



THE CLASSICAL ACADEMY

BOARD OF DIRECTORS MEETING

(OPEN TO THE PUBLIC)

MONDAY, SEPTEMBER 14, 2015, 6:00-9:06 P.M.

NORTH CAMPUS – TCA ROOM 2213/2214 (SECONDARY)

The Classical Academy exists to assist parents in their mission to develop exemplary citizens, equipped with analytical thinking skills, virtuous character, and a passion for learning, all built upon a solid foundation of knowledge.

MINUTES

Presentation/Question Time/Start Time

- I. **Call to Order** (6:00 pm) 1 min (6:00) (6:02)
- Mr. LaValley (Board President) called the meeting to order at 6:02 pm.
- II. **Pledge of Allegiance/Roll Call** 5 min (6:01) (6:02)
- The following Board members were present at the meeting: Mr. Chris Carter (arrived 6:48 pm), Mr. Matt Dubois, Dr. Kathleen Harrington, Dr. William Jennings, Mr. Tom LaValley, Mr. Mr. Rob Moulton, Jeff Rudder, Dr. Russ Sojourner (non-voting member)
 - Note, Mr. Dubois signed the Board Agreement/Conflict of Interest and the Executive Session Affidavit (**See Attachments 1 and 2 respectfully**).
- III. **Approval of Agenda** 5 min (6:06) (6:05)
- **Motion: Mr. Jennings moved to approve the agenda and was 2nd.**
 - Discussion: None
 - **Vote: By a vote of 5-0-1 the Board approved the agenda. (Mr. Carter; not present, Mr. Dubois; Yea, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**
- IV. **Comments from the Audience** (Audience members have 5 minutes to address the Board) 5 min (6:11) (6:06)
(NOTE: Per procedural rules if more than one person is speaking on the same topic we request that one or two specific spokespersons speak on behalf of the group)
- **Mr. Jared Rook addressed the Board about his concern over TCA's age cutoffs for early elementary grades.**
- V. **Celebrate TCA (TCA Science Award Winner/Destination Imagination Winner/ Titan of the Year Committee, Titan of the Year)** 10 min (6:16) (6:07)
- Action: Harris
Motion: (Info)
Rationale: to highlight accomplishments of TCA students, staff, or parents
- Zayna Pieper spoke about Destination Imagination. Brendan Gould was recognized for being a Broadcom Masters. Many thanks to the Titan of the Year committee members – Suzanne Dubois, Chrissy Hintze, Sayeh Sparr, and Brenda Bradford.
- VI. **Comments from the Board of Directors** 5 min (6:26) (6:12)
- Mr. LaValley read TCA's Mission Statement.
 - Tom LaValley made some comments regarding Board Members and excused absences.
 - Everyone should make every effort to attend if at all physically possible.
 - No other Board comments.
- VII. **Board Development (Claire Davis Act)** 10 min (6:31) (6:15)
- Action: Miller
Motion: (Info)
Rationale: to inform the Board on current legislative affairs
- The Claire Davis Act is a law that was passed last year.
 - Claire Davis was a student who was killed at a school in Littleton. The parents thought the school had knowledge of the attack before it happened.
 - A new law was developed, Claire Davis Safety Act out of this incident.

- This act reaches into schools in a new way. Change from willful and wonton, to reasonable care to protect all students.
- Only applies to act of school violence. Governmental immunity will still protect each member in the school. The governmental entity could still be liable to protect the students.
- This act changes the information that can be discovered in court. Before making change to policy, step back and look at the issue objectively. This act does pertain to acts that happen at school functions away from the campus.
- This law becomes effective in the 17-18 school year.

VIII. **Report of the President & Cabinet Spotlights**

5 min/10 min (6:41) (6:32)

Motion: (Info)

Rationale: to highlight cabinet activities (Pres., Ops, Academic Services, and Advancement).

- Russ Sojourner highlighted the following items from his President's Report:
 - TS Gold – kindergarten readiness assessment that was required of us by the State – measuring different behaviors.
 - Parents were pretty upset that these assessments were being done and administrators did not like that the teachers had to record this information.
 - This year, schools were given the option of submitting a waiver.
 - There was some confusion about who could send the waiver, Russ or Mark Hatchell. Russ contacted Pat Richardson at the District to find out who could sign the waiver – it was decided that they would both sign. Russ as representative of the school, Dr. Hatchell as our authorizer. D20 wanted to apply for the waiver as well.
 - They asked us not to submit the waiver, but to wait for them. Dr. Hatchell ultimately, decided to approve it, and the State Board approved our waiver.
 - Russ was very appreciative to Dr. Hatchell and his decision to allow us to push forward with the waiver.

