



The Academy

11800 Lowell Boulevard, Westminster, CO 80031-5097 (Main Campus)
12161 Park Centre Drive, Westminster, CO 80234-2782 (North Campus)
Phone: 303-289-8088 Fax: 303-289-8087 Website: www.theacademyk12.org

“Pursuing Truth, Wisdom, Excellence”

Mission Statement: “The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.”

THE ACADEMY

Board of Directors

Executive Work Session

Monday, December 14, 2020

5:30 pm – 6:55 pm

Public business may be discussed during this session. No votes will be taken at this Executive Work Session.

AGENDA

[Internship Presentation](#) – *Expectation: Ms. Borden will update the board on progress made with The Academy’s internship program and outline plans to grow it into a full-fledged work-based learning program.*

- - [Current Internship Placements](#) 30 minutes
 - [Future Development of Internship Opportunities](#)
 - [RISE & ILOP Evolving into a Work-Based Learning Pathway](#)

Preview of [Vision Development Work](#) – *Expectation: Board Secretary and CEO will outline the nature and scope of upcoming efforts to update The Academy’s vision.*

- - Preview Vision Development Process 15 minutes
 - Request Final Suggestions from Board Members by January Meeting
 - Execute Process – January through May

[Discuss Process for Assigning Points on CEO Evaluation](#) – *Expectation: Board will finalize the process for assigning points in the CEO evaluation.*

- - Discuss Three-Column Rubric 15 minutes

Update on Dashboard Data Collection – *Expectation: CEO will update the board on the current status of data collection related to each of the identified dashboard goals.*

- - Data Processes that are on Track 15 minutes
 - Data Processes that are Disrupted

Update on Snow Day Expectations – *Expectation: CEO will update the board on adjustments to the inclement weather policy for semester two.*

- - Use of Remote Learning instead of Cancellation 10 minutes



THE ACADEMY
Board of Directors

Board Meeting
Monday, December 14, 2020, 7:00 pm

Consent Agenda	
Moved By	
2 nd By	
Action	

Y/N/P/A	Name
	Drewlow, S
	Klenjoski, D
	Miller-Carlson, T.
	Sanchez, K
	Stock, M.
	Walsh, B
	Weaver, G

- I. Open Meeting
- II. Invocation and Pledge of Allegiance
Invocation Disclaimer: *It is customary for The Board to open all meetings with an Invocation and Pledge of Allegiance. Anyone offended by this may leave the room during this time or may choose not to participate during this time, after which you may return.*
- III. Consent Agenda – *Expectation: Review previous minutes and identify areas where clarification or corrections are needed. Review current agenda and identify/ discuss any potential additional agenda items.*
 - a. Approve Agenda
 - b. Approval of [November 16, 2020 Minutes](#)
- IV. Public Comment – *Expectation: Listen and consider any public comment. Board will discuss as any potential responses as a Board at a later time.*
The chairperson will recognize anyone who signs the request form before the meeting time. Public comment and input shall be limited to fifteen minutes total, ten minutes per topic, and 3 – 5 minutes per speaker. Neither Board members nor Academy staff is obligated to respond to comments or input. The Board will provide a written response as deemed appropriate.
- V. PTO Report – *Expectation: Review any written or oral PTO report presented.*
 - a. No meeting this month
- VI. Reports from Director, Principals, and Committees
 - a. [CEO Report](#) – *Expectation: Review CEO report and ask questions as needed.*
 - b. Committee Reports – *Expectation: Committee chairs will update the board on progress with each committee.*
 - i. [Finance & Operations](#)
 - ii. [SACademic](#)
- VII. Presentation/Discussion
 1. October Count Budget Modification (1st Read) – *Expectation: CFO will present the budget modification for discussion and feedback by the board.*
 2. [2021-2022 School Calendar](#) (1st Read)
 3. Work Session Summary – *Expectation: The board Chair will summarize the topics discussed during the work session prior to this formal meeting.*
- VIII. Executive Summary
 1. [New Course Addition at High School](#)
Motion to approve Concurrent enrollment Anthropology course
 2. [Concurrent Enrollment Credit Adjustment](#)

Motion to approve the way credits are assigned for concurrent enrollment courses

- 3. Various Policy Approvals
 - a. Move to approve Advertising Policy
 - b. Move to approve Equal Education Opportunity Policy
 - c. Move to approve Grievance Policy
 - d. Move to approve Harassment Policy
 - e. Move to approve Non-Discrimination/Equal Opportunity Policy
 - f. Move to approve State Assessment Opt-out Policy
 - g. Move to approve Student Concerns, Complaints and Grievances Policy
 - h. Move to approve [Board By-laws](#)

IX. Board Meeting Self Scoring - – *Expectation: Board members discuss the meeting and provide feedback to the CEO to improve the process and meeting efficiency moving forward.*

Scoring Rubric	
1	Unsatisfactory
2	Satisfactory, looking for significant improvement
3	Satisfactory, improving but still below expectations
4	Efficient meeting, meets expectations

X. Adjourn Meeting



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THE ACADEMY
Board of Directors
Board Meeting Minutes
Monday, November 16, 2020



Board Members Present

Kevin Sanchez - Chairperson
Michael Stock - Board Member
Brad Walsh - Board Member (phone-in)
Greg Weaver - Board Member
Dan Klenjoski - Board Member
Sarah Drewlow - Secretary

Also Present

Brent Reckman - Chief Executive Officer
Mark Wilson - Chief Operating Officer

Minutes of the regular Board meeting of The Academy held at 11800 Lowell Blvd., Westminster, CO 80031 in Adams County on November 16, 2020.

I. Open Meeting

A quorum being present, Mr. Sanchez called the meeting to order at 7:02 pm and gave the following disclaimer:

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II. Invocation and Pledge of Allegiance

Mr. Sanchez opened the meeting with an invocation and the Pledge of Allegiance.

III. Consent Agenda

Mrs. Drewlow moved to approve the agenda. This was seconded by Mr. Weaver.
Discussion: None.

Ayes: Drewlow, Klenjoski, Sanchez, Stock, Walsh, Weaver

Nays: None

Motion Carried 6 – 0

IV. Public Comment

No questions from the Public at this time

V. PTO Report

No questions at this time

VI. Reports from Director, Principals, and Committees

a. Chief Officer's Reports

- i. Executive – Reopening Plan Update: The Board asked if we can or will require staff and students to be vaccinated. As we know this is new territory, so we don't know. Conversely, with other vaccinations we can require documentation unless someone submits an exception. The Board asked if we can't bring people back into the building, will there be furloughs. We hope not, but if the state requires all schools to be remote that could trigger a rescission to the budget. In that scenario, a rescission of state funding would be problematic and could result in furloughs, although not expected. The Board was curious to know how the school found the company relating to vision development. The CEO receives a number of solicitation from vendors, and this one panned out. This company would offer consulting support to build out our marketing and communications plan, as well as a web redesign to support the functionality with community partnership and student recruitment. This would tie all those things together. We are in the preliminary stages and not ready to fully implementation.
- ii. Finance & Operations – We currently learned that the boiler has gone out and the cost to replace it is significant, we will need to take the hit and replace it in this budget. Again, the Board asked about the possible discussion of having to furlough staff. Senior admin sent out communication to all staff letting everyone know that their positions would be secure through the end of semester one and we will see where we land in January. The board questioned the color coding in the COO report and are there any concerns: there are no concerns, just wanted to have it stand out. The Board was curious if anyone was using the Academy buses during this time, there has not been a need, with the exception of our Aacademy students that are transported to local farms to do their work.

b. Committee Reports

- i. SACacademic – The Board asked if it makes any sense if the committee looks at academic numbers and how we compare to other schools in the area, to help us bring our academic message on how we perform. Maybe the committee's role could be planning our strategic planning vision. The Board has always struggled with the elevator pitch on how we are better academically. During the committee's down time, we could look at our UIP and prepare for our future goals and incorporate those ideas.

VII. Discussion/Presentation

4. Role of The Academy's School Resource Officer

The Board discussed what the role of a SRO is from a national organizational perspective, Westminster Police department, and what it looks like. An SRO is a law

enforcement officer with sworn authority, deployed in community oriented policing. They are assigned by agency to work in collaboration with the schools. SROs are trained using a triad approach: law enforcement officer, informal counselor, and teacher/mentor. SROs support the school but will not enforce rules or policies. We use our SRO differently, by building positive relationships with students and staff, support and provide guidance with social service referrals, mental health crisis and other resources. Their responsibility also includes providing guidance on threat assessments and responds to all Safe2Tell tips: as well as, work alongside leadership for overall safety of students, staff and visitors. The Board is glad you are here and thankful for the work you provide. We appreciate that we have an SRO at our school.

5. Policy Updates
Board will be prepared to vote next month.
6. Work Session Summary – The Board finalized the CEO dashboard, Budget, and CEO evaluation.

VIII. Executive Summary

1. External Audit Review and Acceptance
Mr. Stock moved to accept External Audit from John Cutler & Assoc., LLC. It was seconded by Mr. Sanchez.
Discussion: The audit went very well with COVID and doing it remotely. The Board would like to thank everyone for all their great work.
Ayes: Drewlow, Klenjoski, Sanchez, Stock, Walsh, Weaver
Nays: None

Motion Carried 6 - 0

IX. Board Meeting Self Scoring

Scoring Rubric	
1	Unsatisfactory
2	Satisfactory, looking for significant improvement
3	Satisfactory, improving but still below expectations
4	Efficient meeting, meets expectations

____4/4____

- X. Adjourn Meeting
Mr. Stock motioned to Adjourn. Mr. Weaver seconded. The meeting was adjourned at 8:44 pm via a verbal all aye vote.

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Chief Executive Officer (CEO) Board Report Dec 2020

“Pursuing Truth, Wisdom, Excellence”

Mission Statement: The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.

Reopening Plan Update

Expectation: Updated Reopening Plan shared at August meeting. Discuss implementation to date.

The Academy will resume in-person learning according to a staggered schedule starting with K-6 on Monday, January 11th and concluding with 9-12 on Tuesday, January 19th. In-person learning will be structured the same way it was when we left off in October. Pre-K will continue to run in-person as it has throughout. Public health protocols and guidelines have not changed significantly since October. The Governor and the Colorado Department of Public Health & Environment are encouraging a return to in-person learning, as outlined in the white paper included with the board packet ([In-Person Learning in the Time of COVID-19](#)). Most districts in the metro area have either announced or are expected to announce similar decisions.

As was the case in the fall, we expect staffing shortages to be the greatest challenge to maintaining in-person learning. CDPHE has slightly adjusted their guidelines for quarantining staff and students who have been exposed to potential or confirmed cases of COVID-19, but we do not expect those changes to make a substantial difference in our practical experience. As long as community rates remain high, it is likely that we will have to quarantine individuals and cohorts, and there is a meaningful chance that this could lead to temporary stretches of full remote learning for entire levels until we can return adequate numbers of staff to open the building.

Health and Safety Update

Expectation: CEO will update on health and safety precautions in place as well as any concerns that have arisen to date.

Case rates in Adams County have remained relatively consistent since the last board report in November. Given the spike that was expected to follow the Thanksgiving holiday that feels like relatively good news. As noted above, public health protocols and guidelines have not changed significantly since October. We have continued to receive news of confirmed cases among both students and staff throughout our period of full remote learning. In both groups, there have been more positive cases since we switched to full remote than when we were in-person. This makes us feel optimistic that we can limit transmission at school when we return. At the same time, we remain very concerned about the potential for ongoing quarantines and their impact on our operations.

Vision Development Update

Expectation: CEO will update on the current status of efforts to develop an Academy Vision Statement as well as identify next steps.

