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**The Academy
Board of Directors**

*Executive Work Session
Monday, November 15, 2021
5:30 – 6:55pm*

Agenda

- | | |
|---|------------|
| Monthly Board Communications Review | 30 Minutes |
| <i>Expectation: Each month Board members will acknowledge and discuss any community feedback or complaints that have been received since the last meeting.</i> | |
| Data Presentation Reflection | 25 Minutes |
| <i>Expectation: Board members will share any feedback they have about last month's data presentation to make improvements for January's presentation.</i> | |
| Discuss Staff Survey Feedback | 30 Minutes |
| <i>Expectation: The CEO will update Board members on actions taken in response to the October Staff Survey. Board members will review any new survey feedback and discuss potential actions to take as a Board.</i> | |



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**The Academy
Board of Directors**

*Board Meeting
Monday, November 15, 2021*

7:00pm

Agenda

Consent Agenda	
Moved by	
2 nd By	
Action	

Y/N/P/A	Name
	Drewlow, S
	Klenjoski, D
	Coffee, A.
	Sanchez, K
	McDuffee, A
	Fransua, L
	Hamele, S

- 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 [October 25, 2021, 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 2 minutes per speaker. Neither Board members nor Academy staff is obligated to respond to comments or input. The Board will provide written responses as deemed appropriate.
- V. Reports from Directors, Principals, and Committees
 - a. [CEO Report](#) – *Expectation: CEO will update the board on the current status of the school's pandemic precautions as well as progress toward strategic goals.*

- b. Committee Reports – *Expectation: Committee chairs will update the board on progress with each committee.*

- i. [Finance](#) – See meeting minutes
- ii. [SACademic](#) – See meeting minutes
- iii. [PTO](#) – See meeting minutes

VI. Presentation and Discussion

- a. Audit Review – *Expectation: Our auditor, John Cutler, will speak to the Board to outline this year's findings and offer the opportunity for Board members to ask any questions regarding our recent audit.*
- b. Ongoing Policy Review Protocol – *Expectation: As per the established monthly process, Board members will discuss policies currently under review for revision and/or renewal.*
 - i. Financial Controls Policy
 - ii. [Conflict of Interest Policy](#)
 - iii. "Class Of" Accounts Policy
 - iv. Fees, Waivers, & Adjustments Policy
- c. Standard Calculus Proposal - *Expectation: The Board will discuss the proposal to add a Standard Calculus class to the secondary course catalog to supplement current AP Calculus offerings. The SACademic Committee has reviewed this proposal and unanimously voted to recommend Board approval.*
- d. Work Session Summary – *Expectation: The board Chair will summarize the topics discussed during the work session prior to this formal meeting.*

VII. Executive Summary

- a. Approve Financial Controls Policy – *Expectation: The board will vote to approve updates to the Financial Controls Policy.*
- b. Approve Conflict of Interest Policy – *Expectation: The board will vote to approve a stand-alone Conflict of Interest Policy.*
- c. Approve Standard Calculus Course Addition – *Expectation: The board will vote to approve the addition of a Standard Calculus course to the secondary course catalog.*

- VIII. Board Meeting Self-Scoring – *Expectation: The board will self-score their performance for the meeting according to preset criteria.*

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

 /4

- IX. Adjourn Meeting



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Board of Directors
Board Meeting Minutes
Monday, October 25, 2021

Board Members Present:

Kevin Sanchez	Chairperson
Sarah Drewlow	Vice Chairperson
Dan Klenjoski	Board Member
Autumn Coffee	Secretary
Amy McDuffee*	Board Member
Laurissa Fransua	Board Member
Shawn Hamele*	Treasurer

Also Present:

Brent Reckman	CEO
Mark Wilson	COO
Andrea Foust	Finance Director
Cody Clark	HS Principal
Erik Mikulak	MS Principal
Sarah Gramarossa	3-5 Principal
Suzie Galbraith	K-2 Principal

*Attended via conference call

Minutes of the regular board meeting of The Academy held at 11800 Lowell Blvd, Westminster, CO 80031 in Adams County on October 25, 2021.

I. Open Meeting

A quorum being present, Mr. Sanchez called the meeting to order at 5:30 pm and gave the following disclaimer:

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.

II. Invocation and Pledge of Allegiance

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

III. Consent Agenda

Mr. Sanchez moved to approve the agenda. This was seconded by Mrs. Drewlow.