IX. **Consent Agenda**

5 min (6:56) (6:38)

Board Directed items to be removed from Consent Agenda:

Motion: to accept the Consent Agenda (vote)

- A. Minutes: Aug 2015 (Swanson)
- B. Written Reports of the President and Cabinet
 - 1. Human Resources (Schulz)
 - a. Matters Relating to Personnel Action
- C. Policy Review
 - 1. Site Based Management (ABB-TCA)
 - 2. Board Meetings (BE-TCA)
- D. SAC Meeting Minutes
 - 1. High School, Aug 27, 2015
- E. FAC Membership Resolution (**See Attachment 3, Approved Resolution**)

- **Motion: Dr. Jennings moved to approve the consent agenda and was 2nd.**
- Discussion: None
- **Vote: By a roll call vote of 4-1-1 the Board approved the consent agenda. (Mr. Carter; not present, Mr. Dubois; Nay, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**

X. **Discussion Agenda Items**

A. **Items removed from Consent Agenda**

B. **Cabinet Level Reports**

1. **HR Annual Report/Comparable Schools Staff Salaries/TCA Staff Retention** 5 min/10 min (7:01) (6:40)

Action: Schulz

Motion: (Info)

Rationale: to review the annual report of the HR director

- Compensation remains a priority. At time of Charter School survey, we were at 93% of the average salary.
- After making compensation adjustments, we are currently at 103.3% based on the previous numbers reported.
- Ms. Schulz provided a breakdown of teacher's average salaries and provided a breakdown of the teacher salary basis. Also, all eligible employees are also getting a returning staff bonus as high as \$700 (full time employee) based on their FTE.
- TCA had our lowest turnover rate in ten years. We had the lowest rate of turnover in the district.
- TCA has decided to go to a self-funding model for health benefits. Ms. Schulz will send the Board a breakdown of the teacher categories and the qualifications for each category.

- 2. Quarterly FAC Report** 5 min/10 min (7:16) (6:48)
 Action: Moulton/VanGambleare
 Motion: (Info)
 Rationale: to review TCA's financial status and any recommendations
- Mr. Moulton expressed how well the committee worked together to address key issues and risks that may affect TCA in the future; most notably Capital Construction challenges.
- 3. Budget Projection Report (5 Year)** 5 min (7:31) (6:53)
 Action: VanGambleare
 Motion: (Info)
 Rationale: to review the estimated budget projection
- Mr. VanGambleare discussed the 5-year budget projection plan.
 - The outlook looks good but difficult to predict in the future.
 - We've made back many of the dollars that we've lost in PPF in the past few years.
 - We'll likely be up to \$6,900 per pupil for the next year.
 - Overall, we are in a good place financially.
- 4. Annual Giving Stewardship Report (2014-2015)/Endowment Review** 5 min/5min (7:36) (6:56)
 Action: Sojourner
 Motion: (Info)
 Rationale: to review how annual giving funds were distributed and the status of the endowment
- Russ reviewed the overall disbursement of annual giving gifts.
 - Additionally, he highlighted that the Endowment contained about \$750,000.
 - TCA changed our investment strategy this year to maximize our profit.
 - We now invest in CDs through Integrity Bank.
 - Dr Sojourner will explore the benefits of creating a foundation to 'handle' that money.
 - Potentially, this could increase our investment capability. Later, Dr. Sojourner will return to the Board with recommendations that outline steps to better manage/use this money.
- 5. Operations Capital Construction Report** 10 min/15 min (7:46) (7:33)
 Action: Tubb
 Motion: (Info)
 Rationale: to review progress on all TCA capital construction projects
- Mr. Tubb introduced Kevin Pacht and Becca DeMeyer.
 - Eric Swanson (Elder Construction) will be our primary contact with our building contractors to complete the Central Camus Project.
 - It was decided to move this agenda item to after #6, so as to allow Eric Swanson to attend the meeting.
 - David Tubb introduced Eric Swanson, from Elder Construction. He is excited to work with us again.
 - Elder has worked with us in the past on the East campus and the completion of the North Secondary Campus basement.
 - Chris Carter asked Eric what the 2-3 biggest obstacles for the Central project are – HAZMAT remediation process is biggest obstacle due to asbestos in flooring.
 - David Tubb presented a slide show about where he believes the four projects stand right now.
 - Some of the information is notional at this time.
 - He has concerns with budget.
 - The bids came in higher at \$6.5M, instead of the \$6.2M expected.
 - None of the \$6.5M includes the required sidewalks, curbing, or landscaping. Because we are 'developing' our property, the city requires us to provide a sidewalk across the entire length of Springcrest. Additionally, the city requires us to do landscaping in the parking lot – landscaped islands including irrigation.
 - The city planner is the final say on the landscaping requirements.
 - Elder is providing a landscaping architect to argue TCA's case against the islands/landscaping.
 - We are looking at making only half the TI bathrooms ADA compliant, postponing the carpeting, and waiting on the painting of rooms, but some of these ideas are less than ideal.