Sarah and I will present briefly on some planned next steps for visioning work with various stakeholders to start in the New Year. The (nearly) finalized version of our RISE grant application is included in the board packet. It has evolved significantly since the last time I shared it. The work that has gone into developing that application has continued to inform our ongoing thinking about vision and strategic

planning.

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Chief Finance and Operations Officer Board Report Dec 2019

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FINANCE COMMITTEE AGENDA & REVIEW

Committee Responsibilities for 20-21

- Preliminary review of monthly financials prior ahead of Board
- Presentation of financial statements to board for discussion and/or approval
- Ensure annual budget is prepared in a timely manner
- Ensure resources to support school’s strategic direction; drives student achievement
- Monitors auditing process, including gauging feedback from auditor
- Identify long-term financial issues to address and make recommendations accordingly
- Set annual committee goals and regularly monitor progress

Members Present: *Greg Weaver, Shawn Hamele, Irina Szafranski, Melissa Dedrick, Tamela Miller-Carlson, Andrea Foust, Brent Reckman, Mark Wilson.*

Introduction (5 minutes)

Expectation: Review agenda/goals and update any relevant resources for the committee in the past month.

As listed above. Will continue to monitor for any useful elements of CSI/CDE webinars to share with the group, although those may be more forthcoming as we move into the legislative session. Brief discussion regarding reminders that John Brendza (CSI School Support Liaison) sent out to schools about major priorities moving into the New Year.

Financial Report Review (30 minutes)

Expectation: Financial report sent out in advance. Review and discuss current position.

Position regarding state revenue continues to run as expected and there were no unforeseen expenditures over the past month:

- Food services are continuing to provide families with 7 days’ worth of food throughout the closure in recognition of our families’ needs. Revenue may decrease over the next two months after the Thanksgiving and Winter breaks.
- No indication yet as to when we can expect Bingo to reopen. Continuing to monitor.
- Pre-K instruction at North Campus is still moving ahead throughout this K-12 closure, continuing that revenue stream.
- Purchased Services and Supplies continue to be running under budget and are keeping us ahead. We will aim to continue this trend as we look to reintroduce students back into the building.
- PPR enrollment expecting to settle at 1860 for the year.
- We received two Capital Construction payments during the month of November totaling 92K.
- CRF funds have been fully allocated for the year and submitted to CSI. No concerning feedback thus far.
- Awaiting on status of application from a CDE School Reopening grant for additional HVAC technology to keep our building as clean as possible.
- Finalizing quotes for new boiler quotes, which we are expecting to land around 100K. This has been

added to our budget modification numbers.

Acct	Account_Description	Nov	FY 2021 YTD	FY 2021 Budget	YTD % of Budget	FY2021 Expected End of Year
Revenue						
	Earnings on					
1500	Investments	\$125.38	\$1,140.86	\$42,000.00	2.7%	\$42,000.00
1600	Food Services	\$69.75	\$32,503.97	\$360,200.00	9.0%	\$360,200.00
1700	Pupil Activities	\$8,189.35	\$88,159.18	\$675,500.00	13.1%	\$675,500.00
	Community Services					
1800	Activities	\$28,167.00	\$120,677.50	\$786,000.00	15.4%	\$786,000.00
1900	Other Local Sources	\$3,728.09	\$244,323.18	\$289,870.00	84.3%	\$289,870.00
	Revenue from State					
3000	Sources	\$92,801.76	\$233,321.54	\$427,494.42	54.6%	\$427,494.42
3100	Categorical Revenue	\$0.00	\$241,036.85	\$221,090.99	109.0%	\$221,090.99
	Adjustments to					
3200	Categorical Revenue	\$0.00	\$0.00	\$0.00		\$0.00
	Other Revenue From					
3900	State Sources	\$90,358.00	\$1,044,178.89	\$2,124,907.30	49.1%	\$2,124,907.30
5200	Interfund Transfers	\$6,384.74	\$6,384.74	\$0.00		\$0.00
5600	Direct Allocations	\$1,209,275.61	\$6,046,378.05	\$14,139,205.00	42.8%	\$14,139,205.00
11	Total Revenue	\$1,439,099.68	\$8,058,104.76	\$19,066,267.71	42.3%	\$19,066,267.71
Expenditure Summary						
		Nov	FY 2021 YTD	FY 2021 Budget	YTD % of Budget	FY2021 Expected End of Year
0100	Total Salaries	\$731,802.28	\$2,882,968.21	\$9,259,340.10	31.1%	\$9,259,340.10
0200	Total Benefits	\$270,785.92	\$1,176,952.30	\$3,669,092.94	32.1%	\$3,669,092.94
0300-						
0500	Total Purchased Svcs	\$208,319.65	\$1,212,600.69	\$4,045,693.67	30.0%	\$4,045,693.67
0600	Total Supplies	\$94,748.01	\$635,723.90	\$1,394,281.00	45.6%	\$1,394,281.00
0700	Total Property	\$0.00	\$0.00	\$0.00		\$0.00
	Total Fees/Pupil					
0800	Activities	\$25,395.78	\$142,208.59	\$697,860.00	20.4%	\$697,860.00
0900	Total Other Uses	\$0.00	\$23,333.00	\$0.00		\$0.00
	Total Expenditures	\$1,331,051.64	\$6,073,786.69	\$19,066,267.71	31.9%	\$19,066,267.71
Total Expenditures		\$1,331,051.64	\$6,073,786.69	\$19,066,267.71	31.9%	\$19,066,267.71
	Salary Accrual Adj.		\$357,083.33			
Net Profit (loss)		\$108,048.04	\$1,627,234.74	\$0.00		\$0.00
	Beg. Fund Balance Use					

Current Margin	\$0.00	\$0.00
Beginning Fund Balance	\$2,486,635.94	\$2,486,635.94
Est. Ending Fund Balance	<u>\$2,486,635.94</u>	<u>\$2,486,635.94</u>

Budget Outline (40 minutes)

Expectation: Present current position with budget modification and review significant factors.

First draft of budget modification was shared with the committee. Each line of revenue and expenditure within our budget has been assessed and updated relative to our current position and best understanding of the future. We have remained conservative in our predictions and remain conscious of the persistent instability regarding all elements of school finance currently. The overview included:

- Annual Budget Approval process and timeline
- Revenue update (current modified budget of \$19,017,822 and \$48,445 variance from original) with rationale behind major changes including:
 - CRF funding decreased 181K
 - PPR increased to 1860 (conservative enrollment strategy)
 - Fundraising goal of 200K
 - Capital Construct increased 142K
 - Pupil Activities revenue decreased 275K
 - Aftercare revenue decreased 380K
- Expenditure summary with breakdown of codes (current modified budget of \$18,967,382 with savings of \$98,886 from original) with rationale behind major change including:
 - Salaries & Benefits increased 19K
 - Purchased Services increased 39K
 - Supplies decreased 61K - CRF supported
 - Other Objects (Pupil Activities) decreased 179K

- Current bottom line summary:

	A	B	C	D
1		FY2021 Budget	FY2021 Budget Mod.	Variance
2	Total Revenue	\$19,066,267.71	\$19,017,822.29	\$48,445.42
3	Total Expenditures	\$19,066,267.71	\$18,967,381.30	\$98,886.41
4	Net Profit (loss)	\$0.00	\$50,440.99	
5	Beg. Fund Balance Use	\$0.00	\$0.00	
6	Current Margin	\$0.00	\$50,440.99	
7	Beginning Fund Balance	\$2,486,635.94	\$2,486,635.94	
8	Est. Ending Fund Balance	<u>\$2,486,635.94</u>	<u>\$2,537,076.93</u>	

- Finance Committee established 50K as budgeted EOY norm - currently on track
- TABOR continues to be met
- Bond Covenants planning process underway ahead of 21/22
- Continued conservatism and flexibility required
- CEO tactical contingency remains an essential holding spot

First read of budget modification to be presented to the Board on December 14th, 2020. It continues to be a key priority to finish this year as far ahead as we possibly can to limit the level of reserves that we may need to utilize in the future.

Fundraising Outline (10 minutes)

Expectation: COO to inform committee of any fundraising updates and current status.

Significant time has been spent over the past month in aligning the school's vision and subsequent needs with regards to fundraising. We have aligned and developed a list of needs and budget requests dependent on whether we have a) our RISE application approved b) our fundraising goal achieved and/or c) our budget minimally reduced. What this has done has clarified our school's requests for the future, regardless of what funding stream we eventually have to use to pay for these. Next steps include our final RISE submission and consolidating our message into a corporate/Board level understanding as well as a more practical communication as to how our community can get involved and support us.

Self-Evaluation (5 minutes)

Expectation: Finance Committee members discuss the meeting and provide feedback to COO to improve the processes and meeting efficiency moving forward.

Self-rated at 4 – 'Efficient meeting, Meets Expectations'

Next Meeting: 14 Jan, 2021

OPERATIONS UPDATE & REVIEW

Operations Updates

Finance: See Finance Committee notes above

Facilities: No new updates as school remains closed to students. Continuing to get ahead on long-awaited maintenance tasks and are ready to communicate reopening plans to external cleaning company once we are clear on dates. Aim will be to get those back into their schedules at least two days before students reenter the building.

HR: Continued work and preparation ahead of January 1st changes with regards to Healthy Families and Workplaces Act, Pay Equity and potential insurance savings.

Technology: No new updates as remote learning support needs have remained steady. Anticipating an increasing need for more direct support as we look to bring students and staff back in-person.

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SACademic Committee Report - November 2020 Meeting

The SACademic Committee’s November meeting, focused on the agenda items summarized below:

1. Community Support for the 2020-21 School Year

Expectation: Set goals for the committee to monitor this year related to helping staff, students, and families avoid burnout.

The change in school structures this year is placing great strain on staff, students, and families. The themes that arose in the committee’s October meeting include:

- Quality over quantity
- Slow down pacing
- Provide clearer expectations
- Increase focus on soft skills and relationships
- Support collaboration to share promising approaches

Notes:

The committee members shared additional feedback they had collected from staff, students, and families. They settled on three goals to pursue in the coming months: 1) reduce the time teachers spend in meetings each week by 50%; 2) dedicate 10% of live online instructional time to non-academic student-to-student interactions; and 3) more clearly communicate to families instructional expectations and pathways for information and support.

2. Course Changes & New Course Review for 2021-22

Expectation: The committee will review course changes and new course proposals for next year.

- CE Anthropology
 - Please review the course proposal and syllabus prior to the meeting.
 - HS Science teacher, Joshua Clementz, will present to the committee.
- Course Description Updates

Notes:

HS Science teacher, Joshua Clementz, led the discussion on this proposal. He provided an overview of the course and what would be covered throughout a semester of instruction. The team thought the class was very timely because of the focus on culture and for teaching students to think like an

anthropologist: to place oneself into another's shoes and understand the world from new perspectives. The committee was in favor of approving this course.

3. Changes to Credit Assignment

Expectation: The committee will review a proposal for changing the amount of credit assigned to Concurrent Enrollment courses.

AP and CE courses are both considered college level, but they are currently worth different credit amounts. The high school principal along with the counseling office is proposing a change to better align them.

- Please review the proposal prior to the meeting.
- HS Lead Counselor, Kelly Richter, will present to the committee.

Notes:

HS Lead Counselor, Kelly Richter, led the discussion on this proposal. She outlined and emphasized the rationale for this change – for the majority of college courses that our students can take (those worth 3 credit hours), this change would level the playing field for students who are choosing between AP and CE. For the last 8+ years CE courses have been worth more credits than AP courses. This has caused many students to choose CE based on the positive impact on overall GPA and not necessarily because it was the best course for them. This change is intended to equalize the credits (for CE classes worth 3 credit hours) so students can choose based on their interests or passions instead of the impact the course may or may not have on overall GPA / class rank. The committee had no major questions and was in favor of making this change to our current policy.

