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The Academy
Board of Directors

Executive Work Session
Monday, December 16, 2024
5:30 – 6:55pm

Agenda

Monthly Board Communications Review *15 Minutes*
Expectation: Each month, Board members will acknowledge and discuss any community feedback or complaints that have been received since the last meeting.

Board Self-Evaluation Revisions *30 Minutes*
Expectation: Board members will discuss progress with updating their annual self-evaluation process.

Executive Director Evaluation *30 Minutes*
Expectation: Board members will check in on progress with the Executive Director's annual evaluation.

Be A Blessing Campaign *10 Minutes*
Expectation: The Board will use this time to plan for the upcoming staff appreciation campaign.

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The Academy
Board of Directors

Board Meeting
Monday, December 16, 2024
7:00pm

Agenda

I. Open Meeting

The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion. With this in mind, the Board of Directors welcomes all members of our community to this meeting and invites each person to begin our time together in whatever way will help ground you for thoughtful and productive discussion - a few deep breaths, a prayer, a moment to organize your thoughts, or whatever meets your needs.

II. Consent Agenda
   a. Approve Agenda
   b. Approval of November 18, 2024, minutes

III. Public Comment

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.

IV. Reports from Directors, Principals, and Committees
   a. Executive Director Report – *Expectation: The ED will update the Board on progress toward financial and operational strategic priorities.*
   b. Chief Academic Officer Report - *Expectation: The CAO will update the Board on progress toward instructional and cultural strategic priorities.*
   c. 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 PTO meeting minutes.

V. Presentation and Discussion

a. First Read of Mid-Year Budget Modification - *Expectation: The Executive Director will present a proposed amendment to the approved school budget.*
b. New Course Approval – Principles of Accounting & Finance - *Expectation: The Executive Director will present a proposed amendment to the approved school budget.*
c. 25-26 Academic Calendar - *Expectation: The Executive Director will present a proposed Academic Calendar for school year 2025-26.*
d. Name Change Policy and Name Change Request Form – *Expectation: The Executive Director will present updates to the proposed Name Change Policy based on previous Board discussion.*
e. Family Engagement Policy – *Expectation: The Board will complete discussion of the previously proposed Family Engagement Policy.*
f. Executive Session C.R.S. §24-6-402(4) – *Expectation: As needed, the Board may call an executive session for one of the specific topics identified below via a 2/3 majority.*
    i. Discussions regarding buying or selling property;
    ii. Conferences with an attorney to receive legal advice;
    iii. Matters required to be kept confidential by state or federal law (e.g., student academic records);
    iv. Security arrangements or investigations;
    v. Determining contract negotiation strategies;
    vi. Personnel matters;
    vii. Consideration of documents protected from disclosure under the Open Records Act; or
    viii. Discussion of individual students where public discussion would adversely affect the student involved.
g. Work Session Summary – *Expectation: The Board Chair will summarize the topics discussed during the work session prior to this formal meeting.*

VI. Executive Summary

a. Principles of Accounting & Finance – *Expectation: Board members will vote to approve the proposed addition to the High School Course Catalog.*
b. 25-26 Academic Calendar – *Expectation: Board members will vote to approve the proposed Academic Calendar for school year 2025-26.*
c. Name Changes Policy – *Expectation: Board members will vote to approve the proposed Name Changes Policy.*
d. Family Engagement Policy – *Expectation: Board members will vote to approve the proposed Family Engagement Policy.*

VII. 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

VIII. Adjourn Meeting

Return to Agenda

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Board of Directors
Board Meeting Minutes
Monday, November 18, 2024

Board Members Present:	
Sarah Drewlow	Chairperson
Dan Klenjoski	Treasurer
Kristen Cofrades	Board Member
Autumn Coffee	Secretary
Amy McDuffee	Vice Chairperson
Larissa Fransua	Board Member-online

Also Present:	
Brent Reckman	Executive Director
Sarah Gramarossa	Chief Academic Officer
Andrea Foust	Director of Finance
Stacy McCleskey	Exec. Admin. Manager
John Cutler	Auditor-online

Minutes of the regular board meeting of The Academy held at 11800 Lowell Blvd, Westminster, CO 80031 in Adams County on November 18, 2024.

I. Open Meeting
A quorum being present, Mrs. Drewlow called the meeting to order at 7:00 pm.

II. Consent Agenda
   a. Mrs. McDuffee moved to approve the October 28, 2024, minutes. Seconded by Ms. Drewlow.

Discussion:	None
Ayes:	Mrs. Cofrades, Mrs. Coffee, Mr. Klenjoski, Mrs. Fransua
Nays:	None

III. Public Comment
   a. Public comments were made by two middle school students regarding food offerings in the cafeteria.
   b. Public comment was made by a parent who was interested in the construction project and how it impacted athletics.

IV. Presentation and Discussion
   a. Annual Financial Audit – presented by Auditor John Cutler
      i. An Unmodified report was issued. This is the best report to be given.
      ii. There were no errors or disagreements with management.
   b. Sunflower Bank Financing
      i. The loan closed on November 14, 2024.
      ii. The interest rate was locked in at 6.2%.
   c. Name Change Policy
      i. The updated policy has 3 layers.
         1. Informal use of chosen name- Colorado statute states that a school must use informal name as the student requests.
         2. Formal use of chosen name-the change in PowerSchool requires a form to be completed by parent/guardian and counselor.
         3. Legal name change-family/guardian goes through process outside of school with state government and completes legal documents.

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ii. CSI recommends using guidelines of ethics from American School Counselors Association (ASCA).
iii. Colorado statute states that we must have a policy in place.
iv. Colorado statute considers it discrimination if the school does not use student's chosen name.
v. Counselors must use their judgement and recognize the obligation to the student but balance the obligation with an understanding of parent/guardian rights to be the guiding voice in child's life.
vi. Mr. Reckman will do a revision to include language emphasizing the importance of parent notification while maintaining alignment with ASCA ethical standards. The revised language will be reviewed at the December meeting.

d. Updated Suspension & Expulsion Procedures
i. There was a discussion on the updates to the state statute regarding habitually disruptive designation and the internal process.

e. Executive Session-Not needed.

f. Work Session Summary
i. Monthly Board Communications Review-discussed community feedback.
ii. Ongoing Policy Review-Family Engagement Policy was introduced due to use of Title I funds.
iii. Board Self-Evaluation Revisions-the format seems appealing and intent seems workable.
iv. Executive Director Evaluation-working to finalize questions and process.