Discussion: None

Ayes: Klenjoski, Coffee, McDuffee, Fransua, Hamele, Drewlow, Sanchez

Nays: None

Motion Carried 7 – 0

IV. Public Comments

- a. Several parents were in attendance to share concerns with the board:
 - i. Mike Bonfiglio – bullying issues
 - ii. Heather Brown – mental health of our students, lots of sexually charged conversations, language that is being allowed.
 - iii. Eric Anderson – secondary dress code is very concerning
 - iv. Wanda Richman – conversations by teachers regarding pronouns and sexual orientation; bullying; teacher who is body shaming
- b. Mr. Sanchez thanked the parents for sharing and assured them that the board and the administration are listening and working on the issues mentioned.

V. Presentation and Discussion

This meeting was the Fall Data Presentation from level principals. Each principal shared both qualitative and quantitative updates based off of the K-12 Annual Work Plan they presented to the board in July. Click [here](#) to review the presentation.

VI. 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

VII. Adjourn Meeting

Mr. Sanchez adjourned the meeting at 7:50 pm.

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CEO Board Report – November 2021 Meeting

Pandemic Response Update

Expectation: Share information about implementation of pandemic precautions to start the new school year.

As of November 9th, the number new COVID-19 cases per 100,000 residents in Adams County over a 7-day period has increased to about 319 (up from 177 in the last CEO Board Report). The 7-day average positivity rate is 10.5%, down from about 7% earlier this fall. Colorado was recently ranked as the state with the 5th highest rate of new cases.

The Academy continues to implement the same precautions put in place to start the school year and plans to continue doing so for the foreseeable future. Positive cases and family close contacts among students have been rolling through steadily. The number of students out on quarantine as a result has made things very challenging for teachers. It is getting increasingly difficult to keep everybody caught up with their classwork. We recently had our first large-scale quarantine affecting dozens of students as a result of an exposure in our intramural program. We have not typically quarantined close contacts in classroom settings, but the public health department defines extracurricular athletics as a higher risk setting that warrants such actions.

Overall, we are maintaining operations, but the instructional experience for many students continues to be more impacted than we had hoped it would be this year.

Strategic Initiatives Update

Expectation: Share information about ongoing implementation of initiatives in support of The Academy 5-year Strategic Plan.

Principals presented their levels' progress on Annual Work Plans at the October Board meeting to present updates on progress toward their Annual Work Plans. They have definitely had to make adjustments due to the impacts of student absences, staffing shortages, and more intense student mental health and social-emotional needs, but some slow and steady progress is still being made. Principals will present to the Board again in late January. A full update of the Data Dashboard is scheduled for the February Board meeting. CSI's annual CARS report and related school rating for The Academy should be available to share by the December Board meeting.

Our October 1st enrollment count came in seven students lower than last year but still exceeded our goals in both the budget and the strategic plan. The new website was launched last month and will play an important role in the coming recruitment and enrollment season for the 2022-23 school year.

The Finance Department has begun work early on this year's budget modification in the interest of clarifying potential staff pay increases as early as possible. Our planning is on track to develop a new Academy salary schedule that is more competitive with surrounding districts by the end of this semester.

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Finance & Operations Board Report, November 2021

Members Present: Shawn Hamele, Dan Klenjoski, Irina Szafranski, Jennifer Halford, Andrea Foust, Mark Wilson

Introduction (5 minutes)

Expectation: Review agenda and norms as needed. Share any relevant resources for committee to review. Outlined agenda with no questions, no new resources to share this month.

Financial Report Review (20 minutes)

Expectation: Financial report sent out in advance. Review and discuss current position.
(see next page)