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A Pathways/Work-Based Learning Primer - Board Meeting - December 14, 2020

(Cindy.Borden@theacademyk12.org)

PATHWAYS TO PASSION!

And individualized pathway to lifelong happiness and success for every student



Brief Talking Points:

- Most-vulnerable-students focus
- Community of Practice
- Gateway to College
- Project-based and Competency-based learning (metrics)
- Anecdotal evidence of success
- R.I.S.E application request
 - *Diversity, Equity, and Inclusion*
 - *Work-Based Learning Coordinator*
 - *Marketing & Communications Plan*
 - *Website Redesign*
 - *Entrepreneurship Instructor*
 - *Farm Buildout*

- *High End Mobile Tech Lab*
- *Outdoor Classroom*

Pathways goal. Develop sustainable Pathways designed to create customized learning opportunities which explore the passion and potential that lies within each student -- kindergarten to careers.

Pathways rationale. Today's secondary students are more likely – even than their millennial counterparts – to experience multiple careers. Skills which are adaptable to a variety of markets are critical. In fact, we need to be preparing our students for jobs and careers which do not yet even *exist*. Skills such as critical analysis, ethical reasoning, decision-making, negotiation, recognizing patterns, investigation, and conflict resolution go beyond traditional “soft skills” and are targeted in each of these Pathways learning opportunities.

What Pathways are currently being offered/expanded?

- W.I.L.D. at all grade levels -- guided exploration in a variety of fields
- Entrepreneurship, a menu of four one-semester courses designed to ready students for business management/ownership
- AgCademy -- interdisciplinary agricultural lessons connecting students to nature while teaching crop science, management, small construction, and marketing
- Internships and Work Study - paid and unpaid business world experience
- Capstone -- a student-directed project, investigating the impact the student hopes to make on the world after graduation
- I.T. platforms and innovation which support, expand, and contribute to each Pathway
- Student Cadets (older students mentoring/tutoring/assisting younger students)
- Where In The World? -- exploring global learning opportunities

Pathways:

- Provide guided exploration beyond core academics
- Encompass elective options that supplement (not supplant) academics
- Embrace essential skills/competencies for career readiness
- Address gaps in opportunities
- Meet learning styles with options rather than retro-fitting
- Provide an avenue for diverting rather than penalizing behavioral challenges
- Encourage strategies for flaming a “fire” that begins in a particular direction and, simultaneously encouraging further exploration if something flames out
- Avoid assessing aptitude and subsequent tracking

How do Pathways opportunities create success?

- Engage students directly with our community
- Offer more diversified postsecondary options
- Provide exploration without direct GPA consequence
- Explore and develop analytical, research, imaginative, and critical thinking skills
- Remove fear and stigma by developing strategies for navigating failure and encouraging subsequent exploration
- Expand focus beyond academics
- Provide real-life, real-time life skill application

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PATHWAYS TO PASSION!

An Individualized Pathway to Lifelong Happiness and Success for Every Student

INTRODUCTION

Although only 25% of our students qualify for Free and Reduced Lunch, we serve 42% minority students and the past three years have shown an increase of ELL and Special Education students, both overrepresented in minority families. Since the pandemic, we are providing over 600 meals to Academy students twice a week. We served 18,572 meals in November alone, a three-week month considering the holiday. Those numbers are increasing monthly. Our most vulnerable students are described in the Need portion of this proposal and are the target of this request. These students experience a high rate of academic failure and social/emotional instability which the pandemic has exponentially compounded. Because of these factors these students perform consistently lower than their peers without such circumstances. However, when placed in Internships or competency-based programs such as our Farm AgCademy or business program, they achieve success and, not incidentally, begin to see value in successful academic completion. Expanding our WBL program would allow us to better serve this specific population.

The Academy of Charter Schools is requesting funding to expand our existing internship program into a comprehensive [Work-Based Learning Program](#). This program will broaden opportunities for all students and increase success for those who have historically been underserved and most impacted by the COVID-19 pandemic. We will do this by collaborating with a variety of community partners, including the Broomfield-Westminster Open Space Foundation, Westminster Parks and Rec, the Colorado Workforce Development Council, Broomfield Workforce Center, Prismatic DEI Consulting, and a range of local businesses. Our goal is to retain our most vulnerable students and better position them to learn about work, learn through work, and learn at work.

The Academy is engaging in an updated visioning and strategic planning process that puts Work-Based Learning at its core. We will be supported in this effort by [Prismatic's](#) Diversity, Equity & Inclusion consulting services to ensure that we design first and foremost to serve our most vulnerable students. These are the students who are in greatest need of an expanded definition of education and who are most likely to be set back by the pandemic. Perhaps surprisingly, our students who are working out in the community through internships, service projects, and other activities are among the few who are still accessing some form of in-person learning. We are committed to ensuring that this continues, expands, and targets the individuals who are most impacted.

This is a *supplement* to our original mission rather than a replacement. We rigorously encourage college admissions; this cultural expansion secures options and builds better foundations for students for whom college is not an immediate consideration. In addition to improvement of college acceptance, attendance, retention and success rates, a Work Based Learning focus targets deliberate identification of students who will benefit from competency-based skills in the workplace.

The Academy has a vision to leverage students' interests and strengths, igniting their passions. For too many students, traditional academic structures are challenging, social-emotional stability is fleeting, and external support is insufficient. These are often the same students who are most negatively impacted by the effects of the COVID-19 pandemic. The result is alienation from school life rather than deep engagement with learning. In contrast, a well-supported Work-Based Learning experience can help students connect passion, meaning, and purpose with their educational experience in a way that has the dual benefit of preparing them for life success and reengaging them with the core academic work that will keep postsecondary opportunities within reach.

Community Needs

1. Provide a description of the impact of the COVID-19 crisis on your community, including how COVID-19 has disproportionately affected certain students in your community or your campus.

The Academy is in Adams County, Colorado's second-highest county for both cases and deaths (behind Denver County). We began the school year with an in-person, hybrid learning model on August 24th. However, by October 21st, staff and student confirmed cases, exposures, and resulting quarantines severely impacted our ability to continue on campus and we returned to full remote learning. Case rates in Adams County continue to increase at an alarming pace, raising significant concerns about when schools in the area will be able to return to in-person learning.

The Academy students most marginalized by the COVID-19 crisis fall into two, often overlapping groups:

- those who were underserved by traditional academic structures prior to the pandemic; and
- those for whom academic and social-emotional lifelines are difficult to maintain in a full remote learning environment

Meticulous monitoring of students struggling to effectively engage with remote learning has driven even greater communication *about* and *with* these students and their families than would take place in a typical school year. **Common elements have emerged, including families who work in essential sectors and are not home regularly to assist with remote-learning, struggle economically, may face housing issues, have inadequate Internet access, who speak English as a second language, and who depend on the school for regular meals.** In some cases,

these are students who have struggled in the past, but who are now struggling even more with less access to the support structures the school can typically offer. In other cases, these are students who have managed well-enough in the past, but who have now been pushed to the edge as a result of additional barriers created by the pandemic.

In the early stages of the pandemic, the percentage of Academy seniors accepted to college dropped from 98.2% in May 2019 to 78.4% in May 2020.

The students for whom we are designing this Work-Based Learning Program thrive on direct, daily contact with adult instructors. These students rely heavily on regular intervention, guidance, and feedback delivered through meaningful, authentic experiences with trusted adults. Although remote learning is no one's ideal, these are the students most disenfranchised by COVID-related restrictions.

Indeed, the Colorado Workforce Development Council's recent publication of the 2020 [Colorado Talent Equity Agenda](#) confirms that such disparities exist within the talent pipeline across the state. Their work is a recognition of the increasing need to address these growing disparities within the Colorado talent development ecosystem. They recognize that the compounding challenges to equity presented by COVID-19 make these concerns all the more urgent. Among their many recommendations, the report specifically names the need for schools *to analyze enrollment in and completion of high-demand career pathway programs by students from underrepresented groups*. Improving programming for students underserved by traditional academic structures was a need before the pandemic, is now an even greater need because of the pandemic, and will continue to be a need beyond the pandemic.

Response to Needs

2. Provide a description of how your proposed project plan addresses the community needs identified above, including how you conducted outreach to parents, educators, students, and your community in developing your application.

Our efforts to develop a growing internship program have been a direct response to students, parents, and community members who have expressed the desire for an expansion of The Academy's longstanding college preparation mission. For nearly a year, we have conducted focus groups with each of these stakeholders and repeatedly hear requests for more competency-based experiences. New Board members are particularly supportive of this cultural expansion. As a response to these requests, recruitment and rigor for our Internship Program was increased and provided immediate results. In just one year, from fall 2019 to fall 2020, the number of students participating in an internship increased from 4 to 32.

The Academy's proposed project plan will address our community's need to improve programming for students both underserved by traditional academic structures *and* highly

impacted by the pandemic by expanding our existing internship program into a comprehensive Work-Based Learning Program. This will better meet the needs of these students by:

- expanding the definition of learning beyond the four walls of a traditional classroom;
- leveraging students' interests and aptitudes to help them connect passion, meaning, and purpose with their educational experience;
- connecting students to real-world, community settings where they can continue to engage even when the broader instructional program is forced to operate remotely;
- identifying virtual internship opportunities that transcend the constraints of location and COVID-19 restrictions;
- providing support, guidance, feedback, and intervention delivered through meaningful, authentic experiences; and
- motivating students to reengage with their core academic classes in a way that keeps postsecondary educational options within reach.

Cultivating success for these students takes rigorous monitoring, consistent and frequent communication, and regular evaluation. For these reasons, our largest budget request is funding to start a full-time Work-Based Learning Coordinator position.

The Work-Based Learning Coordinator will be the point person for a wide range of efforts and overlapping programs as they work to fully develop a high-quality Work-Based Learning Program at The Academy. At its highest level, the Coordinator's role is threefold:

1. Ensure the alignment of classroom and workplace learning by guiding the application of academic, technical, and employability skills in a work setting;
2. guarantee fiscal stability of all Work-Based Learning initiatives including sustainability; and
3. coordinate support between school-based personnel and workplace mentors.

Currently, the Internship Program is directed by two part-time contracted employees who are both licensed educators and local business owners. Their networks have been invaluable in establishing and expanding community involvement. For the program to flourish a full-time, dedicated, visionary person needs to assume the helm. The two consultants are nearing retirement so seamless transition is a timely matter. This full-time person will facilitate all Work-Based Learning elements, including:

- guaranteeing fiscal security and longevity through a variety of affiliations
- partnership recruitment and management
- student recruitment and accountability
- coordination with existing academic pursuits
- mediation among families, students, and stakeholders
- community engagement

There is a great deal of on-the-ground work that needs to be done, though, in support of these three overarching goals. The Coordinator will be the face of the school when building partnerships with [local workforce development groups](#), chambers of commerce, businesses, nonprofits, and other community organizations. These partners will be sources of industry expertise, mentors, and internship placements. The Coordinator will carefully cultivate relationships with such partners to ensure that both the school-based and workplace sides of the program are effectively coming together to offer the best student experience possible.

In addition to solidifying a compelling portfolio of rigorous, well-supported internships, the Work-Based Learning Coordinator will engage with [Career Wise Colorado](#) and the [Colorado Workforce Development Council](#) to explore opportunities for The Academy to participate in [Modern Youth Apprenticeships](#) and [Next Generation Sector Partnerships](#) with [local industries](#). An important aspect of these efforts will be seeking opportunities to develop virtual internships and apprenticeships that have the potential to dramatically increase options by transcending the limits of location and the effects of pandemic-related shutdowns.

On the school side, the Work-Based Learning Coordinator will collaborate with The Academy's counseling team to identify and recruit promising student candidates for work-based learning, partner with students and their families to develop individualized work-based learning plans using the [My Colorado Journey](#) tool to set long-term life goals and align immediate work-based learning experiences with those goals, and manage student schedules to align work-based learning opportunities with core academic needs. The Coordinator's work supporting student scheduling will be structured through The Academy's ongoing participation in the [Innovative Learning Opportunities Pilot Program](#).

