legal References

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

Cross References

GBEB, Staff Conduct (And Responsibilities)

JIC, Student Conduct, and Subcodes

JK, Student Discipline, and Subcodes

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