Acct	Account_Description	October	FY 2022 YTD	FY2022 Budget	YTD % of Budget	FY2022 Expected End of Year
Revenue						
1500	Earnings on Investments	\$190.86	\$840.20	\$42,000.00	2.0%	\$42,000.00
1600	Food Services	\$3,336.59	\$32,679.67	\$360,200.00	9.1%	\$360,200.00
1700	Pupil Activities	\$79,776.33	\$253,810.10	\$650,000.00	39.0%	\$650,000.00
1800	Community Services Activities	\$74,064.61	\$267,506.38	\$738,400.00	36.2%	\$738,400.00
1900	Other Local Sources	\$13,117.05	\$159,544.64	\$289,870.00	55.0%	\$289,870.00
3000	Revenue from State Sources	\$46,484.31	\$139,580.55	\$765,716.64	18.2%	\$765,716.64
3100	Categorical Revenue	\$0.00	\$25,245.58	\$244,002.93	10.3%	\$244,002.93
3200	Adjustments to Categorical Revenue	\$0.00	\$0.00	\$0.00		\$0.00
3900	Other Revenue From State Sources	\$142,684.59	\$370,734.01	\$1,763,417.78	21.0%	\$1,763,417.78
5200	Interfund Transfers	\$0.00	\$24,000.00	\$0.00		\$0.00
5600	Direct Allocations	\$1,403,056.58	\$5,612,226.32	\$15,867,227.10	35.4%	\$15,867,227.10
11	Total Revenue	\$1,762,710.92	\$6,886,167.45	\$20,720,834.45	33.2%	\$20,720,834.45
Expenditure Summary		October	FY 2022 YTD	FY2022 Budget	YTD % of Budget	FY2022 Expected End of Year
0100	Total Salaries	\$777,963.76	\$2,358,058.41	\$9,740,825.43	24.2%	\$9,740,825.43
0200	Total Benefits	\$277,486.17	\$928,162.40	\$3,872,317.02	24.0%	\$3,872,317.02
0300-0500	Total Purchased Svcs	\$394,419.33	\$1,499,816.60	\$4,656,010.54	32.2%	\$4,656,010.54
0600	Total Supplies	\$109,721.01	\$751,479.86	\$1,708,561.46	44.0%	\$1,708,561.46
0700	Total Property	\$0.00	\$6,182.25	\$0.00		\$0.00
0800	Total Fees/Pupil Activities	\$66,293.39	\$213,446.22	\$643,120.00	33.2%	\$643,120.00
0900	Total Other Uses	\$0.00	\$0.00	\$0.00		\$0.00
	Total Expenditures	\$1,625,883.66	\$5,757,145.74	\$20,620,834.45	27.9%	\$20,620,834.45
Total Expenditures		\$1,625,883.66	\$5,757,145.74	\$20,620,834.45	27.9%	\$20,620,834.45
	Salary Accrual Adj.		\$289,000.00			
Net Profit (loss)		\$136,827.26	\$840,021.71	\$100,000.00		\$100,000.00
	Beg. Fund Balance Use					
Current Margin				\$100,000.00		\$100,000.00
Beginning Fund Balance				\$5,304,726.15		\$2,486,635.94
Est. Ending Fund Balance				\$5,404,726.15		\$2,586,635.94

- Revenue and expenditure lines discussed by each coded line.
- Emphasis was made as to potential changes in Amended Budget e.g. Earnings on Investments being reduced.
- Food reimbursement only just being received from August; large increases from Sep.
- Hiring/Subs remain tough, but Salaries and Benefits running as expected.
- Bingo check came to us which increased Pupil Activities line.
- Other than that, all lines running without significant change or surprise during Oct.
- Focus has been on assessing budget percentage markers ahead of Amended Budget.

Amended Budget Outline (20 minutes)

Expectation: Review first draft of amended budget and discuss variances.

Committee was presented with first draft of anticipated numbers for Amended Budget to be approved by the Board in January ahead of submitting by January, 31st, 2022. Topics of presentation included:

- Annual budget approval process and timeline.
- Revenue modification and rationale that currently projects to be an increase of ~1.04M (vast majority of this increase is due to projected Food Revenue and ESSER funding, neither of which were known prior to our original budget approval)
- Expenditure modification and rationale that currently projects to be an increase of ~440K (mainly due to increasing minimum staff wage and increased food supplies)
- Projected bottom line with an outline of potentially influential variables that need to be monitored prior to January 31st.
- Brief explanation of Governor's proposed budget (doubling MLE and 8% PPR increase) and its positive tone/possible impacts.
- The context of our budget being ahead in conjunction with our salary targets for staff.

Board will receive detailed first read of Amended Budget when presented in December Board meeting ahead of approving in January.

Financial Policies Review (10 minutes)

Expectation: Briefly reflect on updated policies ahead of submission to attorney.

Final review was taken of the policies to be submitted to our attorney. Details were given regarding updates to DEI language, contractual verbiage e.g. TABOR, as well as rationale of why currently approved budget amounts were still relevant to our organization's processes. Follow up questions were also answered with regards to records archiving. The policies are now with our attorney and are due to be returned ahead of our November Board meeting.

Self-Evaluation (5 minutes)

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

Meeting rated at a 4.

Next Meeting: 9 Dec., 2021

Operations Update

Currently revisiting facility cleaning protocols to ensure we are as secure as possible when responding to the increase in COVID cases. Not anticipating any significant changes as our previous practices have been robust and widely regarded as successful. Supply chain issues continue to impact some of the fixes we are waiting on around the facility e.g. HVAC, athletics. HR have been communicating and processing open enrollment for all of our staff and I.T. are currently focusing in on some North Campus issues and remain patient with Comcast whilst they wait on the permits for the internet changeover.