It is our hope that the Work-Based Learning Coordinator will be supported in creating a plan for accomplishing the ambitious efforts outlined above by participating with a small team of Academy leaders in the upcoming Work-Based Learning Incubator Community of Practice offered by the Colorado Workforce Development Council. In this six-month community of practice, K-12 schools and school districts will use human-centered strategies to develop and design work-based learning experiences for their students, local industry partners, and communities. The Academy has submitted an application to participate in this Community of Practice and is eagerly awaiting a response.

Project Plan

3. Provide a description of your proposed project plan, including how such a plan addresses the identified areas of focus, why this project is effective and necessary, any evidence to support this project plan, and how the project will improve student and family outreach and engagement in the learning process.

Diversity, Equity, and Inclusion

We are purposefully implementing this Work-Based Learning pillar with an equity lens from the foundation up. This is certainly important in its own right but also all the more relevant given our emphasis on improving programming for students who have historically been underserved and most impacted by the COVID-19 pandemic. We have begun conversations with *Prismatic*, a diversity, equity, and inclusion consulting group, about supporting our strategic planning process to ensure it accounts for these values. Prismatic is able to facilitate empathy interviews with key stakeholders to help establish a foundational understanding of community needs in relation to work-based learning program planning as well as offer Intercultural Development Inventory assessments, leadership coaching, and professional learning to guide ongoing efforts. **Metrics: Participant demographics, numbers and growth of target students.**

Work-Based Learning Coordinator

As described at length above, employing a full-time Work-Based Learning Coordinator will be an essential part of developing and sustaining a high-quality program. **Metrics: Program evaluation/improvement (expansion, rigor, numbers of offerings), participant demographics.**

Marketing & Communications Plan

We need to more effectively bring the message of our Work-Based Learning Program to the full community, with an emphasis on outlining this option as a rigorous and engaging pathway to postsecondary success for students who have not been served well by our traditional college prep programming. We have engaged a school-specific marketing and communications consulting service called *Finalsite Advantage* to guide this effort. They will help us develop a strategic marketing plan that includes a wide range of stakeholders and hones the school's branding and messaging, online presence, and content marketing. **Metrics: School-wide Google Analytics tiered conversion rate (interest-contact-enrollment).**

Website Redesign

The school website is the most commonly accessed source of information for families. If we hope to effectively include families in this work and clearly tell the story of our program to prospective families, we must have a website capable of doing so. Additionally, this is an opportunity to create an online work-based learning portal capable of supporting students, workplace mentors, and school-based instructors. This platform will support all elements of learning *about, through, and at work* for students, families, teachers, and businesses. **Metrics: Program-wide Google Analytics tiered conversion rate (interest-action-enrollment).**

Entrepreneurship Instructor

A person dedicated to the business program will emphasis purposefully identifying and recruiting our most vulnerable students. **Metrics: Participant demographics and growth, program enrollment/attrition/completion, program expansion.**

Farm Buildout

The AgCademy is one of our most successful during-Covid Internships simply because students are working outside with small cottage farmers all year long. Workplace skills learned in this program fall squarely within the focus of our cultural expansion. A small portion of this request supports this endeavor. **Metrics: Participant demographics and growth, vendor/produce/product growth, program enrollment/attrition/completion, program expansion.**

High End Mobile Tech Lab

A high-end mobile technology lab with STEAM-based computers provides technology robust enough to manage the innovation, exploration, and discovery intrinsic in learning *about* and *through* work. This allows our students to take full advantage of work-based learning opportunities such as seniors producing top-notch Capstone projects culminating in engagement with our communities; Business and AgCademy students collaborating on design, bookkeeping, crop rotation, and other elements of a Farmer's Market; and I.T. students developing marketable CAD skills and Robotics. **Metrics: Participant demographics, Internet access methods statistics, multiuse statistics, and engagement hours.**

Outdoor Classroom

Securing a permanent, high quality outdoor classroom structure will be an important part of ensuring that The Academy's work-based learning opportunities can continue outside of typical school hours or even during pandemic-related restrictions when the school building is closed. A safe place to meet with partners and stakeholders is essential to success. **Metrics: Use statistics (who, how often, purpose, networking results).**

How does this address our proposed focus?

According to the Denver Metro Chamber of Commerce, 74% of our jobs in Colorado now require some post-secondary credentials. When you consider that today roughly 45% of Coloradans have a two-year degree or higher, it's easy to see that in order for Colorado to maintain its workforce competitive advantage, we need to find solutions to effectively grow our own workforce. According to the Colorado Department of Education, students with only a high school diploma are now qualified for just one in four jobs in Colorado.

Why this proposal is effective and necessary and will improve student and family outreach and engagement in the learning process.

Evidence to support this plan. Our WBL rationale reflects our research into current industry sector gaps and hiring manager surveys about employee readiness. Today's secondary students are more likely – even than their millennial counterparts – to experience multiple careers. Skills which are adaptable to a variety of markets are critical. In fact, we need to be preparing our students for jobs and careers which do not yet even exist. Skills such as critical analysis, ethical reasoning, decision-making, negotiation, recognizing patterns, investigation, and conflict resolution go beyond traditional “soft skills” and are targeted in each of these Work-Based

Learning opportunities. Considerable evidence and research support that the path to success for our graduates includes reimagining higher education, linking academics to the workplace and our communities, and improving job seeking and keeping.

Partners

4. *Identify partners involved in drafting and implementing your project plan, including roles of such partners.*

In preparing this application and building this WBL pillar, we are developing a network of relationships critical to this work:

- Students (and their families) who seek extraordinary learning opportunities outside the academic day and may be marginalized by conventional instruction but rise to customized atypical experiences like Internships, AgCademy, Entrepreneurship, and Capstone
- Colorado Workforce Development Council and the Broomfield Workforce Center, bridging skills gaps often experienced by students making the leap from academics to the workforce and encouraging innovative work-based ventures
- Prismatic DEI Consulting, partners in strategic planning to ensure our school *lives, breathes and actualizes Diversity, Equity & Inclusion*
- *Gateway to College* program partnered with *Achieving the Dream* – an intense and robust support structure designed to assist those at risk of dropping out with dual enrollment success. Reimagines both high school and postsecondary success.
- Broomfield-Westminster Open Space Foundation and Westminster Parks and Rec, agricultural science collaborators, providing infrastructure, land use, and community engagement
- Northstar Education Services – experienced businesswomen and educators in public and prison schools nationwide, Northstar specializes in work-based learning and identification of at-risk populations and will partner to address dynamic risk and need factors in students and assist in strategies that mitigate these factors
- Businesses who have accepted Academy Interns, including a local hospital, a chiropractic office, several local non-profits, a plumbing company, local churches, a music production studio, a childcare after school program, and criminal justice reform advocates. Each has contributed to the research supporting this proposal.

Sustainability

5. *Describe how your project plan will be sustainable after the grant period, including any in-kind or other donations provided.*

The project we are proposing will cost **\$305,500** to launch a high-quality Work-Based Learning Program. These funds will bridge gaps largely revealed by the Covid-19 crisis. Once off the ground, we estimate that ongoing costs to maintain the program will be less than \$30,000 per year, excluding salaries for the Work-Based Learning Coordinator and the Entrepreneurship Instructor. A key element of the Coordinator's role will be to secure additional funding to help cover these annual costs. The Colorado Commission on Higher Education publishes a Work-Based Learning Funding Matrix. The Coordinator will access this resource and others like it to identify and pursue ongoing sources of funding, including funds connected to Career and Technical Education, the Career Development Incentive Program, PTECH Pathways, and others.

To sustain the salaries provided by this launch, The Academy will reorganize relevant staffing structures, including the existing Internship Program facilitators, to assign adequate funds from the existing salary pool to help sustain the Work-Based Learning Coordinator and Entrepreneurship Instructor positions over the long term. This in-kind match is a top priority for our strategic planning, supported by the Board, and aligns with our long-term vision.

A large donation from a local family is earmarked to further fund the Work-Based Learning Program, specifically with a focus on at-risk youth. This donation will also serve as the backbone for a community-wide matching campaign with the goal of evolving into a sustainable, long-term pipeline of support for the WBL Initiative. The Academy will continue to provide in-kind sustaining match with dedicated personnel, resources, and funds to programs, to coursework which feeds WBL programs, to the AgCademy Farm project, to I.T. partnerships, to Internships, to the expansion of the business program, and to Capstone projects.

Evaluation

6. Describe how the applicant proposes to measure progress, both utilizing shorter and longer term indicators of progress. Describe the intended outcomes of the project.

A partnership with *Prismatic* and, specifically, the Empathy Interview process they guide with our stakeholders will reveal the kinds of experiences, data points, and outcomes that are of value to our stakeholders – which, in turn, crystalize our evaluation process. Metrics are included with each element of this project request. **Addendum A** presents our current Logic Model demonstrating metrics we already have in place for the workplace skills we are currently teaching. These include measurable goals, outputs, and both formative and summative outcomes with metrics. With the funds requested, our more comprehensive WBL program will necessarily expand our measurement Logic Model to reflect data gathered along the way.

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The Academy Visioning Process/Exercises

Objectives:

- Articulate the vision of The Academy
- Gain understanding of the stated vision and agreement that this is the right vision to pursue
- Empower principals and other Senior Admin members to define a vision for their level/group that aligns with The Academy's overall vision
- Allow principals and other Senior Admin members to articulate a tactical plan to achieve the stated level/group vision
- Connect tactical plans from level to level, group to group to show how they each support the others

In other words:

1. Define the **WHAT**
2. Define the **WHAT FOR ME**
3. Define the **HOW** to achieve the **WHAT FOR ME**
4. Define the bridges from **HOW** to **HOW**

Because Brent is confident that the vision for the “30,000 foot view” of The Academy is developed and solid, our focus will be on making sure the rest of the workshop attendees (Senior Admin and the Board) are very clear about what that vision is. Once that is achieved, we'll spend the bulk of the time helping the attendees define how that vision applies to their specific level or group (for example, Suzie will define the vision for K-2 and the Board will define its vision).

The highest level vision and aligning level/group visions also need to be inclusive. We are considering the use of a DE&I consulting group to support this piece of the objective through facilitation of Intercultural Development Inventories and Empathy Interviews.

Suggested Exercises:

1. Articulate the existing vision: *how do we want to do this?*
2. Define WHAT FOR ME:
 - a. Warm-up with “let's see how far we've come” activity, a comparison of education from 2000 (or even 2010) to now. What's different? What technological advances have we made? What non-technological advances have we made? Work in small mixed groups to brainstorm. Informally present results to larger group. **(20 minutes)**
 - b. Break into small groups by level or group to begin defining the next level vision (WHAT FOR ME). If the overall Academy vision are the boulders, what are the rocks for your level or group? *Potentially could use Back casting exercise here if participants need encouragement to dream bigger about their visions.* After a modest amount of time, present progress to the larger group and gain feedback. After all presentations, split

back into smaller groups to refine. Present updates/modifications to the larger group.

This diverge, converge, diverge method is helpful in these types of exercises. **(2 hours)**

3. Build a tactical plan to articulate how each level/group vision will be achieved. What pebbles will you accomplish to achieve your rocks? *This work is often done outside of a workshop and then brought back to future meetings.*
4. Identify places where tactical plans overlap from level to level or group to group. How will we work together to leverage one another's efforts without causing inefficiencies?