V. Reports from Directors, Principals, and Committees
a. Executive Director Report
i. No updates for finance or operations.
ii. Updates to the scorecard will be done after Winter Break.
iii. Communication to community will be sent regarding upcoming construction.

b. Chief Academic Officer Report
i. CAO is continuing to develop moderate needs specifications for SPED.
ii. Attendance is hovering around 92%. There are approximately 540 students with an average of 10 days of absences. Here are the steps that are being taken to address the attendance issues:
1. Start tier 2 and 3 support for students and families.
2. Continue to share the "why" with families
3. Continue communications and incentives.

c. Committee Reports
i. Finance
1. Monthly financial report was straight forward and simple.
2. The October count was 1845 students and budget was set at 1835 students. Enrollment is stable and consistent with prior years.
ii. SACademic
1. Curricula for High School Math and Business Marketing and Principles of Accounting/Finance were presented.
2. Andy with Academy Music Parent (AMP) spoke about encouraging volunteering.
iii. PTO – see meeting minutes
iv. #BeABlessing Campaign
1. The plan for donations, staff favorites, and events will be similar to last year.
2. Mrs. Fransua will forward the video explaining the campaign.

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VI. Executive Summary
    a. Name Change Policy – will discuss in December

VII. Board Meeting Self-Scoring Board Self-Scoring – Today's meeting was both efficient and met expectations, so the score is 4.

VIII. Adjourn Meeting– Mrs. Drewlow adjourned the meeting at 8:58 pm.

Return to Agenda

DRAFT

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Executive Director Board Report – December 2024 Meeting

Expectation: Share information about ongoing implementation of initiatives in support of the Finance & Operations section of The Academy's 5-year Strategic Plan and other Board priorities.

No Significant Updates Since November Report

Finance & Operations

The Board finalized the 2024-25 Data Dashboard at the August meeting. The Executive Director and Director of Operations will present a mid-year update as it pertains to the Bi-Annual Finance & Operations Scorecard at the semester break.

Finance & Operations Scorecard linked here.

Facilities Master Plan Update

The Academy's architect (HCM) completed the Construction Documents phase in October. All initial permit applications have been submitted. Our contractor (JHL) recently provided a Guaranteed Maximum Price and our owner's representative provided a Total Project Budget. We closed on our financing package with Sunflower Bank on November 14th. We are scheduled to break ground in late May.

Completing construction documents, closing on bank financing, and finalizing a construction contract are substantial recent developments that bring a new level of clarity to the project and warrant another round of communication with our community. The next phase of the facilities communication plan will involve sharing more detail with students and families (December), connecting directly with staff who will be most impacted by the work starting in the spring (January), and providing a friendly heads up to our neighbors (February).

Return to Agenda

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Chief Academic Officer Board Report -December 2024 Meeting

Expectation: Share information about ongoing implementation of initiatives in support of the Instruction & Culture section of The Academy's 5-year Strategic Plan and other Board priorities.

Instruction & Culture Scorecard

Each level is currently taking their Middle of the Year assessments (STAR/MAPS). This data will be shared at the Data Presentation meeting on 2/24. This data will also inform instructional decisions for second semester.

Scorecard

CAO December Snapshot

CAO is working with CSI on audits for student services (IEP, 504, ALP, MLL). The feedback from the audits will be used to refine and continue developing our supports and services for students.
CAO is working with Executive Director to update and revise discipline pathways and processes across K-12. CAO is continuing to collaborate with each level to address absenteeism and to continue to develop and build out MTSS structures.

Graduation Trajectory (Percent of seniors on track to graduate.)

- ***135 Total Students***
- ***86% of seniors are on track to graduate.***
- ***4.5% are NOT on track. (6 students will not graduate this year. One of these students might participate in the Gateway Program.)***
- ***9.5% are on the cusp. (13 students-They can do it, but they're close. They are being closely monitored and have individualized plans in place.)***

*** *These numbers do not include ASCENT or TREP (5th year program) students, exchange students, or Gateway to College students (Gateway to College students often don't graduate with their cohort (typically a 5th year), so they are factored into the following year's graduating class numbers and ultimately get counted as a student who did not graduate during their cohort year.*

Attendance Update
As of 12/11/24, our Year to Data attendance rate is 91.9%. We are trending about 1% lower in December than at this time in 2023-2024. Chronically absent rates across levels: K–2- 34.6% of students, 3-5- 39.8% of students, 6-8- 24% of students, 9-12- 20.5% of students.
Attendance initiatives and communications will continue at each level with a focus on our elementary level.

CAO Strategic Initiatives

Big Rock 1 - Declining Growth Among Students Identified with READ Plans
Midyear assessment/progress monitoring taking place in January. Action planning based off data to take place in late January/early February.

Big Rock 2 Declining Growth in Elementary Math
Midyear assessment/progress monitoring taking place in December. Action planning based off of data to take place in January.

Big Rock 3 Low Growth in Middle School and High School Math
Midyear assessment/progress monitoring taking place in December. Action planning based off of data to take place in January.

Big Rock 4- Low Growth in Middle School Reading
Midyear assessment/progress monitoring taking place in December. Action planning based off of data to take place in January.

Return to Agenda

Finance Committee

December 2024 Agenda & Meeting Minutes

"Fueling lifelong success through preparation, exploration, and empowerment."

The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion.

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

Members Present:
Brent Reckman, Andrea Foust, Roxanne Ellsworth, Jen Halford, Kris Kelley, Tony Marola

1. **Welcome and Review Protocols**
   Expectation: All committee members will review norms and 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:
   N/A

2. **Financial Report Review**

   Expectation: The October Financial Report was shared in advance. The Committee will review and discuss current position and any open questions.

   Notes:
   Revenue mostly tracks with previous year. Minor variations explained by higher than expected participation in school lunch, changes in state & local revenue disbursement, and reimbursement for facilities expenses following the bond closing. Expenses are also on track with previous year. Minor variations include higher purchased services due to Special Education staffing and facilities improvement work.

3. **Mid-Year Budget Modification**

Expectation: The Executive Director will review updates to the amended budget and the Committee will discuss any variances from the originally approved budget.

Notes:
Variance from the adopted budget includes an additional $787,106.96 in revenue. This comes primarily from higher enrollment, increased earnings on investments, and greater participation in the school lunch program. This additional revenue will be budgeted for increased expenses on salaries, purchased services, and facilities improvements.

4. **Facilities Master Plan**

Expectation: The Executive Director will provide monthly updates on the current status of the facilities work and related expenses through the end of the project timeline.

Notes:
Weekly meetings with the external facilities team will resume on December 11th and will generate monthly updates on project progress for the Committee starting in semester two.

5. **Self-Assessment**

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

Notes:
4

Next Meeting: January 16, 2025

Return to Agenda

SACademic Committee

November Agenda & Meeting Minutes

"Fueling lifelong success through preparation, exploration, and empowerment."

The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with personal empowerment to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion.

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

Members Present: Sarah Gramarossa, Brent Reckman, Timothy Fifer, Lisa Lefebvre, Christie Garofolo, Ioana Dutchievici, Nicholas Lewis, Jennifer Zaccone, Stephanie Pearl

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:

2. Changes to Course Catalog- 1st Read- HS Math Curriculum and CTE Business Marketing and Principles of Accounting and Finance

Notes: Ms. Mann and Mr. Fifer presented their course/curriculum proposals. The committee recommends the addition of Principles of Accounting and Finance to the course catalog to the Board. The committee will do a 2nd read and discussion of the Math curriculum change proposal at the Feb Meeting.

3. Family, School, & Community Partnerships Plan

Expectation: The committee will revisit the Family, School, & Community Partnerships Plan that was finalized last spring and discuss updates on Student Led Conference initiatives and Family Engagement Survey results.

Notes: Andy Del Negro, president of AMP, attended the meeting to discuss volunteering and family engagement. AMP would like to work with SAC to continue brainstorming and developing plans to promote volunteering across K-12. The committee briefly discussed the results of the question about volunteering on the Family Engagement Survey and will continue this discussion at the Feb. meeting.

4. Self-Assessment

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

Notes: Score of 4

Next Meeting: February 3, 2025

Return to Agenda

The Academy of Charter Schools

PTO Meeting Minutes

December 4, 2024

Call to Order:

A meeting of The Academy of Charter Schools PTO was called to order on Wednesday, December 4, 2024, at 6:00 pm by Steph Pearl.

Attendees:

Steph Pearl, President
Nikki Roma, Co-Vice President
Susan Wagar, Secretary (online)
Kate Karnik, Hospitality Coordinator (online)
Angelica O'Toole Fehlmann
Stephanie Bean Keller

Past Events:

- Raising Canes – We are unsure of the amount we will receive for the November spirit night; we will continue to follow up with them.
- Bingo – Nikki and Kate worked with three volunteers for our November Bingo date; we raised $1200.

Future Events:

- Treats for the Staff during #BeABlessing
  - Massages are on hold for now
  - We will continue to discuss what the PTO will do
- Holiday Bazaar
  - We had a lot of discussion regarding the event, including but not limited to table pick up, food donations, students helping with the craft room, and continued advertisement.

Spirit Nights:

- We have 5280 in February.
- We have Your Pie in March.

Finance Report:

- We didn't have any major expenses in November.
- The check for the clubs who worked at Trunk or Treat was dropped off at school on 12/4/24; that money will be divided and put into grade level and activity accounts.

Open Forum/Questions:

- A possible spirit night could be at One Up (120th and Sheridan); we will explore this option.

Steph Pearl adjourned the meeting at 6:38 pm.

Susan Wagar, Secretary

Return to Agenda

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FY2024-2025 ADOPTED BUDGET

The Academy of Charter Schools **School Code: 0015** **Amended Adopted Budget** **Adopted: January 27, 2025** **Budgeted Pupil Count: 1845**	**Object Source**	**11 Charter School Fund**
Beginning Fund Balance (Includes All Reserves)		12,448,704.37
Revenues		
Local Sources	1000 - 1999	2,464,000.00
Intermediate Sources	2000 - 2999	
State Sources	3000 - 3999	26,341,293.21
Federal Sources	4000 - 4999	1,206,494.24
Total Revenues		30,011,787.45
Total Beginning Fund Balance and Reserves		42,460,491.82
Total Allocations To/From Other Funds	5600,5700, 5800	
Transfers To/From Other Funds	5200 - 5300	
Other Sources	5100,5400, 5500,5900, 5990, 5991	
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)		42,460,491.82
Expenditures		
Instruction - Program 0010 to 2099		
Salaries	100	8,948,177.91
Employee Benefits	200	3,336,870.19
Purchased Services	0300,0400, 0500	884,933.16
Supplies and Materials	600	463,191.29
Property	700	
Other	0800, 0900	694,900.00
Total Instruction		**14,328,072.55**

Supporting Services		
Students - Program 2100		
Salaries	100	781,777.64
Employee Benefits	200	307,125.46
Purchased Services	0300,0400, 0500	65,601.04
Supplies and Materials	600	9,200.00
Property	700	0.00
Other	0800, 0900	1,090.00
Total Students		**1,164,794.14**
Instructional Staff - Program 2200		
Salaries	100	145,648.66
Employee Benefits	200	54,578.51
Purchased Services	0300,0400, 0500	45,340.00
Supplies and Materials	600	27,930.50
Property	700	0.00
Other	0800, 0900	16,000.00
Total Instructional Staff		**289,497.67**
General Administration - Program 2300, including Program 2303 and 2304		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	711,662.65
Supplies and Materials	600	427,908.00
Property	700	
Other	0800, 0900	8,586.64
Total School Administration		**1,148,157.29**
School Administration - Program 2400		
Salaries	100	2,163,861.79
Employee Benefits	200	736,585.75
Purchased Services	0300,0400, 0500	58,597.29
Supplies and Materials	600	58,400.00

Property	700	
Other	0800, 0900	
Total School Administration		**3,017,444.83**
Business Services - Program 2500, including Program 2501		
Salaries	100	518,443.17
Employee Benefits	200	364,866.31
Purchased Services	0300,0400, 0500	145,250.00
Supplies and Materials	600	3,000.00
Property	700	
Other	0800, 0900	100.00
Total Business Services		**1,031,659.48**
Operations and Maintenance - Program 2600		
Salaries	100	273,084.58
Employee Benefits	200	113,580.01
Purchased Services	0300,0400, 0500	4,234,156.65
Supplies and Materials	600	422,071.90
Property	700	0.00
Other	0800, 0900	
Total Operations and Maintenance		**5,042,893.14**
Student Transportation - Program 2700		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	13,203.00
Supplies and Materials	600	500.00
Property	700	
Other	0800, 0900	1,500.00
Total Student Transportation		**15,203.00**
Central Support - Program 2800, including Program 2801		
Salaries	100	141,614.52
Employee Benefits	200	53,533.34
Purchased Services	0300,0400, 0500	456,423.28

Supplies and Materials	600	425,279.98
Property	700	
Other	0800, 0900	750.00
Total Central Support		**1,077,601.12**
Other Support - Program 2900		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	600	-
Property	700	0.00
Other	0800, 0900	0.00
Total Other Support		**0.00**
Food Service Operations - Program 3100		
Salaries	100	293,815.35
Employee Benefits	200	145,925.55
Purchased Services	0300,0400, 0500	96,700.00
Supplies and Materials	600	510,000.00
Property	700	40,000.00
Other	0800, 0900	700.00
Total Other Support		**1,087,140.90**
Enterprise Operations - Program 3200		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	
Supplies and Materials	600	-
Property	700	0.00
Other	0800, 0900	0.00
Total Enterprise Operations		0.00
Community Services - Program 3300		
Salaries	100	384,013.04
Employee Benefits	200	132,495.96

Purchased Services	0300,0400, 0500	4,900.00
Supplies and Materials	600	24,000.00
Property	700	
Other	0800, 0900	15,200.00
Total Community Services		**560,609.00**
Education for Adults - Program 3400		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	600	-
Property	700	0.00
Other	0800, 0900	0.00
Total Education for Adults Services		**0.00**
Total Supporting Services		**14,435,000.57**
Property - Program 4000		
Salaries	100	-
Employee Benefits	200	-
Purchased Services	0300,0400, 0500	-
Supplies and Materials	600	-
Property	700	1,248,714.33
Other	0800, 0900	0.00
Total Property		**1,248,714.33**
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure		
Salaries	100	N/A
Employee Benefits	200	N/A
Purchased Services	0300,0400, 0500	N/A
Supplies and Materials	600	N/A
Property	700	0.00
Other	0800, 0900	0.00

Total Other Uses		**0.00**
Total Expenditures		**30,011,787.45**
APPROPRIATED RESERVES		
Other Reserved Fund Balance (9900)	**840**	-
Other Restricted Reserves (932X)	**840**	-
Reserved Fund Balance (9100)	**840**	
District Emergency Reserve (9315)	**840**	-
Reserve for TABOR 3% (9321)	**840**	-
Reserve for TABOR - Multi-Year Obligations (9322)	**840**	-
Total Reserves		0.00
Total Expenditures and Reserves		**30,011,787.45**
BUDGETED ENDING FUND BALANCE		
Non-spendable fund balance (9900)	**6710**	-
Restricted fund balance (9990)	**6720**	-
TABOR 3% emergency reserve (9321)	**6721**	605,800.00
TABOR multi year obligations (9322)	**6722**	-
District emergency reserve (letter of credit or real estate) (9323)	**6723**	
Colorado Preschool Program (CPP) (9324)	**6724**	-
Full day kindergarten reserve (9325)	**6725**	-
Risk-related / restricted capital reserve (9326)	**6726**	-
BEST capital renewal reserve (9327)	**6727**	-
Committed fund balance (9900)	**6750**	-
Committed fund balance (15% limit) (9200)	**6750**	-
Assigned fund balance (9900) SPED Reserve	**6760**	90,000.00
Unassigned fund balance (9900)	**6770**	11,752,904.37
Net investment in capital assets (9900)	**6790**	-
Restricted net position (9900)	**6791**	-
Unrestricted net position (9900)	**6792**	-
Total Ending Fund Balance		12,448,704.37

Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))	0.00

The Academy of Charter Schools

Charter School Fund

FY2024-2025 Board Adopted Budget

(with comparative data from Fiscal Year 2022-2023 and 2023-2024)

	Fiscal Year 2022-23		Fiscal Year 2023-24		Fiscal Year 2024-25	
	Adopted Budget	Est End of Year	Adopted Budget	Est End of Year	Adopted Budget	Amended Jan
Funded Pupil Count	1,845	1,850	1,845	1849	1,835	1845
BEGINNING FUND BALANCE (3)	8,209,075.91	5,304,725.89	8,999,947.58	9,790,275.16	9,790,275.16	12,448,704.37
REVENUES						
Local Sources	2,044,400.00	2,527,266.70	2,306,000.00	2,425,000.00	2,330,000.00	2,464,000.00
State Sources	19,818,924.00	20,159,163.65	23,160,551.12	23,724,542.48	26,135,347.20	26,341,293.21
Federal Sources	787,970.55	1,227,405.75	661,655.10	971,734.45	925,261.10	1,206,494.24
Other Sources	0	400.00		4,497.96		
Total Revenues	22,651,294.55	23,914,236.10	26,128,206.22	27,125,774.89	29,390,608.30	30,011,787.45
Total Available Resources	30,860,370.46	29,218,961.99	35,128,153.80	36,916,050.05	39,180,883.46	42,460,491.82
EXPENDITURES						
Salaries	10,851,233.00	10,598,372.61	12,510,342.42	12,010,341.96	13,535,536.60	13,650,436.66
Benefits	4,323,085.80	3,605,001.26	4,893,487.30	4,393,487.30	5,247,739.45	5,245,561.08
Purchased Services	4,875,958.62	4,961,998.63	5,531,761.46	7,550,272.04	6,861,577.87	6,716,767.07
Supplies	1,720,285.80	2,541,459.95	2,345,125.04	2,110,401.59	2,412,348.05	2,371,481.67
Property	75,000.00	594,502.00	140,000.00	351,500.00	610,714.33	1,288,714.33
Other	713,800.00	687,275.22	707,490.00	709,772.00	722,692.00	738,826.64
Total Expenditures	22,559,363.22	22,988,609.67	26,128,206.22	27,125,774.89	29,390,608.30	30,011,787.45
OTHER RESOURCES:						
Transfers to Other Funds						
Other Financing Sources	600,000.00					
Total Other Resources	600,000.00	0.00				
Total Current Year Expenditures & Other Resources	23,159,363.22	22,988,609.67	26,128,206.22	27,125,774.89	29,390,608.30	30,011,787.45
RESERVES DESIGNATED						
TABOR 3% Emergency Reserve (4)	541,746.08	541,746.08	605,800.00	605,800.00	605,800.00	605,800.00
Assigned SPED Reserve	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00	90,000.00

Assigned Reserved Fund Balance	0					
Unreserved Fund Balance (5)	7,069,261.16	5,598,606.24	8,304,147.58	9,094,475.16	9,094,475.16	11,752,904.37
ENDING FUND BALANCE	7,701,007.24	6,230,352.32	8,999,947.58	9,790,275.16	9,790,275.16	12,448,704.37

Return to Agenda

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NEW COURSE & CURRICULUM PROPOSAL PROCESS

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

Courses/curricula 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/curricula or the deletion of existing courses/curricula.

Course/curricula 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 mission and vision as well as other structures within the school across levels;
- provide clear, organized curricular goals, outcomes and objectives; and
- impact school resources.

Administrative Procedure

COURSE / CURRICULUM DEVELOPMENT

The Level Principal is responsible for ensuring that:

- The course/curricula proposal is reviewed by staff, administration, and the SACademic Committee.
- A completed course/curricula proposal for a new course/curriculum is submitted to the SACademic Committee on The Academy's form no later than October 31st of the calendar year prior to the proposed implementation.

The SACademic Committee is responsible for ensuring that:

- Course/curricula proposals are reviewed in a timely manner and are approved, disapproved, or returned to the department for modification by November 30th.
- Course/curricula 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/curricula goals with The Academy courses/curriculum frameworks and Board Ends;
- The purpose of the course/curricula;
- The consistency of the course/curricula with current and future student needs;
- A review of budgetary implications.

COURSE/CURRICULA PROPOSAL

Any new course/curricula 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 that 15 students have the support of the level administrator?

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New Course/Curricula Proposal

The following proposal must be submitted to the Academic Committee by October 31st preceding the first year of course/curricula implementation.

Content Area(s): Business and Marketing–Career and Technical Education (CTE)

Course/Curricula Title: Principles of Accounting and Finance

The Business and Work Based Learning team is working to expand our programming by adding one additional course, Principles of Accounting and Finance, in order to offer students a four course Business, Management, Marketing, Business Administration Pathway toward graduation. The courses would include:

1. Introduction to Business (already approved and being taught)
2. Principles of Marketing
3. Principles of Accounting and Finance
4. Entrepreneurship (already approved and being taught)

In future years, the program would most likely continue to grow and offer additional Business, Management, Marketing, Business Administration courses and may include coursework identified in the following link: 25-26 Academy Potential CTE Business Course Offerings

Course/Curricula Description:

Principles of Accounting & Finance Is a course that brings together the business functions of accounting, finance and management. It introduces students to accounting and finance knowledge and skills for all business organizations. Topics will include understanding tools, strategies, and systems used to maintain, monitor, and control financial resources. Major topics include time value of money, forecast sales, how to interpret financial statements and more. Throughout the course, students are presented problem-solving situations for which they must apply academic and problem-solving skills

Course/Curricula Prerequisites: Introduction to Business

Length of Course/Curricula:

Quarter_____ **Semester: X** Year _____

High Schools Only

Credit to be awarded: .5 credit Beyond credit, a Career and Technical Education (CTE) Business, Management, Marketing, Business Administration Pathway would become available to students.

Other Specific Course/Curricula Guidelines not included above: The Academy would need to receive approval from the Charter School Institute and the Department of Education in order to provide CTE programming. We will be working to receive that approval as soon as possible and believe that this will occur in a timely manner so that we can offer this pathway to students during the 25-26 school year.

Graduation Requirement: Yes_____ No X

Course syllabus/Curriculum Scope & Sequence is attached: Yes X No_____

The link to the curriculum scope and sequence can also be found below:
Principles of Accounting & Finance

1. Please identify those who have been involved in the development of this course/curriculum. Stephanie Mann, Jeffrey Hitt, and Kelly Richter have been involved in the development of plans to provide a Career and Technical Education Business, Management, Marketing, Business Administration Pathway. The specific curriculum for all four Business and Marketing classes needed to provide students with a CTE pathway have already been developed by the Colorado Association for Career and Technical Education, and approved by the Colorado Department of Education.

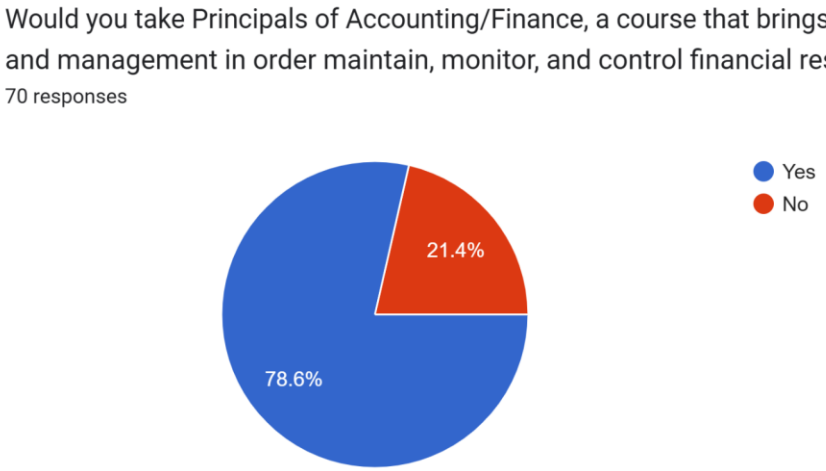
2. Which Curriculum Content Standards are addressed by this proposal? (Attach the appropriate document.)

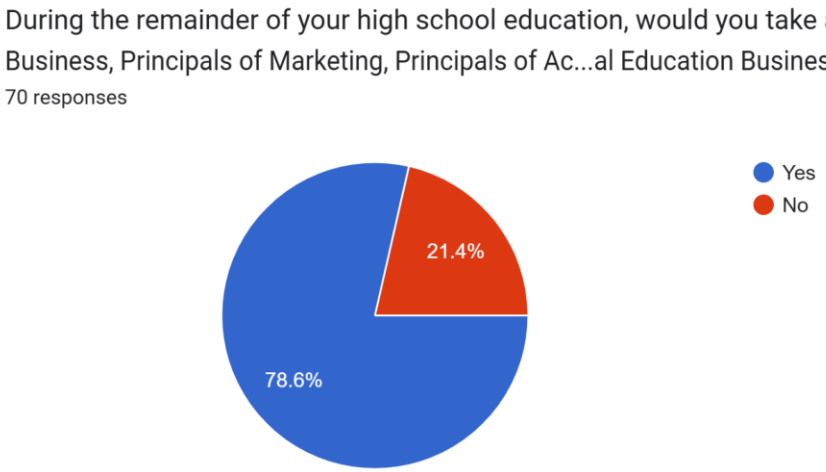
- Explain the role of ethics in financial and accounting procedures
- Understands tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources
- Understands the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning
- Understands concepts, tools, and strategies used to explore, obtain, and develop in a business career

Additional information about the CTE standards and Essential Skill that are addressed through the addition of Principles of Accounting & Finance are included in the link.

3. What data do you have to support student needs for this course/curriculum? The following survey was provided to students currently taking the Introduction to Business course: Business Expansion Survey. The survey indicates that approximately 79% of the students Intro to Business would take Principles of Accounting and Finance. That same percentage of survey respondents indicated that they would pursue a Career and Technical Education pathway in

Business, Management, Marketing, Business Administration if it were offered at the Academy. See the graphs below.





4. What are the first year impacts of the proposed course/curriculum on:

- enrollment A growth in enrollment for Business classes is predicted; and a potential need to limit student enrollment could exist. Full class sizes of 20-25 students are anticipated.

- materials/resources Initially, the Academy would need to financially invest in additional materials and resources for the accounting aspect of the added class in 25-26 SY. Research is currently underway to determine the best options for delivering that instruction, and will most likely include some online accounting software.

- facilities No additional facilities needs are anticipated for the first year of CTE Business, Management, Marketing, Business Administration Pathway programming.

- **staff** No additional staff are anticipated during the first year of CTE Business, Management, Marketing, Business Administration Pathway programming.
- existing courses Currently, our school offers Personal Finance as part of our Math Curriculum. This course would continue to be offered in order to meet our school's math needs; and, would also meet the needs of students in the Business, Management, Marketing, Business Administration Pathway. Determining how to incorporate Accounting and Finance during one semester of a year long math class would be necessary.

5. What are the long-term impacts of the proposed course/curriculum on:

- enrollment Over multiple years, increased enrollment would be expected as CTE programming will provide for an unmet need of our current school demographic. The expansion of our Concurrent Enrollment in association with Front Range Community College and additional higher education institutions, will most likely occur. Seeking partnerships with trade and tech educational institutions will become important, thus shifting how and where students will be enrolled in classes.

- materials/resources During the first five years of CTE programming, additional technology will most likely be required. This may include resources purchased or leased for on-campus instruction, the expansion of our Concurrent relationship with higher education institutions, and/or the inclusion of opportunities for students to access materials and resources at educational centers such as the Bollman School, Emily Griffith Technical College, and Warren Tech.

- facilities An additional classroom will be needed for the Business, Management, Marketing, Business Administration Program in the next one to two years.

- **staff** An additional FTE staff member would be needed during the 26-27 school year in order to meet the growing demand for additional Business classes, and the likelihood of additional students engaging in Work-Based Learning opportunities outside of the Business, Management, Marketing, Business Administration Pathway.

- existing courses There should be no impact on existing courses in the long-term.

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

a. Can this course be repeated for credit? Yes, specifically Accounting and Finance could be repeated for credit if students failed to earn credit during the first time they took it. A student would not be allowed to take the class again if they passed it the first time.

Other courses within the CTE curriculum, such as Student Internships, could be taken more than once for credit.

b. If applied to graduation credit, what are the options for a student who fails the course? be repeated for credit if students failed to earn credit during the first time they took it.

c. How does this course/curriculum vertically align within the level and/or across K-12? Accounting and Finance would vertically align with our school's and the Colorado Association of Career and Technical Education Business, Management, Marketing, Business Administration Pathway.

7. What are the impacts of the proposed course upon feeder school course/curricula offerings? There should be no negative impact upon our North Campus.

8. Are there specific qualifications for teachers of this course? Instructors teaching in the program must hold the appropriate CTE credential for the CTE program.

a. Are there qualified teachers currently on staff? If so, how many? If not, what plan is there for someone to obtain qualifications? Currently the Academy does not have teachers who are fully qualified to teach CTE courses in the Business, Management, Marketing, Business Administration Pathway. There are plans developing to make sure that we have a person qualified to teach courses in that pathway during the 25-25 school year. Additionally, there is work being done to provide necessary professional development and training to ensure that we build certification avenues for our teachers, administration and counselors.

9. How will students with special needs (Special Education, Language Acquisition, Gifted and Talented) be accommodated? Students with special needs will have full access to this programming. Currently, our students with language acquisition needs engage at a high level within our Work-Based Learning program, and there is an expectation that this would continue with CTE programming. Students with Special Education needs, and Gifted and Talented students often seek programming of this nature, outside the classroom.

10. Which other departments (e.g. Special Education, Staff Development) have you consulted regarding this proposed course? Discussions have been had with our Special Education Team about the benefits of CTE and Work-Based Learning curriculum for SPED students. There has not been any significant staff development related to CTE programming at this time, although there has been professional development related to Postsecondary Workforce Readiness, and staff members have participated in supporting instruction and counseling related to PWR, which directly aligns with CTE programming.

11. Please provide the following projections:

	First Year	**Years 2-5**
Number of students enrolled in course	50	75-100

Number of teachers needed 1 2

12. Please provide the titles of primary instructional materials.

Current: None

To Be Adopted: TBD

13. Please provide the following estimated costs:

Textbooks (New purchase) $ 0

Instructional Materials $ 200

Special Equipment/Other $1000

Staff Development $ 2000

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

Staffing During the first year, no additional FTE would be needed. Thereafter, an additional FTE would be required and would need to be funded through the school's overall staffing budget.

Materials/Resources Initially, the cost for materials and resources would be limited to any costs related to necessary accounting software. Overtime, additional costs would be required to open up additional business classes and CTE pathways.

Equipment There would be no new equipment needed in order to teach Accounting and Finance Yet, as with materials and resources, additional costs for equipment or access to equipment would be required to open up additional business classes and CTE pathways.

Addendum CTE Information:

Secondary school Career and Technical Education approval requirements include:

- CTE programs must be able to show projected employment demand for the CTE program's industry sector, as documented by Colorado Labor Data or verifiable local demand and through Colorado's CTE Regional Needs Assessment process.
- Instructors teaching in the program hold the appropriate CTE credential for the CTE program.
- Programs must be of sufficient size and scope, which includes sufficient program length course sequencing, non-duplicative course offerings, and alignment to post-secondary learning opportunities.
- Courses included in approved programs must provide instruction aligned to the state-approved competencies.
- Students must have access to advanced learning through one or more of the following methods: Articulation Agreements, Concurrent Enrollment or Service Area Partnerships with Higher Education or Industry Training Providers
- Providing leadership training opportunities for students by establishing and maintaining an appropriate Career and Technical Student Organization (CTSO)
- Provide work-based learning experiences
- Maintaining a Technical Advisory Committee assist education providers in planning, conducting, and evaluating their program curricula and operations.
- Ensuring instruction in the safe use of facilities, equipment and materials is provided prior to the time students will use such facilities, equipment, and/or potentially hazardous materials.
- Approved programs must assure and have strategies in place to ensure that no student is unlawfully discriminated against on the basis of age, race, religion, color, national origin, sex/gender, pregnancy status, gender identity, sexual orientation, or disability. Nor are students denied an equal opportunity to benefit

from occupational education solely on the basis of race, color, religion, national origin, sex, age, or disability

School Reviewers Signatures:

Building Principal	Date
Department Lead	Date
Chief Academic Officer	Date
SACademic Committee	Date
Executive Director of Schools	Date

Decision:

Approved: _____

Disapproved: _____

Resubmitted for modification: _____

Comments:

Return to Agenda

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Name Change Policy

PURPOSE

This policy outlines the process by which students may change the name they are referred to at school. State and federal law, along with school policy, require that all programs, activities, and employment practices are free from discrimination based on sex, sexual orientation, gender identity, and gender expression. The guidelines described in this policy are issued in keeping with these mandates to create a safe learning environment for all students and working environment for all staff, and to ensure that every student has equal access to all school programs and activities.

These guidelines do not anticipate every situation that might occur with respect to students and staff, and the needs of each student and staff member must be assessed on a case-by-case basis. In all cases, the goal is to ensure the safety, comfort, and healthy development of the student.

The Academy reserves the right to deny a name change request that would lead to misrepresentation; used for illegal purposes or to avoid a legal responsibility; multiple chosen names simultaneously for the same individual; chosen names that contain threats of violence or violations of copyright or other legal claims; chosen names that include non-alphabetical (a-z) characters; and/or a chosen name that the School deems inappropriate (e.g., vulgar, obscene, offensive, fictional, or creates confusion with another person).

DEFINITIONS

- **"Chosen Name"** as defined in Colorado law, is any name a student requests to be known as that differs from the student's legal name, to reflect the student's gender identity.

- **"Gender Identity"** means an individual's innate sense of their own gender, which may or may not correspond with that individual's biological sex.

- **"Legal Name"** is an individual's legal name as it appears on official government records such as licenses, passports, and birth certificate.

- **"Official Records"** These records include but are not limited to grades, transcripts, class lists, student course schedules, attendance records, health records, and student discipline files.

GUIDELINES FOR STUDENTS

A student has the right to be addressed by a name and pronoun that corresponds to their gender identity. A court-ordered or legal name or gender change is not required, and official records need not be changed. Any student may inform a school staff member of their desire to be consistently recognized at school using their stated name and gender identity, and this request should be acted upon respectfully. The intentional or persistent refusal to respect a student's gender identity (for example, intentionally referring to the student by a name or pronoun that does not correspond to the student's gender identity) is a violation of these guidelines. Students ready to socially transition may initiate a process at the school to change their name, pronoun, and access to programs, activities, and facilities consistent with their gender identity.

Privacy

- All students have a right to privacy. This includes the right to keep private one's transgender or gender nonconforming status. Information about a student's transgender status, legal name, or biological sex assigned at birth also may constitute confidential information.

- School personnel should not disclose information that may reveal a student's transgender or gender nonconforming status to others, including school personnel and other community members, unless legally permitted to do so or unless the student has authorized such disclosure. In situations where the student has a desire to compete for their school in CHSAA-sanctioned activities, the school administration will work with the family to identify what information would need to be shared prior to submitting such information.

- When school staff learn of a student's desire for a name change, they should notify administration, who will involve parents or guardians in the implementation of these guidelines and the process of social transition at school to support the student's well-being. However, school administration should first discuss the parental involvement with the student to avoid inadvertently putting the student at risk of harm by contacting the student's parents.

NAME CHANGES ON OFFICIAL RECORDS

The school is required to maintain a permanent student record ("official record") that includes a student's name and gender. Students or parents who wish to alter the student's name or gender must follow the school's process for amending student records. The school will not process a name change on a student's official record without a parent signature.

The School will amend a student's official record to reflect a change in first name and/or to reflect a change in gender upon receipt of appropriate documentation, such as a written change of name request or a court order from the parent or guardian substantiating the change.

In situations where school staff or administrators are required by law to use or to report the legal name or biological sex of a student who is transgender but whose official record has not been amended, such as for purposes of standardized testing, school staff and administrators shall adopt practices to avoid the inadvertent disclosure of such confidential information.

Adopted: December 16, 2024

LEGAL REFS.:
34 C.F.R. §99.1 *et seq. (Family Educational Rights and Privacy Act regulations)*
34 C.F.R. §99.20(d) (*parents and students have the right to request a school change name and gender marker on their record if they feel it is incorrect, misleading, or violates privacy, and schools must provide parents with an opportunity to inspect and review educational records*)
34 C.F.R. §99.31 (*permitted reasons for disclosure of student records*)
3 C.C.R. 708-1:81.6(A)(4) (*sexual orientation harassment is deliberately misusing an individual's preferred name, form of address, or gender-related pronouns*)
C.R.S. 22-1-145 (*knowing or intentional failure to use a chosen name is discriminatory, and schools required to use a student's chosen name and adopt a policy on the subject*)
C.R.S. 22-1-145(b) (*gender identity means an individual's innate sense of the individual's own gender, which may or may not correspond with the individual's sex assigned at birth).*

Return to Agenda

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Student Gender, First Name and/or Middle Name Change Request Form

This form is to be used in the absence of legal documentation when gender, first name, and/or middle name changes are requested. The student's legal first name and gender will be maintained in a protected area along with historical records referring to this information. These historical records will be updated upon presentation of legal name change documentation. This information will only be shared with staff when requested by the legal guardian.

PLEASE NOTE:

- When student records are requested, the legal name and/or gender may be revealed if they were indicated in previous records and we have not been presented with legal documentation to change them accordingly.
- A student's legal name will be provided to Colorado Department of Education for all state reporting.
- A student's legal name will be used on all final transcripts and the student's diploma. A student's preferred name may be read at graduation.

I hereby request that

Student's Legal Name/Gender:

_____	_____	_____	_____	_____
First Name	Middle Name	Last Name	Suffix	Gender

be changed in the Academy Student Information System to:

Student's Assumed Name and/or Gender:

_____	_____	_____	_____	_____
First Name	Middle Name	Last Name	Suffix	Gender

If you are requesting the use of an assumed first and/or middle name, we advise you to proceed with a legal name change. Information for requesting a legal name change may be found at: https://www.courts.state.co.us/Self_Help/namechange/

_____ _____

Parent/Guardian Signature Date

Completed form and copy of photo ID must be returned to the Registrar by the legal parent/guardian via email or sealed envelope.

Return to Agenda

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Family Engagement Policy

The Academy has developed a written Family Engagement Policy and related Family, School, and Community Partnerships Plan with input from families attending School Accountability Committee meetings. Both the Engagement Policy and the Partnerships Plan are publicly available on the Board page of the school website and referenced in the Student and Family Handbook. This policy specifically describes the school's intentions for carrying out the following Title I family engagement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

INVOLVEMENT OF PARENTS IN THE TITLE I PROGRAM

To involve families in the Title I program at The Academy, the following practices will be in place:

- The school annually informs families of all students during the registration process about Title I requirements and about the right of parents to be involved in the Title I program.
- The school involves families of all students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs, plans, and policies via meetings of the School Accountability Committee.
- The school additionally provides parents of all students with timely information about Title I programs twice per year during parent-teacher conferences.
- The school provides parents of all students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet twice per year during parent-teacher conferences.
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

SCHOOL-FAMILY COMPACT

The Academy shares with parents of all students a Family, School, and Community Partnerships Plan. The plan, which has been jointly developed with families, outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by families of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

The Family, School, and Community Partnership Plan was developed by the School Accountability Committee through an open community process and is updated each year through a regular schedule of committee meetings.

BUILDING CAPACITY FOR INVOLVEMENT

The Academy engages all families in meaningful interactions with the school. It supports a partnership among staff, families, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides all families with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children through parent-teacher conferences held twice per year.
- The school provides Title I parents with materials and training as needed to help them work with their children to improve their children's achievement through a multi-tiered system of supports.
- With the assistance of the School Accountability Committee, the school educates staff members about the value of family contributions, and in how to work with families as equal partners.
- The school coordinates and integrates the School, Family, and Community Partnerships Plan with other programs, and conducts other activities, such as the Parent-Teacher Organization, to encourage and support families in more fully participating in the education of their children.
- The school distributes Information related to school and family programs, meetings, and other activities to Title I parents in a format and language that the parents understand.
- The school provides support for family involvement activities requested by Title I parents.

ACCESSIBILITY

The Academy provides opportunities for the participation of all families, including parents of Title I students, parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information is provided in a format and language that parents can understand through available in-person translation services, translation widgets connected to email communications and the school website, and compliance with Web Content Accessibility Guidelines.

Return to Agenda