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SACademic Committee

September 2021 Agenda & Meeting Minutes

"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.

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

Members

Brent Reckman,
Autumn Coffee,
Harkness-Cofrades, Dan Gramarossa, Devon DiRenzo

Present:

Cody Clark,
Kristen

1. Welcome and Review Protocols

Expectation: All committee members will start the meeting together with focus.

Meeting Protocols

- Start on time; end on time
- Members arrive prepared
- Technology for meeting use
- No sidebar conversations
- Focus eyes, ears, and heart on speaker and topic

Notes: The committee reviewed its dual purpose to exercise circular oversight and support cycles of continuous improvement.

2. Review 2021-22 Unified Improvement Plan Draft

Expectation: Committee members will review the draft UIP and provide feedback to shape The Academy's final submission.

- UIP Process from a 10,000' Level
 - What questions does the committee have about the purpose of a UIP?
 - What questions does the committee have about The Academy's process for drafting the UIP?
 - What questions does the committee have about how the UIP is used after it is written and submitted?
- Current Performance

- What questions does the committee have about the analysis of The Academy's current performance?
- What feedback does the committee have for the final draft of the current performance section?
- Priority Performance Challenges
 - What questions does the committee have about the identification of The Academy's priority performance challenges?
 - What feedback does the committee have for the final draft of the priority performance challenges section?
- Major Improvement Strategies
 - What questions does the committee have about the approach to The Academy's major improvement strategies?
 - What feedback does the committee have for the final draft of the major improvement strategies section?
- Target Setting
 - What questions does the committee have about the selection of The Academy's targets for improvement?
 - What feedback does the committee have for the final draft of the target setting section?

Notes: The committee discussed the annual UIP cycle with key due dates for future planning. Members asked clarifying questions about external sources of data, including ratings from the Colorado Department of Education and the Charter School Institute. Members similarly discussed internal sources of data to monitor throughout the school year to gauge progress with the targets set in the UIP. Overall, the committee was satisfied with the quality of this initial draft. In addition to reviewing feedback from reviewers at the Charter School Institute, the committee discussed including more disaggregated data in the next revision to better account for the performance of specific student subgroups.

3. Self-Assessment

Expectation: The committee will self-assess on the effectiveness of today's meeting.

Notes: The committee agreed this was a productive meeting and self-rated at a "4."

Next Meeting: October 11, 2021

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SACademic Committee

November 2021 Agenda & Meeting Minutes

“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.

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

Members Present:

4. New Course Additions / Changes for 22-23 school year

Expectation: The committee will review one new course proposal and wrap up the discussion on two other potential course changes/additions that were presented in October.

- New Course Proposal for Standard Calculus (proposal attached – please review prior to meeting)
- The committee will revisit the discussion from last month on the Leader in Me lessons, courses, and certification discussion.
- The committee will have a follow up discussion regarding the presentation on the Blended Honors Instructional Model with the intention of moving forward with a pilot of this program for 22-23 and moving towards final approval and full 6-12 rollout in 23-24.

Minutes:

Standard Calculus Proposal –

Mrs. Johnson followed up on last month’s discussion with a formal proposal to add standard calculus to our course guidebook. In addition to the proposal paperwork, Mrs. Johnson also discussed information about a survey given to our students that are currently enrolled in pre-calculus. About 50% of those surveyed stated they would be interested in enrolling in this course. This survey was prompted by a question brought forward last month, “Will student demand be high enough to offer this course?” – Mrs. Johnson and the Math Department believe it will, but it is hard to tell until we go through this year’s Pathways Meetings. The Department’s goal right now is to simply have it there as an option for students, admin and master schedule creators can decide to offer or not offer based on overall interest.

A discussion was also had around teacher workload and being mindful of which teacher takes on this class if/when it is offer. Our intention here is to serve students better, but to

also not overload our teachers. School admin believes that they can mindfully place this class with a teacher without an undue burden. It was also noted that the teacher that would likely take on this class was the teacher that recommended the proposal. The discussion ended with the Committee unanimously approving the proposal to be heard by the board of directors.