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The Academy of Charter Schools
CEO Evaluation 2020-21

	K-2	3-5	6-8	9-12
Academics 40%	Reading	Reading	Reading	Graduation
	67.6% SGP 50+ (3 Points)	66% SGP 50+ (3 Points)	Median CGP 55+ (2 Points)	100% (3 Points)
	Math	Math	Math	College Acceptance
	60% SGP 50+ (3 Points)	64% SGP 50+ (3 Points)	Median CGP 55+ (2 Points)	78.5% (3 Points)
	Writing	Writing	Writing	SAT
	90% Proficient (3 Points)	Create Baseline for Wonders Genre Writing (3 Points)	75% Proficient (3 Points)	1040 (3 Points)
				GPA
			84% at 3.0+ (3 Points)	77.8% at 3.0+ (3 Points)
Culture 20%	*Staff & Student Morale & Well-Being (10 Points)		*Staff & Student Interpersonal Effectiveness (5 Points)	*Staff & Student Morale & Well-Being (5 Points)

Assigning Points for Academics & Culture			
Zero Points	Half Points	Full Points	Bonus Point
<p>Quantitative Criteria: Goal Completely Unmet</p> <hr/> <p>Qualitative Criteria: Goal Unaddressed Challenges Unanticipated Challenges Ignored Controllable Actions Lacking</p>	<p>Quantitative Criteria: Goal Partially Met</p> <hr/> <p>Qualitative Criteria: Goal Partially Addressed Some Challenges Anticipated Some Challenges Responded To Controllable Actions Taken Updated Board Periodically</p>	<p>Quantitative Criteria: Goal Completely Met</p> <hr/> <p>Qualitative Criteria: Goal Thoughtfully Addressed Challenges Carefully Anticipated Planned Strategic Response Controllable Actions Taken Best Practices Followed Satisfactory Reporting to Board</p>	<p>Goal Exceeded</p>

Finance 20%	Compliance	TABOR	Cash on Hand	Long-Term Planning
	100% Financial Transparency Act Requirements (5 Points) Click here for details	3% TABOR Fully Funded (5 Points)	Bond Requirement Met (65 days) (5 Points)	- Scenario Planning Process for 21-22 - Prioritized List of Reserve Usage Options (2.5 x 2 = 5 Points)
Operations 10%	Health & Safety			
	<ul style="list-style-type: none"> • Reopening Plan Approved by CSI & Tri-County Health Department (2 Points) • 80% of Staff Report Satisfaction w/ Implementation of Health Precautions (2 Points) <ul style="list-style-type: none"> • Maintain Responsive Safety Plan in Coordination with SRO (2 Points) • Maximize Functioning of HVAC Systems, Cleaning Procedures and Facility Sanitization (2 Points) <ul style="list-style-type: none"> • Maintain Consistent Communication with Staff & Families (2 Points) 			
Governance 10%	CEO Evaluation	Board Self-Evaluation	Board Training	Board Succession Plan
	Draft Eval in September, Complete Mid-Year in February, and Complete Final in June (2.5 Points)	Complete Eval at Retreat, Review in August, Publish in September (2.5 Points)	Complete Annual Training at Retreat, Introductory Training for New Board Members Upon Joining, and Appropriate Committee Training (2.5 Points)	Transition to New Officer Roles, Identify Two New Board Members to Join for 21-22, and Recruit Two Potential Board Members for the Future (2.5 Points)

Assigning Points for Finance, Operations & Governance			
Zero Points	Half Points	Full Points	Bonus Point
Goal Completely Unmet	Goal Partially Met	Goal Completely Met	All Goals Completely Met

*In light of extraordinary circumstances due to the COVID-19 pandemic, The Academy Board of Directors will be flexible in assigning points on the CEO evaluation for the 2020-21 school year. Quantitative goals will still be set and tracked. Progress toward those goals will drive ongoing conversations throughout the year. In the event that unique challenges limit that progress, however, qualitative criteria will also be considered. Put differently, the CEO evaluation process will be informed but not 100% driven by quantitative data.

CEO Evaluation will be calculated out of a total of 100 points and aligned with the following performance ratings:

EXEMPLARY: 90+

SATISFACTORY: 80 – 89.5

DEVELOPING: 70 – 79.5

UNSATISFACTORY: 69.5-

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NEW COURSE / PROGRAM DEVELOPMENT & REVIEW PROCESS

The Executive Director directs that courses/programs be developed to foster student achievement. Continuous development, evaluation, and adaptation of the courses/programs are necessary if The Academy is to meet the educational needs of the students. All courses/programs must be consistent with the state content standards and school's philosophy and must provide for specific student needs related to the school's curriculum.

Courses/programs will be developed to achieve academic excellence, be consistent with state law, and promote educational equity and equality across the school. Educational research will guide the review and development of new courses/programs or the deletion of existing courses/programs.

Course/program proposals shall be evaluated based on the degree to which they:

- contribute to student achievement of The Academy and state content standards;
- align with The Academy's curriculum frameworks and other courses within the school at similar levels;
- provide clear, organized curricular goals, outcomes and objectives; and
- impact school resources.

Administrative Procedure

COURSE / PROGRAM DEVELOPMENT

The building principal is responsible for ensuring that:

- The course/program proposal is reviewed by staff, the Academic Office, other administration, and the Academic Committee.
- A completed course/program proposal for a new course/program is submitted to the Academic Committee on The Academy's policy form no later than October 1st of the calendar year prior to the proposed implementation.

The Academic Committee is responsible for ensuring that:

- Course/program proposals are reviewed in a timely manner and are approved, disapproved, or returned to the department for modification by November 1st.
- Course/program proposals are forwarded to the Academy Board for review and approval at the December meeting.

The Department Lead is responsible for:

- Verification of student achievement/learning in relationship to the state and school content standards and Board Ends;
- The alignment of the course/program goals with The Academy courses/programs frameworks and Board Ends;
- The purpose of the course/program;

- The consistency of the course/program with current and future student needs;
- A review of budgetary implications.

COURSE/PROGRAM PROPOSAL

Any new course proposal should incorporate the elements of rigor, equity and developmental appropriateness. The following questions should guide the process of course development:

- Academic Rigor
 - Does the course articulate a clear set of learning goals that include high standards, skills, ideas and useful procedures?
 - Does the course challenge students by building upon previous learning goals?
 - Does the course provide academic challenge?
- Equity
 - Does the course promote high levels of achievement among all students?
 - Does the course approach learning in more than one way and account for differences in style and student background?
- Developmental Appropriateness
 - Does the course build on past learnings and challenge students to acquire new learnings?
 - Does the course consider the appropriateness of the students' developing thinking skills?
 - Does the course engage the student at an appropriate developmental level?
 - Does the course serve a minimum of 15 students? Or does the course with less than 15 students have the support of the level administrator.**
 - **Courses with number restrictions will be offered only once per day.**

New Course Proposal

The following proposal must be submitted to the Academic Committee by October 1st preceding the first year of course implementation.

Content Area(s): Social Science [Front Range Designation]

Course Title: ANT 101 Cultural Anthropology

Course Description: *Anthropology is the holistic study of humanity. In this introductory course you will study human cultural patterns and learned behavior across the globe. It will include the exploration of linguistics, social and political organization, power dynamics, religion, culture and personality, through the lens of applied science methods. Through these topics you will learn about the diversity of the people on our planet and how we as researchers are shaped by our own cultural surroundings. We will grapple with big questions such as: What is Culture? How do societies change over time? How do my biases impact my understanding of others? It is a class that will open your eyes to the possibilities of the world.*

Course Prerequisites: None

Course Fee: TBD by Front Range

Length of Course:

Quarter _____ Semester x Year _____

High Schools Only

Credit to be awarded: CE Front Range Credit

Other Specific Course Guidelines not included above:

Graduation Requirement: Yes _____ No x

Course syllabus is attached: Yes x No _____

1. Please identify those who have been involved in the development of this course.

High School Principal: Cody Clark
High School Counselor: Kelly Richter

Front Range CE Coordinator: Jennifer Piper
Front Range Anthropology Lead: Kristina Kahl

2. Which Curriculum Content Standards are addressed by this proposal? (Attach appropriate document.)

Content Course Standards Determined by Front Range

[ANT 101](#)

3. What data do you have to support student need of this course?

Anthropology is a uniquely positioned field of study to enrich student learning of key school objectives in preparation of academic pursuits in college. Examples include critical thinking, science reasoning, and writing. Additionally, anthropology also targets key cultural initiatives among faculty and students that have been highlighted in recent professional development trainings the past couple of years. This course would bridge those culture initiatives from the backend to students as it provides opportunities for students to explore perspectives beyond those, they are familiar and comfortable with. These perspectives include those of race, gender, politics, and social construction. By exploring these different perspectives, it fosters a greater connection to the shared humanity between the diversity of people and greater empathy and inclusivity among students. Furthermore, anthropology also excites students to pursue career avenues in the social sciences taking these needed skills into the greater community.

Linked is a source that highlights briefly additional evidence as to the importance of teaching anthropology courses and its greater utility. More can be provided upon request.

[Why Anthropology Matters - EASA](#)

4. Where and how does this course align with the scope and sequence of existing coursework in this content area(s)?

This course would function to enrich student learning opportunities at the Academy and as stated with the previous question it aligns well with efforts made to change and improve the culture and climate of the social interactions at the school. This course would be the toolkit to facilitate those changes in attitudes and behaviors towards a more inclusive and diverse accepting student body.

a. Can this course be repeated for credit? No

b. If applied to graduation credit, what are the options for a student who fails the course? Courses of similar classification could be taken to recover credit.

5. What are the first year impacts of the proposed course on:

- enrollment: Students selecting this course may choose not to select other elective courses offered at the academy. It would have limited impact on core courses.

- materials/resources: none

- facilities: current classroom space

- staff: single instructor

- existing courses :

The biggest impact will be to courses taught by the instructor offering this course. Here are three options for navigating those impacts in preferential order. These options have been discussed with the counseling team, science team, and administration as needed.

Current Class Breakdown for Joshua Clementz: 3 Sec of Regular Chem, 2 Sec of Enviro Sci, and 1 Sec of Forensics

Option One: Shift a section of Regular Chemistry to Angie Smith

Option Two: Discontinue Junior High Forensics

Option Three: Reduce the number of Environmental Science Sections to One.

Personal Note: The reason for these preferences are as follows. Out of the courses I teach, Forensics, then Environmental Science, are the courses I am most passionate about. If one needed to be removed/reduced, even though Forensics I am extremely passionate about I feel Environmental Science is a more important course of students to have access too.

6. What are the long-term impacts of the proposed course on:

- enrollment: Students selecting this course may choose not to select other elective courses offered at the academy. It would have limited impact on core courses.

- materials/resources: None

- facilities : Current Classroom Space

- staff : Single Instructor

- existing courses: No Additional After Initial Introduction.

7. What are the impacts of the proposed course upon feeder school course offerings?

There are no pre-requisites for this course offering.

8. Are there specific qualifications for teachers of this course?

This CE Anthropology Course requires a staff member with a masters degree in anthropology.

a. Are there qualified teachers currently on staff? If so, how many? If not, what plan is there for some one to obtain qualifications?

Yes – Joshua Clementz

9. How will students with special needs (Special Education, Language Acquisition, Gifted and Talented) be accommodated?

This course will follow guidelines as determined by Front Range Community College

10. Which other departments (e.g. Special Education, Staff Development) have you consulted regarding this proposed course?