- Asbestos remediation is covered in the \$6.5M. Dave would like Board input on balancing budget with risk mitigation. Mr. Tubb will reach out to the Board requesting their input as to whether to require Elder Construction to be bonded during the construction of the Central Campus.
- We are on schedule going forward to break ground next spring.
 - Core samples have been taken last Friday. No issues with core samples, so a building can be built on the site.
 - Building Corp should be on contract with the architect, hazmat remediation, and Elder by end of September.
 - Mr. Tubb is issuing RFP's to determine the costs of the Baseball/Softball field.
 - Mr. Dubois is concerned that we're looking to pull Baseball/Softball forward before we really know what is going to be needed for Central, yet we're going to ask Central parents for more money.
 - Mr. Tubb wants more precise costs of the Baseball/Softball field to determine the scope of the project. Mr. Tubb won't recommend starting the field before he knows he has the funds to cover all projects.
- During Fall Break, we will install an air conditioning unit in a Central Campus classroom as a test case to determine noise levels and efficiency of the system.
 - Elder has an aggressive, yet doable schedule. TI has to be completed during the summer.
 - There are some things that we weren't expecting, such as going from a 2" water pipe to a 3" water pipe – we are looking at the possibility of waiving the “fee” that Colorado Springs Utilities charges to upgrade the pipe.
- For the Baseball/SB field, we don't know the full scope of the project costs yet.
 - RFP was sent out on 9/4/15 with proposals due 9/23/15.
 - We are getting a scoreboard donated from Focus on the Family which has a value of \$16k.
- For the East playground, two bids came in, both at \$150k. Board approved \$143k. Children's Play Structures & (get name from DT) were selected to build the playground.
 - Two issues came up – 1) initially low turnout for the RFP over the summer, 2) when 4 contractors bid, one was very high – also none of the contractors did a great job of looking at the site and issues there were.
 - They resubmitted their bids.
- When looking at the modular for CP staff, there was an issue with the current lease lines.
 - The modular will not fit within the current lease lines.
 - The city will allow the redraw of lease lines as a “minor modification”, which is a benefit because we won't have to go to the State Attorney General for approval for the modification.
 - We will be sending a detailed request to PPCC for final approval of new lease lines (is this wording correct?)

6. State Testing “Opt Out” Discussion

5 min/5 min (8:11) (7:06)

Action: Sojourner

Motion: (Info)

Rationale: to update the Board on the dynamics of parents “Opting Out” of state testing

- Dr. Sojourner explained the changes in assessments this year.
- He sent a message to the community to discuss the testing.
 - He said we preferred the “paper and pencil” testing as opposed to computer testing.
 - Russ discussed the 40% opt-out rate.

- We are required by law to have 95% testing rate. We were held harmless last year, but we have no indication that this will be the same this year.
- There could be a penalty of Title I funds if we fall below the 95%, which doesn't affect us that much, but we could lose a level of accreditation, which would affect us greatly.
- Dr. Sojourner wants to get back to the way we did things in the past, where students tested, we used the data, and we met our 95% mark.
 - Dr. Sojourner is happy with the direction we are heading, but he wants to make sure he and the Board are in agreement.
 - If we do not meet the 95% threshold, we would lose one level of accreditation – and in fact, we pulled the District below the 95% as well, which also affects their accreditation.
 - ASD20 gets millions of dollars in Title I funds, which would be a large loss if they failed to meet the 95% threshold.
 - There is genuine concern if we lose accreditation and if our opt-out rates affect the District.
 - We need to reasonably assess the risk and make informed decision. This is a discussion that should be conducted in the future to determine the actual Board position on this topic.

7:28 – 5 minute break

C. Board Level Reports

1. Recruitment of New Board Members

5 min/5 min (8:21) (8:29)

Action: Carter

Motion: (Info)

Rationale: to review the plan to attract candidates to run for the Board of Directors

- The Board and administration worked together to identify possible Board candidates.
- Recruitment of new board members, should start in the next couple months.
- This year, Dr. Harrington and Dr. Jennings' seats are open for election.
- In the future, the Board MAY discuss the option of appointing one or two Board seats.
- If Board members have any suggestions concerning how to recruit future Board candidates email them directly to Mr. Carter. He will discuss with the training committee.
- Dr. Harrington said that the Board members who made phone calls to community members thanking them for their donations could have been asking for possible candidates at that time.

2. Grant of Authority

5 min/10 min (8:31) (8:36)

Action: Harrington

Motion: to approve two separate motions concerning the grant of authority (see read ahead) presented by Dr. Harrington (Vote)

Rationale: to review the Grant of Authority and determine whether any changes are required

- **Motion #1: Dr. Harrington moved to approve the following motion and was 2nd:**
 - **Approve budget expenditures within the annual total for the President (from \$2,000 to \$5,000+) and for the CFO (from \$1,000-\$2,000 to \$2,000-\$4,999)**
 - **Approve capital expenses for the President (from \$2,000 to \$5,000+) and eliminate the CFO approval (\$1,000-\$2,000)**
 - **Obtaining legal representation –threat of litigation (this item requires joint approval of the President and the Board)**
 - **Obtaining legal representation—transactions greater than \$100,000 (this item requires joint approval of the President and the Board Chair with e-mail notification to all Board members)**
- Discussion:
 - Kathleen Harrington discussed the Grant of Authority and the three documents, and explained the differences.
- **Vote #1: By a roll call vote of 6-0-1 the Board approved the motion. (Mr. Carter; Yea, Mr. Dubois; Yea, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**
- **Motion #2: Dr. Harrington moved to approve the following motion and was 2nd:**
 - **Obtaining legal representation or advice for board-related matters requires support from a quorum of the Board and an email notification to all members. Changes to what the board agrees to annually can be made by the board chair by exception and with notice to the board. In other words, the board chair supports the annual agreement with respect to the need for legal counsel in all board sessions, executive sessions, or in certain categories with respect to HR, performance appraisals, etc.**
- Discussion:

- There was discussion about the 2nd motion but it was determined that more time was needed to discuss the issue. It was agreed to postpone voting on this motion until the October Board meeting.
- **Motion #3: Mr. Rudder moved to postpone the vote on Motion #2 until the October Board meeting and was 2nd.**
- Discussion: None
- **Vote #3: By a role call vote of 6-0-1 the Board approved postponing a vote on Motion #2 until the October Board meeting (Mr. Carter; Yea, Mr. Dubois; Yea, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**

3. Board Agreement/Board Evaluation Policy (BC-TCA) 5 min/5 min (8:46) (8:55)

Action: LaValley

Motion: to approve the changes to the Board Agreement

Rationale: to review Board meeting dates, attendance requirements, and changes to Board Evaluation

- **Motion #1: Mr. LaValley moved to approve the changes to the Board Agreement/Board Evaluation Policy with the following amendment and was 2nd:**
 - **Remove/strike the requirement that working sessions are mandatory in the Board Agreement (page 3)**
- Discussion: None
- **Vote #1: By a role call vote of 6-0-1 the Board approved the amended motion. (Mr. Carter; Yea, Mr. Dubois; Yea, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**
- **Motion #2: Mr. Jennings moved that references to “Working Sessions” on the Board Strategic Calendar be re-characterized as “Special Meetings”.**
- Discussion: None
- **Vote #2: By a role call vote of 6-0-1 the Board approved the motion. (Mr. Carter; Yea, Mr. Dubois; Yea, Dr. Harrington; Yea, Dr. Jennings; Yea, Mr. LaValley; did not vote, Mr. Moulton; Yea, Mr. Rudder; Yea)**

D. Board Communication 5 min (8:56) (9:11)

Action: Secretary

Rationale: to develop and approve of communication update to community

- Celebrate TCA.
- Capital Construction – town hall on 10/6.
- Positive HR retention.

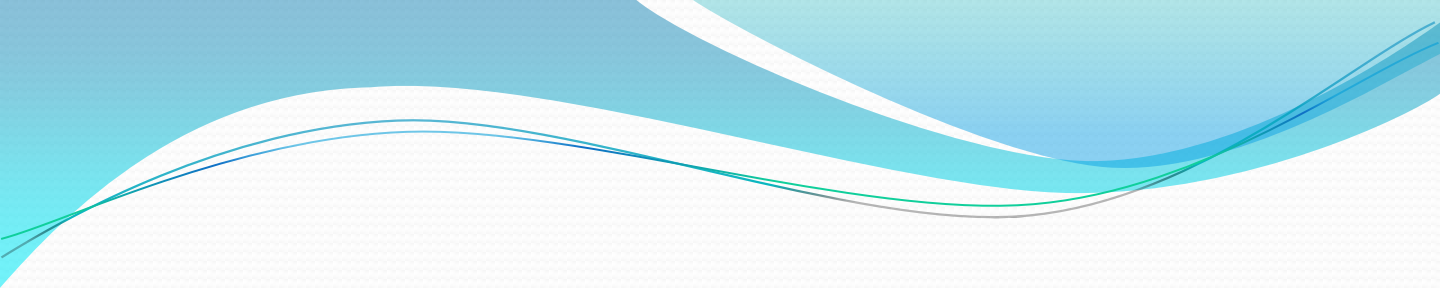
E. Future Board Agenda Items 5 min (9:01) (9:15)

1. Annual Giving Fund, Preview 2015-2016 Campaign Activities, Oct, Sojourner
2. ASD20 Monitoring Report, Oct, Tubb/Sojourner
3. Election Policy Review, Oct, Jennings/Governance Committee
4. Accreditation Status, Oct, Jolly
5. State Assessment Report, Nov, Jolly

XI. Adjournment (Approx. 9:06 p.m.) (9:06) (9:16)

Attachments:

- 1) Completed Board Agreement Signatures
- 2) Executive Session Affidavit (Mr. Dubois)
- 3) Financial Advisory Committee Approved Membership Resolution



"We strive to be a community of character by teaching and modeling virtuous character explicitly from kindergarten to graduation rather than considering ourselves to be a 'school of character' or claiming that we 'have great character.'"

-TCA Core Values Document

By the Numbers

My son is 14 years old. If he lives under Mom and Dad's roof until he is 18, then the time of strongest parental influence in his life is more than $\frac{3}{4}$ over. As a student, his time under TCA's influence is more than $\frac{2}{3}$ over.

He is a 9th grader this year.

My daughter is 11 years old. Her time of influence at home is nearly $\frac{2}{3}$ over and at TCA it's nearly $\frac{1}{2}$ over.

She is a 6th grader this year.

Do I feel a sense of urgency here? YES!

What Is the Parent Perspective?

Excerpts from “TCA JH Announcements May 14 2015” email sent May 18, 2015 with link to MEMORANDUM FOR RECORD, Hugh Di Pretore, The Classical Academy Junior High, 4-22-2015, SUBJECT: 2014-2015 Parent Survey Results Analysis

“The question related to the child expressing to their parents experiences, conversations, or lessons that are focused on character had the lowest percentage of responses in the Strongly Agree/Agree subgroups. . .”

From the list of survey topics needing improvement and focused attention:

“1. Students sharing experiences, conversation, or lessons that are focused on character.”



Excerpt from “Message for Mr. Stump” North Elementary email sent May 19, 2015

From the list of survey topics needing improvement and focused attention:

- “1. Evidence that Character Education is a strong focus in each classroom*
- a. We will make Character Education more of a priority at every grade level.*
 - b. We will keep parents more aware of what their child is studying in class so they can reinforce those same traits at home.”*

What Does the District Require?

Academy District 20 Accreditation Handbook Accreditation and Accountability Guidelines for Schools

District Accountability Committee, Approved by DAC on February 17, 2015, Presented to the Board of Education March 5, 2015

From Section 1: Introduction

Global-End: “All students will have the knowledge, skills, and character necessary for successful transition to the next level and upon graduation will be fully prepared for success.”

“...the process of teaching and learning can be empirically studied and improved upon by:

- Using the predictive qualities of data;
- Focusing change in achievement levels one child at a time over time;
- Frequent progress monitoring of every student’s achievement;
- Incorporating research-based best practices;
- Setting the expectation that every child can achieve the established standards;
- Working as professional, collaborative teams; and,
- Understanding the story behind the data and using it to inform instruction.”

From Section 6: The Absolutes

“Accreditation absolutes are requirements of state law or District 20 policy which all schools must meet. . .”

“1. Guaranteed and Viable Curriculum

Providing students with a guaranteed and viable curriculum has a high correlation with student achievement. The factors in this area include the opportunity and time to learn as well as a clearly articulated curriculum. . .”

1. Guaranteed and Viable Curriculum (Opportunity and Time to Learn)		
	Yes	No
Standard-based ENDS 1.0, 1.1	School curriculum is based on Colorado Academic Standards.	Curriculum is not standards-based.
Legal requirements	School meets federal and state requirements for ICAP’s, IEPs, ELP’s, 504 plans, and READ Plans.	Does not meet federal and state requirements.
Character Education ENDS 1.2	School has a character education plan that: <ul style="list-style-type: none"> • is school wide; and, • meets criteria established by policy. 	The school does not have a character education plan or the plan: <ul style="list-style-type: none"> • is not school wide; and, • does not meet criteria established by policy.
ENDS 1.0, 1.1	School follows Standards Review and Curriculum Adoption Process, Policy IIAC and procedures IIAC-R-1, IIAC-R-2, IIAC-R-3, IIAC-E-1, IIAC-E-2, IIAC-E-3, and IIAC-E-6 .	School does not follow policy.

Academy District 20 Accreditation Handbook

Accreditation and Accountability Guidelines for Schools

District Accountability Committee, Approved by DAC on February 17, 2015, Presented to the Board of Education March 5, 2015

Appendix C: Framework for Accreditation

<p><i>What do we want students to know and be able to do?</i> Global End 1.1: All students will have the knowledge, skills, and character necessary for successful transition to the next level and upon graduation will be fully prepared for success. (See also Common Core Standards)</p> <p>Character (1.2): All students will develop the qualities of character necessary to be positive contributors to society. Students will consistently demonstrate:</p> <ul style="list-style-type: none"> • Compassion • Excellence • Citizenship • Respect • Hope • Responsibility • Courage • Honesty • Integrity • Perseverance 	<p><i>What evidence will we accept that they have learned it? (e.g. student work samples, body of evidence, etc.)</i> <i>What difference is it making in students' lives?</i></p>	<p><i>What will we do when students have already learned it?</i></p>	<p><i>What do we do when students have not learned it?</i></p>	<p><i>Where are our students now and what are our goals for their academic performance over the next 3 years? (articulate in site plan objective & SIP targets)</i></p>	<p><i>What do we want staff to know and be able to do in order to meet our student goals? (articulate in site plan Tactics and SIP Priority Needs, Improvement Strategies and Resources)</i></p>
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DuFour, Richard & Eaker, Robert. (1998). *Professional learning communities that work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service. *see attached Sample Coaching Questions (Appendix D)

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Character (E 1.2)

Appendix D: Sample Coaching Questions

- What difference is the school's character education making? What quantitative and qualitative data do support conclusions?
- What examples can be provided that students are developing each of the following character traits:
 - Compassion
 - Excellence
 - Citizenship
 - Respect
 - Hope
 - Courage
 - Honesty
 - Responsibility
 - Integrity
 - Perseverance
- What do students self-report about their own acquisition of these character traits?
- How does the staff develop and promote a healthy school culture?
- How do students describe the school's culture?
- How does staff exemplify the character traits they seek in students?

Questions for TCA Administration / Policy Makers and TCA Board / Oversight

1. As part of the district handbook's "Introduction" section, how is TCA employing empirical methods to collect and utilize predictive data in regard to the "character necessary for successful transition to the next level"?
2. As part of the district's "Absolutes" section, what is TCA's "character education plan" and "clearly articulated curriculum"? What time slot is assigned to this curriculum? Is elementary using morning work & life music time, community time, lunch with teacher time, or something else? Is secondary using flex time, special assemblies, or something else?
3. As part of the district's "Framework" questions, what evidence is collected to demonstrate the effectiveness of TCA's curriculum in training students in the ten key character aspects required? What "student work samples" are provided?
4. As part of the district's "Framework" questions, what are TCA's performance goals in the area of character over the next three years?
5. As part of the district's "Framework" questions, are teachers at each campus uniformly required to cover, explicitly, each aspect of character listed within the aspirations of the Creed or within the minimum ten traits required for district accreditation? Why or why not? What strategies does TCA employ to assure that both new and experienced teachers are effectively equipped to provide a high level of character education to students?
6. How is the process of teaching and learning character at TCA communicated to parents, especially in response to the recent parent survey results?
7. What is the best way for TCA's Board and Administration to work together?
 - Address character in depth as an agenda item at a future board meeting?
 - Form a board subcommittee to analyze issues and establish goals?

Are TCA's Character Goals SMART?

Specific – *What, explicitly, is targeted as the goal?*

- What traits will be taught? District 20 has a specific list. Does TCA have a list of its own?
- When will it be taught? Is character instruction only added in response to behavior issues, or is it planned for a particular part of the weekly schedule (i.e. elementary morning work or community time, secondary flex time or assemblies)?
- Does the Character Education Plan uniformly encompass all campuses so that, with age appropriate adjustments, students receive the same high level of character training regardless of the elementary feeder campus they attend or whether they are enrolled in a traditional or homeschool-based campus? Why or why not?

Measurable – *How are results quantified to demonstrate progress?*

- Are measurements limited to office referrals and parent surveys, or does TCA have curriculum examples from teachers and work samples from students? Are teachers held accountable as part of their annual evaluation for how they teach character as well as how they teach academic subjects? Are students held accountable for demonstrating an understanding and application of character traits?

Assignable – *Who is responsible for design, implementation, and evaluation of the goal?*

- Who assembles the Character Education Plan required by the district, and who presents the evidence that it is being successfully applied across all TCA campuses?
- Who measures and communicates the results achieved, as required by the district?

Realistic – *What can be achieved based on the resources available?*

- What have the Character Leads developed, and can it be delivered to each of TCA's students, by grade level and campus, explicitly and consistently?

Time-Bound – *Within what time frame should the desired results be accomplished?*

- When can the plan be presented?
- When can the plan be implemented?
- When will the results be measured and evaluated?

Variations of this acronym exist, but credit could be assigned to George T. Doran, "There's a SMART Way to Write Management's Goals and Objectives," *Management Review*, Nov 1981

COMPLIANCE

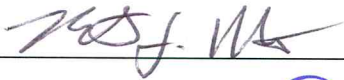
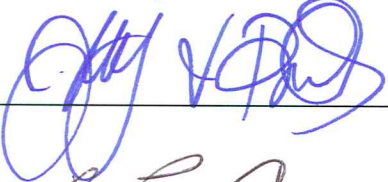
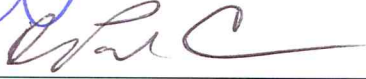
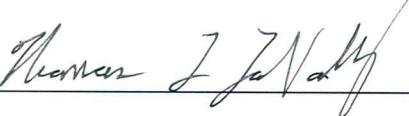


The Board will enforce upon itself whatever discipline is needed to govern with excellence. Discipline will apply to matters such as attendance, preparation, respect of roles, and ensuring continuance of governing capability.

CONFLICT OF INTEREST NOTIFICATION

Board members will describe below any relationships, transactions, positions they hold (volunteer or otherwise), or circumstances that they believe could contribute to a potential conflict of interest between The Classical Academy and your personal interests, financial or otherwise (If none, please state, "none").

SIGNATURES

Board members will adhere to the provisions of this agreement as evidenced by the annual signature of each director as signed below:

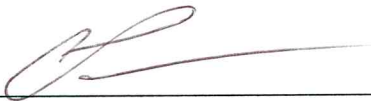
Board Signatures	Date	Conflict of Interest Notification
	8/10/15	None
	8/10/15	None
	8/10/15	None
	8/10/15	NONE
	8/10/15	None
	8/10/15	NONE

STATE OF COLORADO)
THE CLASSICAL ACADEMY) SS.
COUNTY OF EL PASO)

AFFIDAVIT

I, **Chris Carter**, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: 

Subscribed and sworn to before me this 10th day of August, 2015, by **Chris Carter**.

Witness my hand and official seal.

By: 

Notary Public

My commission expires: November 19, 2016

(Seal)

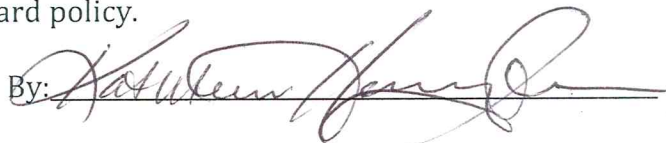


STATE OF COLORADO)
THE CLASSICAL ACADEMY) SS.
COUNTY OF EL PASO)

AFFIDAVIT

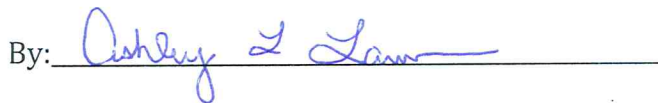
I, **Kathleen Harrington**, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: 

Subscribed and sworn to before me this 10th day of August, 2015, by **Kathleen Harrington**.

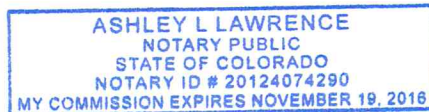
Witness my hand and official seal.

By: 

Notary Public

My commission expires: November 19, 2016

(Seal)



STATE OF COLORADO)
THE CLASSICAL ACADEMY) SS.
COUNTY OF EL PASO)

AFFIDAVIT

I, William Jennings, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: _____

Subscribed and sworn to before me this 10th day of August, 2015, by William Jennings.

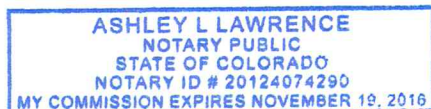
Witness my hand and official seal.

By: _____

Notary Public

My commission expires: November 19, 2016

(Seal)



STATE OF COLORADO)

THE CLASSICAL ACADEMY) SS.

COUNTY OF EL PASO)

AFFIDAVIT

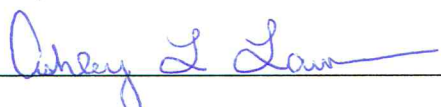
I, **Thomas LaValley**, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: 

Subscribed and sworn to before me this **10th** day of **August, 2015**, by **Thomas LaValley**.

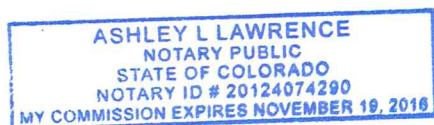
Witness my hand and official seal.

By: 

Notary Public

My commission expires: November 19, 2016

(Seal)

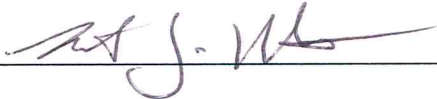


STATE OF COLORADO)
THE CLASSICAL ACADEMY) SS.
COUNTY OF EL PASO)

AFFIDAVIT

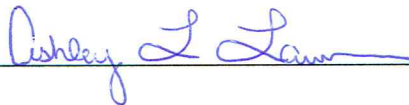
I, **Robert Moulton**, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: 

Subscribed and sworn to before me this **10th** day of **August, 2015**, by **Robert Moulton**.

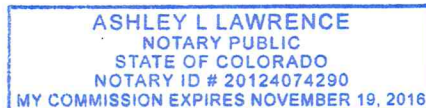
Witness my hand and official seal.

By: 

Notary Public

My commission expires: November 19, 2016

(Seal)



STATE OF COLORADO)

) SS.

COUNTY OF EL PASO)

AFFIDAVIT

I, JEFFREY V. RUDDER, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: Jeffrey V. Rudder

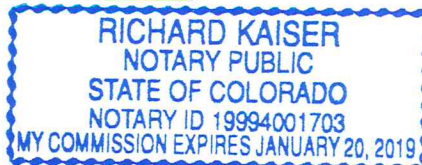
Subscribed and sworn to before me this 10th day of August, 2015, by Jeffrey V. Rudder.

Witness my hand and official seal.

By: Richard Kaiser
Notary Public

My commission expires: 1/20/19

(Seal)



STATE OF COLORADO)
THE CLASSICAL ACADEMY) SS.
COUNTY OF EL PASO)

AFFIDAVIT

I, **Russell Sojourner**, being first duly sworn, do state and affirm the following:

1. I am a member of the Board of Directors of The Classical Academy.
2. I am aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the Board as described in C.R.S. 24-6-402.
3. I will comply with these confidentiality requirements regardless of whether I participate in executive session in person or electronically in accordance with board policy.

By: _____

Subscribed and sworn to before me this **10th** day of **August, 2015**, by **Russell Sojourner**.

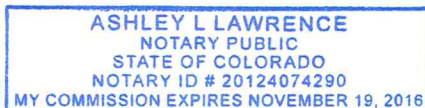
Witness my hand and official seal.

By: Ashley L Lawrence

Notary Public

My commission expires: November 19, 2016

(Seal)



State of Colorado

Be it known that

Robert Moulton

has completed the course

Charter School Board Training Modules

May 2015

Completed: 30 Modules



COLORADO
Department of Education

Gina Schlieman

Gina Schlieman
Charter School Program and Grant Manager
Colorado Department of Education

State of Colorado

Be it known that

Jeff Rudder

has completed the course

Charter School Board Training Modules

August 2015

Completed: 30 Modules

Gina Schlieman

Gina Schlieman
Charter School Program and Grant Manager
Colorado Department of Education



COLORADO
Department of Education