Leader in Me coursework –

Mr. Clark provided a follow up on this topic from last month. After meeting with the school's Leader in Me rep Mr. Clark found that the curriculum program was not going to be able to be used in the manner that was previously discussed in October. Leader in Me is recommending an actual teacher to run and facilitate each course instead of follow an online model where all four modules could be offered to students. Because this program would need to be fully staffed and with very little interest from students or staff, there will be no proposal to move forward with these courses at this time. Mr. Clark will continue to use Pride Time as a means to deliver the Leader in Me curriculum with select lessons for each grade level. He will continue to investigate ways to make the certifications and broader coursework available to students in the future.

Blended Honors Instructional Model –

Mr. Clark and Mr. Reckman followed up last meeting's introduction to the Blended Honors idea with a formal pilot of this program for the 22-23 school year. They acknowledged that while we are not quite ready to move forward with the entire 6-12 on board with this model, we are ready to move forward with select teachers and content areas in order to prepare for a full rollout in the 23-24 school year. The merits of the pilot program were discussed as a means to provide more information and data that can better dictate and prepare all of us for a formal approval and launch in the near future. Teachers involved in the pilot program would volunteer to do this and would partner with admin to identify best practices as well as outside processes for how the model would be administered.

Members on the committee brought up a few items to keep in mind while planning: 1) An awareness of how it would impact our co-teaching model – a concern was brought up that some tracking could possibly still take place. 2) Communication to families and other stakeholders is vitally important and we'll want to get out in front of this early. 3) Partnership and discussion with our Registrar will be needed to identify the best and most efficient way to track student course completion in order to annotate honors or standard.

5. Graduation Requirements

Expectation: To moving towards resolution regards the graduation requirements discussion form October and to provide more context and discussion towards possible graduation "distinctions."

- High School Graduation Requirements – The High School Admin and Counseling Team will discuss a modification to the High School Course Guidebook that would allow for flexibility in student schedules that may be used for student internships or other unique student learning opportunities. (Graduation Guidelines language for the course guide

- book is attached – please review prior to the meeting)
- Replace Scholar Diploma with Graduation Distinctions – We will continue our discussion regarding the replacement of the Scholar Diploma with Graduation Distinctions. The Counseling Department (Kelly Richter) will present the broad idea of distinctions as well as an outline for how these can be earned. (A Graduation Distinctions handout is currently being crafted, we'll hopefully share with the team on Monday)

Minutes:

HS Graduation Requirements –

Mr. Clark reviewed some of the information presented last month and highlighted the “why” of this agenda item. The main purpose here is to provide flexibility within our existing graduation requirements that would allow students more flexibility in their schedules when looking to take on an internship or other specialized class. Mr. Reckman added to the conversation by stating that the intention is to change the spirit of the requirements, while still holding true to a standard, but also providing flexibility to students when they are seeking to follow their passions. Procedurally this is not something that needs to go to the Board for formal approval; it is simply an edit to our course guidebook and not much of a change to overall procedure. This was brought to the committee in an effort to show transparency and to vet/discuss with the committee before formally making a change.

Scholar Diploma & Graduation Distinctions –

Mrs. Kelly Richter presented on this topic and began with a discussion on how the Scholar Diploma may not be serving students as originally intended. The ultimate intention was to provide students will a solid-looking transcript that would allow students to be eligible to apply for a 4-year college or university of their choice. What was found was that the coursework requirements put several constraints on student schedules that provided little to no wiggle room for courses that may be more in line with an individual's passion area – for some, it was putting them into a box with little to no benefit. Mrs. Richter believes that Graduations Distinctions would more meaningfully highlight student work, achievement, and allow space to chase their passion – and to be recognized for it. By making this adjustment Mrs. Richter believes that students would no longer get stuck with taking classes that they think they have to take, but can focus more on what they want to take within their given Pathway. A mockup of the distinctions will be enclosed with these minutes.

6. Self-Assessment

Expectation: The committee will self-assess on the effectiveness of today's meeting.

Minutes:

Self-Assessment –

All items were presented and discussed as planned. The Committee self-rated at a 4.

Next Meeting: December ?, 2021

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The Academy of Charter Schools PTO Meeting Minutes October 19, 2021

Call to Order

President Holly Wogoman called a meeting of the Academy of Charter Schools PTO to order on Tuesday October 19, 2021 at 5:37 p.m.

Attendees

Holly Wogoman- President
Michelle Mena – Vice President
Karianne Klenjoski – Secretary
Maggie Steel – Secondary Teacher

Approval of Minutes

Holly Wogoman made a motion to approve the July 2021 meeting minutes as presented. Michelle Mena seconded the motion. The meeting minutes were unanimously approved.

Officer's Reports — Treasurer

There are no Officer's reports this month.