The following departments are involved: Administration, Counseling, Science Department, and Social Science Department

11. Please provide the following projections:

	First Year	Years 2-5
Number of students enrolled in course	<u>FC Min 12</u>	<u>20-25</u>
Number of teachers needed	<u>1</u>	<u>1</u>

12. Please provide the titles of primary instructional materials.

Current: Perspectives [Open Source Cultural Anthropology Text]

To Be Adopted:

13. Please provide the following estimated costs:

Textbooks (New purchase) \$ 0

Instructional Materials \$ 0

Special Equipment/Other \$ 0

Staff Development \$ 0

14. Explain how the following will be funded from your school budget:

Staffing

Materials/Resources

Equipment

School Reviewers Signatures:

Building Principal

Date

Department Lead

Date

Academic Advisor

Date

Academic Committee

Date

Executive Director of Schools

Date

Decision:

Approved: _____

Disapproved: _____

Resubmitted for modification: _____

Comments:

NEW COURSE EVALUATION

(To be submitted by The Building Principal to Executive Director by November 1st following first year of course implementation)

Please attach a copy of the original/approved course proposal.

Date of Evaluation Submission _____

Title of Course _____

School Year of Original Implementation _____

Content Area _____

Teacher(s) _____

When was the course offered? (Circle all that apply.)

Full Year Quarter 1 2 3 4 Semester 1 2

1. Student Enrollment Data

(Provide data for each term separately if course was offered more than once per school year.)

Enrollment:

First Day

Last Day

Males	_____	_____
Females	_____	_____
Total	_____	_____

Grade level breakdown enrollees:

	First Day	Last Day
Grade 7	_____	_____
Grade 8	_____	_____
Grade 9	_____	_____
Grade 10	_____	_____
Grade 11	_____	_____
Grade 12	_____	_____

NEW COURSE EVALUATION - con't

2. Feedback Data

Provide examples of student, parent and/or faculty feedback regarding the course's impact on student achievement. Please indicate if survey data or comments are attached on separate sheet.

3. Budgetary Implications

Total cost of materials _____

Funding Source _____

Staff Training _____

Funding Source _____

Staffing Cost _____

Additional Resources _____

Funding Source _____

NEW COURSE EVALUATION - con't

4. Standards Alignment and Student Achievement

Referring to the standards cited in the original course proposal, describe how achievement was assessed and attach examples of course assessments, projects, rubrics, etc. that demonstrate standards alignment.

Provide student achievement data (other than grades) which demonstrate student achievement related to the standards described in the course proposal.

Submission Signatures:

Teacher

Department Chair

Recommendation Date: _____

Course recommended for continuation. _____

Course recommended for one-year continuation with restrictions. _____

Restrictions:

Course will be re-evaluated in one year. _____

Course recommended for discontinuation. _____

Comments:

Review Team:

Academic Advisor

Building Director

Executive Director

Academic Committee

[RETURN TO AGENDA](#)

Concurrent Enrollment Credit Proposal

It is being proposed that The Academy changes the high school credit assigned to concurrent enrollment classes.

Current policy:

Currently, all concurrent enrollment classes allow students to earn 0.25 high school credits for every 1 college credit. For example, a 3 credit college class will earn a student 0.75 credits. These credits are also weighted toward GPA (on a 5 point scale).

Consequences of current policy:

1. CE classes are worth more than AP classes in terms of credit and weight toward GPA, potentially guiding some students to take CE over AP.
 - a. May impact 1st and 2nd in class
 - b. Students may be torn between choosing to be a higher rank and taking classes that may be a better fit for their learning styles and future plans
 - i. ie. a student may choose CE due to rank, when the credits may be more likely to transfer if they took AP
2. Students are earning enough credits toward graduation by the end of their 7th semester, therefore requesting to unenroll in Academy core classes during the 8th semester, thus missing out on essential learning (eg. Senior English or AP Lit).

New policy proposal:

All 3 credit concurrent enrollment courses will be worth 0.5 high school credit on a 5 point GPA scale (equal to AP courses).

Concurrent enrollment courses that are worth 4 or more credits will be worth 0.75 high school credit on a 5 point GPA scale.

Rationale:

For the majority of college classes (those worth 3 college credits), this levels the playing field for students who are choosing between AP and CE.

The reason for the differences in high school credit for higher credit college courses is because:

1. A year's worth of content is covered in a semester
2. The more college credit, the more time students are expected to put toward class
3. Some students would run out of options if each semester was only worth 0.5
 - a. Math classes
 - i. Student X takes math at FRCC starting in 10th grade:

1. MAT121 (fall 10th) → MAT166 (spring 10th) → MAT201 (fall 11th)
→ MAT202 (spring 11th) → MAT203 (fall 12th) → ???? (spring 12th)
 - a. This student took college math through Calc 3 (earning 20 college math credits) and doesn't have enough high school credit to graduate.
 - b. If each class was worth 0.75 credit, Student X would have enough credit after MAT202.

[RETURN TO AGENDA](#)

BYLAWS
OF
THE ACADEMY

ARTICLE I
NAME AND FISCAL YEAR

SECTION 1.1 NAME. The name of the organization shall be The Academy (The Academy).

SECTION 1.2 FISCAL YEAR. The fiscal year of The Academy shall be July 1st through June 30th.

ARTICLE II
GOVERNING BOARD

SECTION 2.1 NUMBER. The affairs of The Academy shall be managed by a governing Board consisting of not more than seven (7) voting members. There shall be five (5) Class A Board Members and Two (2) Class B Board members.

SECTION 2.2 TERM. Class A Board members shall serve for a term of four (4) years. Class B Board members shall serve for a term of two (2) years. Any new board member will be appointed at the last regular meeting of the fiscal year.

The Board may, by majority vote, elect to extend or reduce the terms of one or more members if necessary to stagger the terms of the sitting members.

Each Board member shall hold office for the term for which he or she is appointed and until his or her successor has been appointed and qualified, unless removed for cause as provided for herein.

No more than two (2) of the five (5) Class A Board members should have terms expiring in the same year. Class B terms should not end in the same year.

There is no limitation on the number of terms that an individual may be appointed to serve on the Board. Class A members shall be subject to reappointment at the expiration of each four (4) year term. The Board shall seek nominations for Class B members from The Academy of Charter Schools Parents and Teachers Organization, a Colorado nonprofit corporation (PTO) before the expiration of Class B member terms. Class B members shall be appointed at the discretion of the Board, with strong consideration to candidates nominated by the PTO, at the expiration of the two (2) year term.

SECTION 2.3 VACANCIES. Any vacancy occurring in a Class A or Class B position shall be filled by a majority vote of the Board.

Any Board member appointed to fill a vacancy shall be subject to appointment by the Board following the expiration of the term for which he or she was appointed.

SECTION 2.4 PTO LIASON. The Board shall request that the PTO annually elect a representative of that organization to report to the Board.

SECTION 2.5 COMMITTEES. By resolution adopted by a majority vote, the Board may designate a committee as pursuant to the committee policy, any of which shall have such authority in the governance of The Academy as the Board shall designate and shall be governed by the Colorado Revised Nonprofit Corporation Act (the "Act"). The delegation of authority to any committee shall not operate to relieve the Board or any member of the Board from any responsibility or standard of conduct imposed by law or these bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these bylaws or the Act for the Board unless the board or the committee itself determines otherwise.

SECTION 2.6 GENERAL POWERS AND DUTIES. The property, business and affairs of The Academy shall be governed by the Board. Without limiting the generality of the foregoing, the Board may exercise all powers of The Academy as are provided by State and Federal and these Bylaws. The Board may assign duties and responsibilities to its members, officers, employees, and agents as it deems necessary from time to time.

SECTION 2.7 COMPENSATION. Members of the Board shall receive no compensation for their services as members of The Academy Board; however, by resolution of the Board, the reasonable expenses of members for attendance at Board meetings may be paid or reimbursed by The Academy. Members shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of The Academy in any other capacity.

SECTION 2.8 RESIGNATIONS AND REMOVAL. Any Board member may resign at any time by giving written notice to the Chairman or Secretary of the Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. A Board member may be removed from the Board by motion only for cause. The Board may find cause, in its sole discretion, by two-thirds vote of all Board members. Board members shall have no property or membership interest in The Academy, and shall have no claims as such.

SECTION 2.9 BOARD MEMBER CONFLICTS OF INTEREST. Board members shall report any actual or potential conflicts of interest to the Board prior to the time set for voting on any such transaction and shall not vote on the matter or attempt to influence the decisions of other Board members in voting on the matter. The disclosures will be included in the minutes of the meeting in which Board action occurred relating to the matter disclosed.

SECTION 2.10 QUALIFICATIONS. Each Board member must be a natural person who is twenty-five years of age or older and has an interest in the mission of The Academy.

ARTICLE III MEETINGS OF THE BOARD

SECTION 3.1 NOTICES. The Academy shall provide notice of all meetings in compliance with these Bylaws and law.

SECTION 3.2 PUBLIC NOTICE. Notice, including agenda information where possible, of any meetings of the Board at which two or more members of the Board are expected to be in attendance

and at which Board business is to be discussed shall be posted twenty-four hours in advance. The public place or places for posting meeting notices shall be designated annually at the Board's first regular meeting of each calendar year.

Section 3.3 NOTICE TO BOARD MEMBERS. Notice of any special meeting of the Board stating the date, time and place of the meeting shall be given to each Board member at such member's business or residential address at least five days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least two days prior thereto by personal delivery or private carrier of written notice or by telephone, facsimile, electronic transmission or any other form of wire or wireless communication (and the method of notice need not be the same as to each member). Written notice, if in a comprehensible form, is effective at the earliest of: (i) the date received; (ii) five days after its deposit in the United States mail, as evidenced by the postmark, if mailed correctly addressed and with first class postage affixed; and (iii) the date shown on the return receipt, if mailed by registered or certified mail, return receipt requested, and the receipt is signed by or on behalf of the addressee. Oral notice is effective when communicated in a comprehensible manner. If transmitted by facsimile, electronic transmission or other form of wire or wireless communication, notice shall be deemed to be given when the transmission is complete.

Section 3.4 WAIVER OF NOTICE. A Board member may waive notice of any meeting before or after the time and date of the meeting stated in the notice. Except as otherwise provided herein, the waiver shall be in writing and signed by the member sending the notice. Such waiver shall be delivered to The Academy for filing with the corporate records, but such delivery and filing shall not be conditions of the effectiveness of the waiver. A member's attendance at or participation in a meeting waives any required notice to that member of the meeting unless: (i) at the beginning of the meeting or promptly upon the member's later arrival, the member objects to holding the meeting or transacting business at the meeting because of lack of notice or defective notice and does not thereafter vote for or assent to action taken at the meeting; or (ii) if special notice was required of a particular purpose pursuant to the Act or these bylaws, the member objects to transacting business with respect to the purpose for which such special notice was required and does not thereafter vote for or assent to action taken at the meeting with respect to such purpose.

SECTION 3.5 DEEMED ASSENT. A Board member who is present at a meeting of the Board when corporate action is taken is deemed to have assented to all action taken at the meeting unless (i) the member objects at the beginning of the meeting, or promptly upon the member's arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting; or (ii) the member contemporaneously requests the member's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or (iii) the member causes written notice of the member's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before the adjournment thereof or by The Academy promptly after the adjournment of the meeting. Such right of dissension or abstention is not available to a member who votes in favor of the action taken.

SECTION 3.6 AGENDA. A proposed agenda for all Board meetings shall be posted with the required 24-hour notice if possible.

SECTION 3.7 MINUTES. Approved minutes of all public Board meetings will be posted in a prompt manner in accordance with The Academy's authorizer's requirements. A paper copy will be made available for review at reasonable times upon request.

SECTION 3.8 QUORUM. A majority of the Board members in office immediately before a meeting begins shall constitute a quorum for the transaction of business at any meeting of the Board, and the vote of a majority of the members present in person at a meeting at which a quorum is present shall be the official act of the Board, unless otherwise required by the Act, the articles of incorporation or these bylaws. If less than a quorum is present at a meeting, a majority of the members present may adjourn the meeting from time to time without further notice other than an announcement at the meeting, until a quorum shall be present. Members of the Board or any committee thereof may participate in a regular or special meeting by, or conduct the meeting through the use of, any means of communication by which all members participating may hear each other during the meeting. A member participating in a meeting by this means is deemed to be present in person at the meeting.

SECTION 3.9 VOTING BY PROXY. No Board member may vote or act by proxy at any Board meeting.

SECTION 3.10 EXECUTIVE SESSIONS. All regular and special meetings of the Board shall be open to the public. Upon a vote of a majority of the members present, an executive session may be held at any regular meeting. An executive session may be held at a special meeting if all Board members are given notice of the executive session in accordance with the notice requirements or if all Board members are present at the special meeting where the executive session is added and a majority of Board members present vote to move into executive session.

Permissible Topics for Executive Session:

- (a) The purchase, acquisition, lease, transfer, or sale of any real, personal, or other property interest; except that no executive session shall be held for the purpose of concealing the fact that a member of the local public body has a personal interest in such purchase, acquisition, lease, transfer, or sale;
- (b) Conferences with an attorney for the local public body for the purposes of receiving legal advice on specific legal questions. Mere presence or participation of an attorney at an executive session of the local public body is not sufficient to satisfy the requirements of this subsection (4).
- (c) Matters required to be kept confidential by federal or state law or rules and regulations. The local public body shall announce the specific citation of the statutes or rules that are the basis for such confidentiality before holding the executive session.
- (d) Specialized details of security arrangements or investigations, including defenses against terrorism, both domestic and foreign, and including where disclosure of the matters discussed might reveal information that could be used for the purpose of committing, or avoiding prosecution for, a violation of the law;
- (e) (I) Determining positions relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiators.
(II) The provisions of subparagraph (I) of this paragraph (e) shall not apply to a meeting of the members of a board of education of a school district:
 - (A) During which negotiations relating to collective bargaining, as defined in section 8-3-104 (3), C.R.S., are discussed; or
 - (B) During which negotiations for employment contracts, other than negotiations for an

individual employee's contract, are discussed.

(f) (I) Personnel matters except if the employee who is the subject of the session has requested an open meeting, or if the personnel matter involves more than one employee, all of the employees have requested an open meeting. With respect to hearings held pursuant to the "Teacher Employment, Compensation, and Dismissal Act of 1990", article 63 of title 22, C.R.S., the provisions of section 22-63-302 (7) (a), C.R.S., shall govern in lieu of the provisions of this subsection (4).

(II) The provisions of subparagraph (I) of this paragraph (f) shall not apply to discussions concerning any member of the local public body, any elected official, or the appointment of a person to fill the office of a member of the local public body or an elected official or to discussions of personnel policies that do not require the discussion of matters personal to particular employees.

(g) Consideration of any documents protected by the mandatory nondisclosure provisions of the "Colorado Open Records Act", part 2 of article 72 of this title; except that all consideration of documents or records that are work product as defined in section 24-72-202 (6.5) or that are subject to the governmental or deliberative process privilege shall occur in a public meeting unless an executive session is otherwise allowed pursuant to this subsection (4);

(h) Discussion of individual students where public disclosure would adversely affect the person or persons involved.

The motion requesting the executive session shall state the nature of the matter to be discussed and cite the subsection of C.R.S § 24-6-4023(a-h) that covers the reason for the executive session. Only those persons invited by the Board may be present during the executive session. The Board shall not vote, make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or calling for the payment of money be adopted or approved at any session, which is closed to the general public. Matters discussed during executive sessions shall remain confidential among those attending. The Secretary of the Board shall maintain topical minutes of all executive session items that result in public Board action. Executive Sessions shall be electronically recorded except as provided by law.

SECTION 3.11 SPECIAL MEETINGS. Special meetings of the Board may be called by or at the request of the Chairman or a majority of Board members. Special meetings must meet posting requirements stated in CRS 22-32-108. The Board may fix any place or time as the place for holding any special meetings. Special meetings of the Board shall follow the rules and regulations of a regular public Board meeting.

ARTICLE IV OFFICERS OF THE BOARD

SECTION 4.1 OFFICERS. The Officers of the Board shall consist of Chairman, Vice-Chairman, Secretary, and Treasurer. Any voting member of the Board shall be eligible to hold Board office. For the sole purpose of recording the minutes, the Board may appoint a non-voting record keeper.

SECTION 4.2 ELECTION AND TERM. The Board shall elect, by a simple majority of eligible voting members, its Officers at the last regular public meeting of the fiscal year of the Board. They shall serve for a term of one year and until their successors are elected and qualified or until their resignation, removal, or death. Board members may serve as Officers for multiple terms if annually re-elected.

SECTION 4.3 VACANCIES. An Officer elected to fill a vacancy shall serve for the un-expired term of his predecessor in office.

SECTION 4.4 AUTHORITY AND DUTIES OF OFFICERS. The officers of The Academy shall have the authority and shall exercise the powers and perform the duties specified below and as may be additionally specified by the Chairman, the Board or these bylaws, except that in any event each officer shall exercise such powers and perform such duties as may be required by law.

SECTION 4.4.1 CHAIRMAN. The Chairman shall preside at all meetings of the Board. The Chairman shall execute contracts when authorized by the Board, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Board to some other Officer or agent of The Academy. In general, the Chairman shall perform all duties and may exercise all rights as are incident to the Office of Chairman of the Board and such other duties as may be prescribed by the Board or these Bylaws.

SECTION 4.4.2 VICE-CHAIRMAN. The Vice-Chairman shall have all the powers and perform all the duties of the Chairman in the absence of the Chairman. The Vice-Chairman shall perform such other duties as from time-to-time may be assigned to him by the Chairman or by the Board.

SECTION 4.4.3 SECRETARY. The Secretary shall keep full minutes of all the meetings of the Board. The Secretary shall attend the meetings of the Board and shall act as clerk thereof and record all the acts and votes and the minutes of all proceedings in one or more books to be kept for that purpose.

SECTION 4.4.4 TREASURER. The Treasurer shall oversee the financial transactions and financials reports prepared for the Board and shall see that proper financial procedures are being followed as established by the Board.

SECTION 4.5 RESIGNATIONS AND REMOVAL. Any Officer may resign at any time by giving written notice to the Chairman or Secretary of the Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed at any time, with or without cause, by an affirmative vote of a two-thirds majority of the Board member wherever, in their judgment, the best interests of The Academy are served by the removal.

ARTICLE V ADMINISTRATOR

The Board has the responsibility to hire the administrator(s) to administer the daily tasks in accordance to their job description that has been approved by the Board.

ARTICLE VI

CONTRACTS AND GRANTS

SECTION 6.1 CONTRACTS. The Board may authorize any member or members, any officer or officers, or agent or agents of the Board or the Administrator, or their designee, to enter into any contract and to execute and to deliver any instrument in the name of and on behalf of The Academy. Such authority may be general or confined to specific instances or transactions.

SECTION 6.2 GRANTS. The Board or any member of the Board or the Administrator/ designee may accept on behalf of The Academy any cash (pledged or outright) contribution, gift, grant or bequest or in-kind donation for the general purposes or for any special purpose of The Academy. Gifts of real estate must receive Board approval by two-thirds. The Academy may accept any contribution, gift, grant, bequest or devise that is designated, restricted or conditioned by the donor, provided that the designation, restriction or condition is consistent with The Academy's general tax-exempt purposes. Donor-designated contributions will be accepted for special funds, purposes or uses, and such designations generally will be honored. However, The Academy shall reserve all right, title and interest in and to and control over such contributions, and shall have authority to determine the ultimate expenditure or distribution thereof in connection with any such special fund, purpose or use. Further, The Academy shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used exclusively to carry out The Academy's tax-exempt purposes.

ARTICLE VII BOOKS AND RECORDS

SECTION 7.1 MINUTES, ETC. The Academy shall keep as permanent records minutes of all meetings of the Board and members (if any), a record of all actions taken by the Board, a record of all actions taken by a committee of the Board in place of the Board on behalf of The Academy, and a record of all waivers of notices of meetings of the Board or any committee of the Board or members (if any).

SECTION 7.2 ACCOUNTING RECORDS. The Academy shall maintain appropriate accounting records.

SECTION 7.3 RECORDS IN WRITTEN FORM. The Academy shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time.

SECTION 7.4 RECORDS MAINTAINED AT PRINCIPAL (MAIN) OFFICE. The Academy shall keep a copy of each of the following records at its principal office:

- (a) The articles of incorporation;
- (b) These bylaws;
- (c) Resolutions adopted by the Board relating to the characteristics, qualifications, rights, limitations and obligations of the members or any class of members;
- (d) The minutes of all meetings of the members for the past three years;
- (e) A list of the names and business or home addresses of the current members and officers;
- (f) A copy of the most recent corporate report delivered to the Colorado secretary of state;
- (g) All financial statements prepared for periods ending during the last three years;

(h) The Academy's application for recognition of exemption and the tax-exemption determination letter issued by the Internal Revenue Service; and

(i) All other documents or records required to be maintained by The Academy at its principal office under applicable law or regulation.

ARTICLE VIII FIDUCIARY MATTERS

SECTION 8.1 INDEMNIFICATION.

SECTION 8.1.1 SCOPE OF INDEMNIFICATION. No Officer or Board member shall be personally liable for any obligations of The Academy or for any duties or obligations arising out of any acts or conduct of said Officer or Board member performed for or on behalf of The Academy. The Academy shall and does hereby indemnify and hold harmless each person and their heirs and personal representatives who shall serve at any time hereafter as a Board member or Officer of The Academy, from and against any and all claims, judgments and liabilities to which such persons shall become subject by reason of either heretofore or hereafter serving as a Board member or Officer of The Academy, or by reason of any action alleged to have been heretofore or hereafter taken or refrained from by any such Board member or Officer for all legal and other expenses reasonably incurred in connection with the defense of any such claim or liability; including the power to defend such person for all suits or claims as provided for under the provisions of the Act or the corporation code of any state in which The Academy transacts business; provided, however, that no such person shall be indemnified against, or be reimbursed for any expense incurred in connection with any claim or liability arising out of such person's own negligence or willful misconduct. The rights accruing to any person under the foregoing provisions of this section shall not exclude any other right to which such person may lawfully be entitled, nor shall anything herein contained restrict the right of The Academy to indemnify or reimburse such person in any proper case, even though not specifically herein provided for. The Academy, its Board members, Officers, employees and agents shall be fully protected in taking any action or making any payment or in refusing to do so in reliance upon the advice of counsel. The indemnification herein provided shall not be deemed exclusive of any other right to which those seeking indemnification may be entitled under any Bylaw, agreement, vote of Board members or otherwise, both as to action in an official capacity and as to such person who has ceased to be a Board member, officer, employee, or agent, and shall inure to the benefit of the heirs and personal representatives of such person.

SECTION 8.1.2 SAVINGS CLAUSE; LIMITATION. If any provision of the Act or these bylaws dealing with indemnification shall be invalidated by any court on any ground, then The Academy shall nevertheless indemnify each party otherwise entitled to indemnification hereunder to the fullest extent permitted by law or any applicable provision of the Act or these bylaws that shall not have been invalidated. Notwithstanding any other provision of these bylaws, The Academy shall neither indemnify any person nor purchase any insurance in any manner or to any extent that would jeopardize or be inconsistent with the qualification of The Academy as an organization described in section 501(c)(3) of the Internal Revenue Code, or that would result in the imposition of any liability under either section 4941 or section 4958 of the Internal Revenue Code.

SECTION 8.2 GENERAL STANDARDS OF CONDUCT FOR BOARDS MEMBERS AND OFFICERS.

SECTION 8.2.1 DISCHARGE OF DUTIES. Each Board member shall discharge the member's duties as a member, including the member's duties as a member of a committee of the Board, and each officer with discretionary authority shall discharge the officer's duties under that authority (i) in good faith; (ii) with the care an ordinarily prudent person in a like position would exercise under similar circumstances; and (iii) in a manner the member or officer reasonably believes to be in the best interests of The Academy.