Unfinished Business – Marquee Update

- Holly Wogoman stated the new marquee is on track to be installed mid-November.

Bingo Update

- Michelle Mena shared that Bingo gifted the school \$38,000 during the 3rd quarter of the 2020-21 school year.

New Business – New Treasurer

- Holly Wogoman informed PTO board members that she has attempted to contact PTO Treasurer Lisa Boyer regarding all PTO files she currently has in her possession. She has yet to hear back from Mrs. Boyer. Per PTO bylaws, members of the PTO board must be an employee of The Academy or have a child attending our school in order to be a member of the board. Wogoman stated she would continue to reach out to Boyer in hopes of collecting these files. Wogoman made a motion to vote Maggie Steel as the new Treasurer. The motion was seconded by Michelle Mena and was unanimously approved.

Trunk or Treat

- PTO will host Trunk or Treat in the east parking lot at Main Campus on Thursday, October 28th from 5:00 p.m. – 8:00 p.m. There are currently 43 trunks signed up to participate.

Online sales will close October 26th and presell tickets will be delivered to classrooms October 25th and October 26th. Tickets will be available to purchase at the event via Venmo, cash or check. Awards will be given for best trunk – one trunk to a club or grade level and the other trunk will be awarded to a Wildcat family or community member.

National Days in November

- Wogoman stated she has been asked to provide a small token of thanks to employees each month. Wogoman requested ideas for November, December and January.

Holiday Bazaar

- The Holiday Bazaar has been scheduled at Main Campus on Saturday, December 4th with the time of the event to be determined. To date, nine booths have signed up to participate. Wogoman shared her concerns regarding this date, as there are multiple craft shows scheduled the same day. Due to the on-going pandemic, breakfast will not be served this year.

Gala

- The gala is scheduled for Saturday, May 7, 2022 at the Ranch Country Club. Wogoman will send out a request for committee volunteers in the weeks ahead.

Questions and Announcements

- There are no questions or announcements

Adjournment

Holly Wogoman adjourned the meeting at 6:17 p.m.

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CONFLICT OF INTEREST POLICY

In carrying out their fiduciary duties, a board member or staff member shall not:

1. Use their positions for a private advantage or personal financial or material gain.
2. Accept a gift of substantial value (or a substantial economic benefit which is the same as a gift of substantial value) which would tend to improperly influence a reasonable person in their position or which he or she knows or should know is primarily for the purpose of rewarding them for official action taken.
3. Engage in a substantial financial transaction for their private business purposes with a person whom they supervise in the course of their official duties.
4. Perform an official act which directly and substantially confers an economic benefit on a business or other undertaking in which he or she has a substantial financial interest or in which he or she is engaged as a counsel, consultant, representative, or agent.
5. Participate directly or indirectly in the purchasing process if the employee has a direct relationship with a vendor doing business with the school.
 - a. A direct relationship may include the business being owned by or employing a family member of the board member or staff member.
 - b. Direct or indirect participation means involvement through decisions, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specifications or procurement standard, rendering of advice, investigation, auditing, or acting in any other advisory capacity.
6. The school shall not purchase goods or services from a business owned by an immediate family member of a board member or employee, unless the goods or services are procured through a competitive process by and determined to be in the school's best interest.

It is the responsibility of The Academy's board members to regularly monitor for their own personal conflicts pertaining to the list above. Board members also have a responsibility to assure the adherence of their fellow members' fiduciary practices, including ethical behaviors. Members who observe known violations of this policy personally or by fellow members, staff, or service providers must report it to the CEO.

Ethical Principles

The following ethical principles for board members “are intended as guides to conduct and do not constitute violations as such of the public trust of office . . .” These principles provide that a board member should not:

1. Acquire or hold an interest in any business or undertaking which he or she has reason to believe may be directly and substantially benefited by official action to be taken by the school.
2. Within six months following the termination of their position, obtain employment in which they will take direct advantage, unavailable to others, of matters with which they were directly involved during their term of office.
3. Perform an official act directly and substantially affecting a business or other undertaking to its economic detriment when they have a substantial financial interest in a competing firm or undertaking.
4. Apply for a staff position with the school without first resigning their seat on the board. It is generally unexpected that those serving as board members would seek employment with The Academy. If a board member does wish to be considered by The Academy for employment, however, they would be expected to first resign from their board position.

Disclosure Requirements

A board member or staff member, who has personal or private interest in any matter, proposed or pending before the board shall disclose such interest to the board, shall not vote on the matter and shall refrain from attempting to influence the decisions of other members of the board.

After disclosure of a financial interest or other potential conflict of interest and all material facts, and after any discussion with the interested person, the interested person shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall discuss and vote on whether a conflict of interest exists.

After exercising due diligence, the governing board or committee shall determine whether the School can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the School’s best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

A board member may vote if their participation is necessary to obtain a quorum or otherwise enable the board to act and if disclosure has been made to the secretary of state giving the information required by statute. The written disclosure to the secretary of state must include:

1. the amount of their financial interest;
2. the purposes and duration of services rendered;
3. the compensation received; and
4. any other information to describe the interest.

If the board member votes on the matter, the member should make a public disclosure on the record at the time of voting.

Annual Statements

Each board member, committee member, and staff member shall annually affirm that the individual:

1. has received a copy of the Conflict of Interest Policy;
2. has read and understands the policy;
3. has agreed to comply with the policy; and
4. understands the school is recognized by the IRS as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Code, and in order to maintain its federal tax exemption the school must engage primarily in activities which accomplish its tax-exempt purposes.

Excessive Compensation

The CEO of The Academy is the person principally responsible for the efficient and effective operation of the School. Therefore, it is the desire of the Board to provide a fair yet reasonable and not excessive compensation for the CEO and any other highly compensated employees and consultants.

The annual process for determining compensation is as follows:

1. The Board shall annually evaluate the CEO on their performance, and ask for their input on matters of performance and compensation;
2. The Board (or a designated committee) will obtain research and information to make a recommendation for the compensation (salary and benefits) of the CEO (and any other highly compensated employees or consultants) based on a review of comparability data. For example, the Board will consider data that documents compensation levels and benefits for similarly qualified individuals in comparable positions at similar organizations. This data may include the following:
 - a. salary and benefit compensation studies by independent sources;
 - b. written job offers for positions at similar organizations;

- c. documented telephone calls about similar positions at both nonprofit and for-profit organizations; and
 - d. information obtained from the IRS Form 990 filings of similar organizations.
- 3. To approve the compensation for the CEO (and any other highly compensated employees and consultants) the Board must document how it reached its decisions, including the data on which it relied, in minutes of the meeting during which the compensation was approved. Documentation will include:
 - a. a description of the compensation and benefits and the date it was approved;
 - b. the members of the board who were present during the discussion about compensation and benefits, and the results of the vote;
 - c. a description of the comparability data relied upon and how the data was obtained; and
 - d. any actions taken (such as abstaining from discussion and vote) with respect to consideration of the compensation by anyone who is otherwise a member of the board but who had a conflict of interest with respect to the decision on the compensation and benefits.
- 4. The Chair of the Board, who is a volunteer and not compensated by the School, will operate independently without undue influence from the CEO. No member of the Board shall have any relationship with senior administrative staff that could present a conflict of interest.

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CALCULUS

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): Mathematics

Course Title: Calculus

Course Description:

This course strengthens students' understanding of functions in preparation for the process of differentiation and integration and provides an excellent foundation for further work in college level math classes. Concepts explored include limits and continuity, derivatives, definite integrals, exponential and logarithmic functions, trigonometric functions, and techniques of integration. Students are required to have a graphing calculator for this course.

Course Prerequisites: Algebra I, Algebra II, Trigonometry and Pre-Calculus

Course Fee: _____NA_____

Length of Course:

Quarter_____

Semester_____

Year X

High Schools Only

Credit to be awarded: 1.0

Other Specific Course Guidelines not included above:

Graduation Requirement: Yes x No _____

Course syllabus is attached: Yes _____ No x

New Course Proposal - con't

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

Maddie Manser, Linda Johnson, Cody Clark

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

See <https://www.cde.state.co.us/comath/2020cas-ma-highschool>

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

Based on our current course offerings, once students have completed Trigonometry and Pre-Calculus, they have limited options for math courses especially if they are entering STEM fields. This course would provide a solid background in Calculus to prepare them for college courses.

Forty-six Trigonometry and Pre-Calculus students were surveyed and there were approximately the same percentage of students that would choose the Calculus class as those that would choose AP Calculus.

Currently students have the opportunity to take the following after Trigonometry and Pre-Calculus:

AP Calculus, which scares many students away because of the AP label, even if they are not required to take the AP exam.

Algebra and Trigonometry for College Readiness, which is taking them to a lower math class. This class is designed for students that struggle with Algebra and Trigonometry concepts and if students pass Trigonometry and Pre-Calculus, they have mastered the skills taught in this class.

Probability and Statistics or AP Probability and Statistics, both are good choices depending on a student's future course of study. Probability and Statistics is often selected by non STEM students.

Front Range College Algebra

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

It would provide another rigorous math course option to meet graduation requirements of four years of mathematics as required by the State of Colorado.

a. Can this course be repeated for credit? Yes

b. If applied to graduation credit, what are the options for a student who fails the course? Retake the course, credit recovery or take another math course to earn math credit.

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

- enrollment - potentially reduce the number of students taking a math course at FRCC. All students must have 4 math credits to graduate so this provides another option,
- materials/resources - we already have textbooks
- facilities - none
- staff - would add an additional prep to a staff member's existing courseload
- existing courses - possibly reduce the number of students that take AP Calculus but they would still be taking a Calculus course. Could also change the number of course sections of other math courses.

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

- enrollment - same as above
- materials/resources -new textbooks possibly at a later date
- facilities - none
- staff - maintaining a teacher with the ability to teach Calculus
- existing courses -change in course sections

New Course Proposal - con't

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

Since this is an upper level course, there should not be an impact.

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

Mathematics secondary certification

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

We currently have 2 highly qualified teachers to teach this course.,

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

Will follow IEP accommodations, work with EL teachers and would be a challenge for Gifted and Talented students.

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

11. Please provide the following projections:

	First Year	Years 2-5
Number of students enrolled in course	<u>20</u>	<u>25-30</u>
Number of teachers needed	<u>1</u>	<u>1</u>

12. Please provide the titles of primary instructional materials.

Current:

To Be Adopted:

13. Please provide the following estimated costs:

Textbooks (New purchase)	\$ <u>NA</u>
Instructional Materials	\$ <u>100.00</u>
Special Equipment/Other	\$ <u>NA</u>
Staff Development	\$ <u>NA</u>

New Course Proposal - con't

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

Staffing

We will utilize the current FTE to fund this position and course.

Materials/Resources
Mathematics Department Budget

Equipment
None

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

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THE ACADEMY GRADUATION GUIDELINES

Graduation Guidelines - Class of 2023 & Beyond

Graduation guidelines have two components: **Credits/Coursework**, and [College and Career Readiness Demonstrations](#) in both English and Mathematics.

The Academy is committed to ensuring that every student is college and career ready. To this end, students are expected to meet three requirements in order to graduate and receive a high school diploma. In unique circumstances, individual adjustments to these guidelines may be considered through consultations between the family and their assigned counselor and with the approval of the high school principal.

1. Create an Academic Plan

Students will create and complete an Individual Career and Academic Plan (ICAP) that meets the graduation guidelines. This is discussed at a minimum once a year during the Pathway meetings with students and families. In grades 9-11, counselors meet to discuss the student's Pathway, credits and grades, and choose courses for the following year that align with the student's interests and future college and career goals.

2. Earn 24 Credits

Students will satisfy all the following guidelines:

GRADUATION GUIDELINES FOR THE CLASS OF 2023 & BEYOND	
English	
4	
Math	
4	
Science	
3	
Social Studies	
3	
World Language	
2	
Physical Education	
1	
Academic Electives	
2	
General Electives	
5	

3. Demonstrate Competence in English and Math

In addition to the 24 credits listed above, students will demonstrate **College and Career Readiness** in both English and Mathematics by achieving a minimum score in at least ONE of the competency demonstrations. **Referred to as graduation guidelines by CDE.**

TESTING BASED ASSESSMENTS

ENGLISH	MATH
SAT	
470	500
ACT	
18	19
Advanced Placement (AP)	
2	2
Accuplacer	
241 on Reading or 236 on Writing	255 on Arithmetic or 230 on Quantitative Reasoning, Algebra, and Statistics
ACT WorkKeys	
3 Bronze level	3 Bronze level
ASVAB	
31	31
International Baccalaureate (IB)	
4	4
PERFORMANCE BASED ASSESSMENTS	
Capstone	
Concurrent Enrollment	
Industry Certificate	

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Distinctions

Honors/College Prep

- 3+ Honors/AP/CE courses
- Completion of 3rd level of FL
- 3.0 + GPA

WBL

- Complete business class/es
- Complete Internship/Work Study
- Portfolio

Visual/Performing Arts

- 3+ Visual/Performing Arts classes
- Portfolio

Science

- 4 years of science
- 1+ year of AP or CE science

Social Studies

- 4 years of social studies
- 1+ years of AP or CE SS

Foreign Language

- All 4 years of FL
- Take highest level

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