SECTION 8.2.2 RELIANCE ON INFORMATION, REPORTS, ETC. In discharging duties, a Board Member or officer is entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by: (i) one or more officers or employees of The Academy whom the member or officer reasonably believes to be reliable and competent in the matters presented; (ii) legal counsel, a public accountant or another person as to matters the member or officer reasonably believes are within such person's professional or expert competence; or (iii) in the case of a member, a committee of the Board of which the member is not a member if the member reasonably believes the committee merits confidence. A member or officer is not acting in good faith if the member or officer has knowledge concerning the matter in question that makes reliance otherwise permitted by this Section unwarranted.

SECTION 8.2.3 LIABILITY TO CORPORATION. A member or officer shall not be liable as such to The Academy for any action taken or omitted to be taken as a member or officer, as the case may be, if, in connection with such action or omission, the member or officer performed the duties of the position in compliance with this Article X, Section 2.2.

SECTION 8.2.4 MEMBER NOT DEEMED TO BE A "TRUSTEE." A member, regardless of title, shall not be deemed to be a "trustee" within the meaning given that term by trust law with respect to The Academy or with respect to any property held or administered by The Academy including, without limitation, property that may be subject to restrictions imposed by the donor or transferor of such property.

SECTION 8.3 CONFLICTS OF INTEREST.

SECTION 8.3.1 DEFINITION. A conflict of interest arises when any "responsible person" or any "party related to a responsible person" has an "interest adverse to The Academy." A "responsible person" is any individual in a position to exercise substantial influence over the affairs of The Academy, and specifically includes, without limitation, members and officers of The Academy. A "party related to a responsible person" includes his or her extended family (including spouse, ancestors, descendants and siblings, and their respective spouses and descendants), an estate or trust in which the responsible person or any member of his or her extended family has a beneficial interest or a fiduciary responsibility, or an entity in which the responsible person or any member of his or her extended family is a member, trustee or officer or has a financial interest. "An interest adverse to The Academy" includes any interest in any contract, transaction or other financial relationship with The Academy, and any interest in an entity whose best interests may be impaired by the best interests of The Academy including, without limitation, an entity providing any goods or services to or receiving any goods or services from The Academy, an entity in which The Academy has any business or financial interest, and an entity providing goods or services or performing activities similar to the goods or services or activities of The Academy.

SECTION 8.3.2 DISCLOSURE. If a responsible person is aware that The Academy is about to enter

into any transaction or make any decision involving a conflict of interest, (a “conflicting interest transaction”), such person shall: (i) immediately inform those charged with approving the conflicting interest transaction on behalf of The Academy of the interest or position of such person or any party related to such person; (ii) aid the persons charged with making the decision by disclosing any material facts within the responsible person’s knowledge that bear on the advisability of The Academy entering into the conflicting interest transaction; and (iii) not be entitled to vote on the decision to enter into such transaction.

SECTION 8.3.3 APPROVAL OF CONFLICTING INTEREST TRANSACTIONS. The Academy may enter into a conflicting interest transaction provided either:

- (a) The material facts as to the responsible person’s relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board or to a committee of the Board that authorizes, approves or ratifies the conflicting interest transaction, and the Board or committee in good faith authorizes, approves or ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested members on the Board or committee, even though the disinterested members are less than a quorum; or
- (b) The conflicting interest transaction is fair as to The Academy.

SECTION 8.4 LIABILITY OF MEMBERS FOR UNLAWFUL DISTRIBUTIONS.

SECTION 8.4.1 DISTRIBUTION. No part of the net earnings of The Academy shall inure to the benefit of or be distributable to any member or officer of The Academy or any other individual (except that reasonable compensation may be paid for services rendered to or for the benefit of The Academy affecting one or more of its purposes), and no member or officer of The Academy or any other individual shall be entitled to share in any distribution of any of The Academy’s assets on dissolution of The Academy or otherwise.

SECTION 8.4.2 LIABILITY TO CORPORATION. A member who votes for or assents to a distribution made in violation of the Act, the articles of incorporation of The Academy, or these bylaws shall be personally liable to The Academy for the amount of the distribution that exceeds what could have been distributed without violating the Act, the articles of incorporation, or these bylaws if it is established that the member did not perform the member’s duties in compliance with the general standards of conduct for members set forth herein.

SECTION 8.4.3 CONTRIBUTION. A member who is liable under Article X, Section 4.2 for an unlawful distribution is entitled to contribution: (i) from every other member who could be liable under the same section for the unlawful distribution; and (ii) from each person who accepted the distribution knowing the distribution was made in violation of the Act, the articles of incorporation, or these bylaws to the extent the distribution to that person exceeds what could have been distributed to that person without violating the Act, the articles of incorporation, or these bylaws.

SECTION 8.5 LOANS TO MEMBERS AND OFFICERS PROHIBITED. No loans shall be made by The Academy to any of its members or officers. Any member or officer who assents to or participates in the making of any such loan shall be liable to The Academy for the amount of such loan until the repayment thereof.

SECTION 8.6 COMPLIANCE WITH CODE OF ETHICS. In addition to the foregoing, all officers and members shall comply with the applicable provisions of the Code of Ethics set forth in C.R.S. § 24-18-101, et seq. and with any Code of Ethics adopted by this Board.

ARTICLE IX INSURANCE

By action of the Board, notwithstanding any interest of the Board members in the action, The Academy may purchase and maintain insurance, as the Board deems appropriate, on behalf of any person who is or was a Board member, Officer, employee, fiduciary, or agent of The Academy, or who, while a Board member, Officer, employee, fiduciary or agent of The Academy, is or was serving at the request of The Academy as a Board member, Officer, partner, trustee, employee, fiduciary or agent of any other foreign or domestic corporation or of any partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against, or incurred by, that person in any such capacity or arising out of their status, whether or not The Academy would have the power to indemnify that person against such liability under the provisions of Article VII, of these Bylaws or applicable law.

ARTICLE X MISCELLANEOUS

SECTION 10.1 CONSTRUCTION. The masculine gender, where appearing in these Bylaws, shall be deemed to include the feminine gender and the singular shall be deemed to include the plural unless the context clearly indicates to the contrary.

SECTION 10.2. SEVERABILITY. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

SECTION 10.3 CONVEYANCES AND ENCUMBRANCES. Property of The Academy may be assigned, conveyed or encumbered by such members, officers, and agents of The Academy as may be authorized to do so by the Board, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of The Academy shall be authorized only in the manner prescribed by applicable statute.

SECTION 10.4 REFERENCES TO INTERNAL REVENUE CODE. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any subsequent federal tax laws.

ARTICLE XI PROCEDURE TO AMEND THE BYLAWS

The Bylaws may be amended, altered or repealed and new Bylaws adopted upon proper notice and a two-thirds majority vote of all Board members then in office.

**THE ACADEMY OF CHARTER SCHOOLS, INC.
BYLAWS CERTIFICATE**

The following individuals certify that they are the Board Chairman and Secretary of The Academy of Charter Schools, Inc., a Colorado nonprofit Corporation, and that, as such, they are authorized to execute this certificate on behalf of said corporation, and further certify that attached hereto is a complete and correct copy of the presently effective bylaws of said corporation.

Updated adoption date _____

Kevin Sanchez
Chairman
The Academy

Sarah Drewlow
Secretary
The Academy



The Academy

2021 - 2022 SCHOOL YEAR CALENDAR

Check in: K-12 student Check in
On-line Check-in ~ Begins Monday, July 19
pay fees and receive your schedule

Jul-2021						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug-2021						
S	M	Tu	W	Th	F	S
1	2	NT	NT	NT	NT	7
8	1/W	10	11	12	13	14
15	16	17	FS	FA	20	21
22	23	24	25	26	27	28
29	30	31				

Sep-2021						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	H	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Oct-2021						
S	M	Tu	W	Th	F	S
					1	2
3	4	P	P	H	H	9
10	11	12	PSAT	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	PD	30
31						

Nov-2021						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	H	H	H	H	H	27
28	29	30				

Dec-2021						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	S1	18
19	H	H	H	H	H	25
26	H	H	H	H	H	

After School Program
Open August 19, 2021

After School Program
Closed May 25, 2022

First Day of School for Students - See Specifics Below

- 8/18/2021 **FS** First Day of School - 7th grade (am), 9th grade (pm) AND all 3rd graders and new to The Academy (Elem - am, JH - am, HS - pm)
- 8/19/2021 **FA** First Day of School - ALL Students PK-12
- 8/19 - 8/23/2021 All Kinder students 1/2 day

All Tuesdays Late Start Tuesdays - Staff Prof. Development

Holidays & Non-Student Days

- 9/6/2021 **H** Labor Day
- 10/7 - 10/8/2021 **H** Fall Break
- 10/29/2021 **PD** Professional Development
- 11/22-11/26/2021 **H** Thanksgiving Break
- 12/17/2021 **1/2 day school - All students**
- 12/20/20-1/3/22 **H** Winter Break
- 1/3/2022 **PD** Professional Development
- 1/17/2022 **H** Martin Luther King Day
- 2/17-2/18/2022 **H** Mid-Winter Break
- 2/21/2022 **H** President's Day
- 3/4/2022 **PD** Professional Development
- 3/21-3/25/2022 **H** Spring Break
- 4/22/2022 **H** Spring Day
- 5/26/2022 **LA** 1/2 day school - all students
- 5/27/2022 **I/W** Teacher Work Day
- 5/30/2022 **H** Memorial Day

Semesters

- 12/17/2021 **S1** Semester End - Grades K-12 (78.5 days)
- 5/26/2022 **S2** Semester End - Grades K-12 (91.5 days)

Last Day of School - End of Semester 2

- 5/19/2022 **LS** Seniors
- 5/25/2022 **L** Last day for Kindergarten - 1/2 day of school
- 5/25/2022 **L** Last day for 6th grade - Full day of school
- 5/26/2022 **LA** All other Students - 1/2 day

Additional Dates to Note

- 8/3 - 8/16/2021 **NT** New Teachers ONLY
- 8/9/2021 All Staff return
- 8/9-8/17/2021 Teacher Inservice
- 9/19/2021 5k Family Fun Run
- 9/21-9/24/2021 Outdoor Ed - 6th Grade
- TBD Homecoming
- 10/5-10/6/2021 **P** Parent-Teacher Conferences
- 10/13/2021 **PSAT** PSAT test for all grades 9th - 11th
- 10/28/2021 Harvest Fest
- 12/4/2021 Holiday Bazaar
- 2/4/2022 Valentine's Day Dance
- 2/8-2/9/2022 **P** Parent-Teacher Conferences
- 4/12/2022 **SAT** SAT test
- 4/22/2022 **H** Prom
- 5/7/2022 Spring Gala
- 5/2-5/13/2022 AP Testing

Continuations & High School Graduation

- 5/6/2022 8th Grade Banquet
- 5/19/2022 Bridging Ceremony
- 5/21/2022 High School Graduation
- 5/25/2022 6th grade Continuation
- 5/25/2022 Kindergarten Continuation

* Subject to Revision

Jan-2022						
S	M	Tu	W	Th	F	S
						H
2	PD	4	5	6	7	8
9	10	11	12	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb-2022						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	P	P	H	H	19
20	H	22	23	24	25	26
27	28					

Mar-2022						
S	M	Tu	W	Th	F	S
		1	2	3	PD	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	H	H	H	H	H	26
27	28	29	30	31		

Apr-2022						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	SAT	13	14	15	16
17	18	19	20	21	H	23
24	25	26	27	28	29	30

May-2022						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	LS	20	21
22	23	24	L	LA	27	28
29	H	31				

Jun-2022						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

First / Last Day of School Dates
 Non-Student Day

Approved:
Revised: