



BOARD OF EDUCATION
Regular Board Meeting – October 13, 2026

Place: District Office Large Conference Room

Time: 6:00 p.m.

Live link: https://www.youtube.com/channel/UChJRTLo3dNclxGDL_1clxRA

AGENDA

- I. CALL TO ORDER/ROLL CALL
- II. PLEDGE OF ALLEGIANCE & MOMENT OF SILENCE
- III. APPROVAL OF AGENDA
- IV. DISTRICT/COMMUNITY SPOTLIGHT
 - a. T-Mobile Friday Night 5G Lights Sweepstakes
- V. ADMINISTRATIVE REPORTS
 - a. Board of Education Reports
 - b. Superintendent Report – Slocum
 - c. Operations Report – Farris
 - d. Financial Report – Kuritar
- VI. PUBLIC COMMENT [Individual comments will be limited to 3 minutes each for Public Comment. Names submitted prior to the start of the meeting will be randomly selected. Any additional minutes during the allotted time for Public Comment shall be contributed to additional commenters. Any commenters not allowed adequate time due to the time limit are kindly requested to email the Board of Education or the Superintendent.]
- VII. CONSENT AGENDA [Consent agenda items are typically routine matters that do not require discussion prior to approval]
 - a. Minutes
 - 1. September 2, & 28, 2026
 - b. Personnel
 - 1. New Contracts
 - 2. Resignations
- VIII. DISCUSSION/INFORMATION
 - a. Strategic Plan Report: Enrollment – Slocum
 - b. Academic Excellence Next Steps – Hamlow
 - c. Discussion of Additional DAC & FAC Committee Members for 2026-27
 - d. Gateway Learning Center License Agreement with Coach – Farris
 - e. Potential Resolution to Release Exclusive Chartering Authority for Merit Academy
- IX. ACTION
 - a. Appointment of Additional DAC & FAC Committee Members for 2026-27
 - b. Gateway Learning Center License Agreement with Coach
 - c. 2026-27 Unified Improvement Plan
 - d. Resolution in Support of Woodland Park School Tax Ordinance 1532
- X. ADJOURN MEETING



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Keegan Barkley

Title of Agenda Item: (IV.a.) T-Mobile Friday Night 5G Lights Sweepstakes

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

Woodland Park Jr./Sr. High School recently participated in T-Mobile's Friday Night 5G Lights campaign, a nationwide initiative supporting high school football programs. Throughout the six-week campaign, students, staff, families, and community members showed their Panther pride by posting and sharing photos and videos on social media using the required tags and hashtags. Through this campaign, the school earned \$1,000 by hanging a banner and an additional \$5,000 was earned with help of our community!

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

No motion is required.



Woodland Park School District RE-2

Board of Education Annual Master Planning & Policy Monitoring Calendar

WPSD Re-2 Policies

This master planning document provides a fully integrated annual calendar, board agenda structure, state statutory compliance timeline under the **Colorado Revised Statutes (C.R.S.)**, and complete policy governance monitoring schedule (covering Governance Process, Board/Superintendent Relationship, Executive Expectations, and Purpose/Ends policies) pursuant to **Policy GP-08-E** and **Policy B/SR-4**.

1. Master Annual Integrated Calendar

Regular meetings of the Board of Education are held on the second Wednesday of each month at 6:00 p.m. The following table maps out monthly statutory requirements, administrative business, and governance policy monitoring schedules.

Month	Statutory Mandates & Regular Business Items (C.R.S.)	Policy B/SR-4 Monitoring Schedule & Methods
July	• Board Officer Reorganization & Elections (post-election cycles) • Adopt Annual Board Meeting Schedule	<i>No regular policy monitoring scheduled.</i>
August	• District operational & strategic planning updates • Academic year launch and back-to-school reports	• GP-3 Governance Development • GP-10 Monitoring Board Performance • EE-9 Emergency Superintendent Succession: Self-report • B/SR-1 Global Governance-Management

Month	Statutory Mandates & Regular Business Items (C.R.S.)	Policy B/SR-4 Monitoring Schedule & Methods
		Connection • B/SR-2 Unity of Control • Superintendent Goals/Progress: Establish annual goals (Internal Report, Self-assessment, Direct Inspection)
September	• Approval of Accredited Schools • Unified Improvement Plan (UIP) direction & School Performance Framework (SPF) review	• GP-5 Board Committee Principles • GP-10 Monitoring Board Performance
October	• October 1 Pupil Enrollment Count Window (State Funding Basis) • Initial Fiscal Year Audit status report	• GP-4 Board President's Role • GP-10 Monitoring Board Performance
November	• First Quarter Financial Review • CASB Annual Delegate Assembly / Convention preparation	• GP-2 Governing Style • GP-6 Cost of Governance • GP-10 Monitoring Board Performance • EE-10 Compensation & Benefits: Self-report & Director of Business Services monthly reports • EE-11 Budgeting: Self-report & Director of Business Services monthly reports • <i>Survey Administration Window:</i> Issue Pulse Check & Staff Surveys
December	• Certification of Mill Levies to Board of County	• B/SR-3 Delegation to the Superintendent

Month	Statutory Mandates & Regular Business Items (C.R.S.)	Policy B/SR-4 Monitoring Schedule & Methods
	Commissioners (Deadline: Dec 15) Formal acceptance of Annual Financial Audit Report	
January	- Mid-Year Budget Modifications (Deadline: Jan 31) - Mid-Year Superintendent Performance Check-In / Progress Review - Colorado School Board Recognition Month	GP-1 Global Governance Commitment GP-10 Monitoring Board Performance EE-12 Asset Protections: Self-report & Audit EE-13 Financial Administration: Self-report & Audit Superintendent Mid-Year Progress Review: Bi-annual evaluation check-in (Internal Report & Self-assessment)
February	- Staffing projections & preliminary planning - Academic Calendar review and adoption for upcoming year	GP-8 Agenda Planning GP-10 Monitoring Board Performance EE-2 Leadership Competencies: Self-report, Pulse Check, Staff Survey EE-3 Student Conduct & District Culture: Self-report, Pulse Check, Staff Survey EE-5 Staff Support & Interactions: Self-report, Pulse Check, Staff Survey
March	- Preliminary Budget Assumptions & Revenue Projections - Capital outlay & facility improvement planning	EE-1 Academic Achievement: Self-report & Building/School Reports prior to March

Month	Statutory Mandates & Regular Business Items (C.R.S.)	Policy B/SR-4 Monitoring Schedule & Methods
April	• Non-renewal notices for non-tenured teachers (Deadline: May 15) • Spring operational updates	• GP-10 Monitoring Board Performance • EE-4 Interactions with Students/Parents/Guardians: Self-report, Pulse Check, Staff Survey • EE-6 Community Relations: Self-report, Pulse Check, Staff Survey
May	• Presentation of Proposed Budget to Board (Deadline: May 31) • Approval of Graduation Candidates & Administrator/Teacher Contracts	• GP-7 Board Code of Conduct • GP-10 Monitoring Board Performance • EE-7 Communication & Counsel to Board: Self-report & Board Observation • Superintendent Goals/Progress: Progress Report
June	• Public Hearing on Proposed Budget • Formal Budget Adoption & Appropriation Resolution (Deadline: June 30)	• GP-9 Board Member Covenants • GP-10 Monitoring Board Performance • EE-8 General Executive Limitation: Self-report • District Purpose Statement: Self-assessment • Board Self-Assessment • Formal Summative Evaluation of Superintendent

2. Summary of Policy Monitoring Schedules

Governance Process (GP) Policies

- **GP-1 Global Governance Commitment:** January
- **GP-2 Governing Style:** November
- **GP-3 Governance Development:** August
- **GP-4 Board President's Role:** October
- **GP-5 Board Committee Principles:** September
- **GP-6 Cost of Governance:** November
- **GP-7 Board Code of Conduct:** May
- **GP-8 Agenda Planning:** February
- **GP-9 Board Member Covenants:** June
- **GP-10 Monitoring Board Performance:** August, September, October, November, December, January, February, April, May, June

Board/Superintendent Relationship (B/SR) Policies

- **B/SR-1 Global Governance-Management Connection:** August
- **B/SR-2 Unity of Control:** August
- **B/SR-3 Delegation to the Superintendent:** December
- **B/SR-4 Monitoring Superintendent Performance:** January (Mid-Year Progress Review) & June (Summative Evaluation)

Executive Expectations (EE) Policies & Methods (Policy B/SR-4)

- **EE-1 Academic Achievement:** March (Self-report & Building/School Reports prior to March)
- **EE-2 Leadership Competencies:** February (Self-report, November Pulse Check*, November Staff Survey)
- **EE-3 Student Conduct & District Culture:** February (Self-report, November Pulse Check*, November Staff Survey)
- **EE-4 Interactions with Students/Parents/Guardians:** April (Self-report, November Pulse Check*, November Staff Survey)
- **EE-5 Staff Support & Interactions:** February (Self-report, November Pulse Check*, November Staff Survey)
- **EE-6 Community Relations:** April (Self-report, November Pulse Check*, November Staff Survey)
- **EE-7 Communication & Counsel to the Board:** May (Self-report & Board Observation)
- **EE-8 General Executive Limitation:** June (Self-report)

- **EE-9 Emergency Superintendent Succession:** August (Self-report)
- **EE-10 Compensation & Benefits:** November (Self-report & Director of Business Services monthly financial reports)
- **EE-11 Budgeting:** December (Self-report & Director of Business Services monthly financial reports)
- **EE-12 Asset Protections:** January (Self-report & Audit)
- **EE-13 Financial Administration:** January (Self-report & Audit)

**Pulse Check respondents include students, parents, substitutes, and volunteers.*

Purpose & Ends Policies (P)

- **District Purpose Statement:** June (Self-assessment)
- **Superintendent Goals/Progress:** August (Set goals - Internal Report, Self Assessment, Direct Inspection); May (Report progress)
- **Commendations / Recommendations:** May (Direct Inspection / Staff Input)

3. Standard Board Meeting Agenda Template

1. **Call to Order & Procedural Items**
 - Call to Order, Roll Call, Pledge of Allegiance, and Moment of Silence
 - Approval of Agenda (including additions or deletions)
2. **Administrative Reports**
 - Board of Education Reports
 - Superintendent Report
 - Facilities & Financial Reports
3. **Public Comment**
 - Open Forum (3 minutes per commenter; governed by Board Policy and C.R.S. 24-6-402, requiring 24-hour advance public notice)
4. **Consent Agenda**
 - Approval of Minutes from prior meeting(s)
 - Personnel reports (routine hires, contract renewals, resignations, retirements)
 - Routine financial disbursements and policy second readings
5. **Discussion & Information Items**
 - Special presentations, public budget hearings, or policy reviews
6. **Action Items**
 - Formal resolutions requiring roll-call votes (e.g., budget adoption, mill levy certification, charter renewals)
7. **Executive Session (If needed)**
 - Statutory compliance under C.R.S. 24-6-402(4); specific statutory citation read

publicly prior to entering (e.g., property, legal advice, personnel)

8. Adjournment

4. Superintendent Evaluation Guidelines (Policy B/SR-4)

Monitoring Methods

Monitoring determines the degree to which board policies are being met. Data is acquired using one or more of three methods:

- **Internal Report:** Prepared by the Superintendent or designated administration.
- **External Report:** Prepared by neutral third parties (e.g., independent audit, state agency reports).
- **Direct Board Inspection:** Direct observation or evaluation by the Board.

Bi-Annual Evaluation Structure (Mid-Year Check-In & June Summative Evaluation)

To fulfill the Superintendent contract requirement of performance evaluations twice per school year, the Board conducts a mid-year progress review in January and a formal summative evaluation each June compiling data derived throughout the year. The evaluation process consists of:

1. Summary of data derived throughout the year from monitoring policies on District Purpose Statement and Executive Expectations.
2. Conclusions relative to whether each end has been achieved or whether reasonable progress has been made.
3. Conclusions relative to whether the Superintendent has properly operated within boundaries established in District Purpose Statement and Executive Expectations policies.
4. Conclusions relative to goals and objectives established jointly each year prior to the May Board Work Session.
5. Information gathered by the Board.
6. Final public version limited strictly to the requirements of **C.R.S. 22-9-109**.

5. Parking Lot for Agenda Items

Use this table to collect, track, and defer potential topics or agenda items for future Board consideration.

Topic / Item	Description / Context	Owner	Target Month
Media Training	Prepare the board for media engagements	Kassidi	



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Ginger Slocum

Title of Agenda Item: (VII.a.1.) Minutes – September 2, & 28, 2026

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

Draft minutes of the meeting date(s) are listed above.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

Approve under the consent agenda vote.

Woodland Park School District Re-2**BOARD OF EDUCATION****Regular Board Meeting – September 2, 2026****CALL MEETING TO ORDER**

The meeting was called to order by Board President Keegan Barkley at 6:01 p.m. with the following members present: Robb Davidson, Kassidi Gilgenast, Laura Gordon, Carol Greenstreet and Mrs. Barkley.

APPROVAL OF AGENDA

MOTION Davidson, second Gordon, to approve the agenda.

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

DISTRICT/COMMUNITY SPOTLIGHT

President Barkley welcomed Chief Academic Officer Karen Hamlow, joined by Homeschool Connections Coordinator Kathy Wight, to present on Homeschool Connections housed at the Gateway Learning Center (Addendum A). Hamlow explained that the program expands the district's existing homeschool offerings to serve students in grades K-12, noting that early surveys of families identified socialization and community, experiential and outdoor learning, flexible enrichment, and clear local support as top priorities. She added that amid ongoing uncertainty, families expressed a strong desire for a stable, well-defined program they could rely on. Held Tuesdays and Thursdays, the program provides participating students full access to district curriculum, resources, and facilities, while allowing them to attend activities such as homecoming and prom, and families may combine programs to meet the required 90 hours of engagement.

Wight noted that students are enrolling in more offerings than required, reflecting strong enthusiasm for the program, and shared that she speaks with families daily and continues to see growing interest. Hamlow reported that the program is partnering with the Catamount Institute, Woodland Parks and Recreation, and the Woodland Aquatic Center. Superintendent Slocum and the Board thanked Hamlow and Wight for their time and dedication in getting Homeschool Connections up and running.

BOARD OF EDUCATION REPORTS

Secretary Gordon shared that she enjoyed participating in the Homeschool Connections open house and helping prepare Gateway for the event, noting it was a wonderful group effort that even included students. She also shared that she recently attended the police department's community engagement forum for the first time and found it a great experience.

Director Davidson shared that he supported Superintendent Slocum at some recent security meetings and noted that the Board would discuss some promising opportunities in more detail during executive session. He also met with Slocum and Jason Farris to better understand the district's process and criteria for prioritizing deferred maintenance and security upgrades, so that he could speak knowledgeably when community members ask about it.

President Barkley shared that community engagement was one of the topics at the Board's recent retreat, noting that while board meetings are open to the public, the Board recognized the need for more accessible and interactive ways to connect with the community. She explained that plans are underway for board members to rotate through the farmers market on Fridays while the weather

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allows, with plans to move indoors once the season changes. She also shared that the Board is working to reestablish regular meetings with other elected officials, including county commissioners and city council members, to improve collaboration, avoid duplication of efforts, and better serve the community as a whole, with initial conversations underway.

Director Gilgenast added that the Friday Board community engagement is called “Coffee with the Board” and shared that it has been exciting to see fall athletics and activities underway, mentioning her recent attendance at a boys’ soccer win over Ellicott and a junior high volleyball match. She then provided a presentation (Addendum B) to clarify common misconceptions about how property taxes relate to school funding, explaining that total program funding comes from both a local and a state share, and that as the local share rises due to higher property taxes, the state share decreases proportionally, meaning increased property taxes do not translate into additional funding for the district. She noted that since 2020, the district's purchasing power has declined by 19.5 percent due to inflation, even as property tax collections have risen significantly.

Gilgenast also highlighted that the district's local share funding, at \$652 per student, lags well behind neighboring districts, averaging over \$1,400 less per student, and that the district has not passed a bond since 2003, placing it far behind comparable districts in facilities investment. She noted that the district still carries a \$7.2 million balance on a certificate of participation, with annual payments now coming directly out of per-pupil funding following the repeal of a local sales tax in 2025. Gilgenast emphasized that while the Board continues to explore potential solutions, closing the funding gap will require a shared community effort going forward.

Barkley added that the district previously passed a bond for facility improvements with community support, and later it was shifted to a sales tax to ease the burden on residents. With both funding sources now gone, she emphasized that it is our job as the community to restore that support so that students do not bear the burden of past decisions. Vice President Greenstreet added that the original bond was intended primarily for specific construction projects rather than general maintenance, including the addition of the sixth-grade wing at the middle school and the auditorium, commons, and math wing at the high school. She noted that the remaining balance on the certificate of participation reflects the funds voters approved for those construction costs, which in Colorado are generally not meant to come out of per-pupil funding.

SUPERINTENDENT REPORT

Interim Superintendent Slocum shared highlights from the start of the school year at each school, including upcoming events such as the Jr./Sr. high's P.R.O.M. distracted driving simulation, the homecoming parade on a new route ending at Gateway Turf, the September 11th alumni tea and ceremony, and upcoming Walk-a-thons at Columbine and Summit. She also noted a number of exciting activities throughout the fall, including the first home football game and a pickleball tournament open to the community.

Slocum then provided a brief snapshot of the district’s and all schools' performance framework, noting that a more in-depth presentation would be given by Chief Academic Officer Karen Hamlow at the October Regular Board Meeting. She expressed confidence in the district's direction, noting that the right team and plans are in place to support continued growth, and encouraged Board members to reach out with any questions before the next meeting.

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Superintendent Slocum introduced Woodland Park Chief of Police Chris Deisler, and noted that they have been collaborating regarding the district's safe campus efforts and through that collaboration, Deisler decided to involve his colleague from Florida. Slocum explained that the district invited a broader group of community partners to this safety presentation, including principals, assistant principals, the safety and security team, executive leadership, along with the headmaster and security officer from Merit Academy and the principal and security officer from Lake George Charter School. She noted that a recent event affecting the entire community reinforced her belief that safety and security should be approached collaboratively across all local schools, not just those operated directly by the district.

Chief Deisler explained that his career background led him to invite colleague Chief Rick Francis to Woodland Park for a two-day, no-cost to the district collaboration, with the first day focused on leadership discussions and the second bringing staff and security teams together for a presentation on best practices. He emphasized that the goal was to share ideas rather than prescribe solutions, pointed to opportunities such as faster emergency communication through existing technology, and commended the district for a level of collaboration he had not previously seen in the community. The Board thanked Chief Deisler for his presence that evening and expressed appreciation for his continued support and partnership in strengthening school safety across the district.

Superintendent Slocum concluded her report by sharing a few additional updates. She noted that district-wide professional development is upcoming for staff, and that the district has hired a CACSA liaison to assist with best practices as the district continues to serve as Merit Academy's authorizer. She also shared about a possible exciting opportunity for juniors and seniors to visit the hospital and learn more about various healthcare careers.

FACILITIES REPORT

Chief Operations Officer Jason Farris began his report by thanking Chief Academic Officer Karen Hamlow for her work launching Homeschool Connections, Interim Superintendent Slocum for her leadership and focus on safety and security, and Director Gilgenast for her school funding presentation. He then provided updates on facilities and transportation, noting that the district has nearly completed a rekeying project that restricted access to sensitive areas such as nurses' offices and finance, increasing the total number of keys in circulation from roughly 350–400 to nearly 800 to improve building security. He also reported the completion of a sewer lift station replacement at Merit Academy, costing just under \$59,000, along with an upcoming walk-in freezer repair project at Merit Academy expected to cost just over \$14,000.

Farris also shared that he, along with Candace Blake and Teresa Newsom, completed a four-day child passenger safety technician certification course to ensure proper installation of restraints for students in specialized transportation, with plans to pursue additional training. He then introduced a draft work order prioritization system developed with input from Slocum and Davidson, outlining five priority levels ranging from life-safety emergencies to routine preventative maintenance. He explained a proposed weighted scoring method for prioritizing learning environment improvements based on the number of students impacted, the percentage of campus enrollment affected, and equity in rotation among campuses, and invited Board feedback on the approach. Farris engaged the Board in additional questions and discussion.

FINANCIAL REPORT

Chief Financial Officer David Kuritar provided a financial update (Addendum C), noting that local revenues have increased while state revenues have declined compared to the prior year. He reported year-over-year decreases in payroll and supply expenditures and explained that payments to Merit Academy are more closely aligned with the charter renewal agreement, resulting in less cash leaving the district in accordance with the contract. Kuritar also shared that the annual audit is progressing ahead of last year's schedule, with several prior findings resolved and continued improvements underway in bank reconciliations, grant reporting, and financial processes. He expressed confidence in the district's progress and noted plans to transition all school accounts to Skyward to consolidate accounting into one system.

President Barkley shared that during her meeting with the auditors last week, they explained that due to the disclaimed opinion issued on last year's audit, they will need to revisit and finalize that prior year's work before moving into the current audit year, which will add some additional time to the process. She noted that the auditors expressed commitment to working diligently to complete the process in a timely manner, and that the district's preparedness should help things move efficiently once the prior year's audit is finalized.

PUBLIC COMMENT

The following list of people (name and topic they listed when signing up to speak) made public comment to the Board of Education listed in order of speaking: Shannon Vollaro, Parent, PACC.

CONSENT AGENDA

MOTION Greenstreet, second Davidson, to approve the consent agenda.

VII.a. Minutes – August 12, & 28, 2026

VII.b.1. Personnel – New Contracts – Teachers/Exempt Support Staff: *Michelle Normandin*, SES Grade 5, effective August 12, 2026; *Melissa Rossi*, SES Sp. Ed. MM, effective August 7, 2026; *Jessica Hohl*, SES Interventionist, effective August 10, 2026; *Jonas Thelin*, District Accountant, effective August 7, 2026; *Tracy Buck*, CES Grade 3, effective August 10, 2026; *Kimberly Founds*, SES Grade 3, effective August 12, 2026; *Terissa Miller*, SES Sp. Ed. MM, effective August 17, 2026; *Catherine Ayantoye*, SES Early Childhood Sp. Ed., effective August 18, 2026; *Devin Taber, Jr./Sr.* High JROTC Instructor, effective August 11, 2026. **Support Staff:** *Emma Adkisson*, SES Night Custodian, effective August 13, 2026; *Tiffany Godwin, Jr./Sr.* High Sp. Ed. SSN Paraeducator, effective August 11, 2026; *Freegad Bukas*, SES Building Paraeducator, effective August 17, 2026; *Kathy Wight*, District Homeschool Connections Coordinator, effective August 19, 2026. **Guest Teachers/Staff:** *Tyson Wilkins*, 1 Year Sub Authorization; *Matthew Kimminau*, 1 Year Sub Authorization; *Lesley Hitchcock*, Paraprofessional; *Kiana Dill*, Paraprofessional.

VII.b.2. Personnel – Resignations

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

NEW COURSES OFFERED THROUGH HOMESCHOOL CONNECTIONS

Chief Academic Officer Karen Hamlow explained that Homeschool Connections requires the addition of several new courses, which she outlined in the board packet given the unique circumstances surrounding the program's launch (Addendum D). She noted that the new offerings are primarily

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exploratory classes designed to introduce students to new subjects and spark interest, rather than courses that carry credit, since the limited instructional hours do not meet the requirements for credit-bearing courses like those offered at the high school. Hamlow added that the district remains open to developing credit-bearing options in the future, and confirmed that current offerings include literacy and arts, music exploration, fitness, dance, science labs, and math, with availability varying somewhat by age group. Board members followed up with additional questions about the new course offerings and the program and expressed their appreciation for Hamlow's hard work in bringing these options together for Homeschool Connections students.

ACHIEVEMENT SCORES

Chief Academic Officer Karen Hamlow presented preliminary academic data to the Board (Addendum E), noting that the scores had not yet been reviewed with principals or staff, with a districtwide data dig scheduled for September 8th. She introduced key concepts underlying the district's improvement work, including the distinction between leading indicators, such as student engagement and homework completion, and lagging indicators, such as test scores and graduation rates, explaining that the district's improvement efforts focus on leading indicators since lagging indicators cannot be changed after the fact. She also outlined the Marzano framework's three conditions for learning, including a safe and collaborative culture, effective teaching, and a guaranteed and viable curriculum, along with the distinction between achievement and growth scores.

Hamlow reviewed CMAS and SAT results across grade levels, noting a decline in growth scores, particularly in junior high English language arts, which she attributed in part to significant transitions and change management challenges following the restructuring of the junior high and elementary campuses. She noted that science scores remained a bright spot, continuing to perform above the state average, while English language arts and math scores reflected downward trends tied to recent transitions, including the loss of a unified instructional platform. Hamlow explained that root cause analysis would follow as part of the Unified Improvement Plan process, with findings to be shared with the Board, SAC, and DAC, and confirmed that future reporting would include peer district comparisons.

DISCUSSION OF DAC, SAC, & FAC COMMITTEE MEMBERS FOR 2026-2027

Superintendent Slocum reported that the district followed its standard process of using a Google form to gather District Accountability Committee (DAC) and School Accountability Committee (SAC) applications from families and the community, and that the applicants were placed, with only a few remaining vacancies. She explained that, per the handbook, initial meetings will proceed as scheduled, and any remaining vacancies may be filled through nominations brought forward by committee members, with those individuals then presented to the Board for appointment and approval at a future meeting. She also noted that DAC parent representatives from each school will be determined at the first SAC meeting, which is typically held one to two weeks before the DAC meeting. Directors Davidson and Gilgenast volunteered to serve on the DAC following a Board conversation about who would serve on this committee.

Secretary Gordon reported that, as this is the Fiscal Advisory Committee's (FAC) first year, she, Vice President Greenstreet, and Chief Financial Officer Kuritar interviewed the committee's applicants, with a DAC liaison seat expected to be filled automatically through an existing DAC appointment. Interviews were completed in time for inclusion in the board packet, with the charter school representative interview held that afternoon. She explained that, per the committee's charge, the Board is responsible for appointing the charter school representative, a role that will shift to the committee in future years. When the application was shared with Merit Academy's headmaster for distribution, the response

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indicated that a newly appointed Merit Academy board member had been designated for the seat, rather than the opportunity being opened more broadly to Merit Academy families and staff. As a result, the Board decided to reopen the application process to allow additional candidates to apply for that role to better follow the process.

APPOINTMENT OF DAC, SAC, & FAC COMMITTEE MEMBERS FOR 2026-2027

MOTION Greenstreet, second Gilgenast, to approve the DAC committee members as recommended by the administration with the added Board representation.

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

MOTION Davidson, second Gordon, to approve the SAC committee members as recommended by the administration.

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

MOTION Greenstreet, second Gordon, to approve the FAC committee members as recommended with the amendment of Kellie Case as Chair.

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

EXECUTIVE SESSION

MOTION Davidson, second Gilgenast, to adjourn to executive session at 9:01 p.m. (1) pursuant to C.R.S. § 24-6-402(4)(b), for the purpose of conferring with the school district's attorney to receive advice on specific legal questions concerning Merit Academy's Petition filed with the State Board of Education and (2) for the purpose of discussing details of security arrangements or investigations, related to district-operated schools, pursuant to C.R.S. § 24-6-402(4)(d).

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

President Barkley shared that the Board will be joined in executive session by Caplan & Earnest attorney Melissa Barber, for topic 1, Interim Superintendent Ginger Slocum, for topic 1 and 2, and Chief Financial Officer David Kuritar, for topic 1.

Topic 1 was discussed from 9:09 p.m. to 10:29 p.m. and Topic 2 was discussed from 10:29 p.m. to 11:04 p.m.

The Board of Education adjourned from executive session at 11:04 p.m. and President Barkley reported that no decisions were made.

BOARD INFORMATION REPORTS

The operations report and financials were included in the board packet as information for the Board of Education.

ADJOURN

MOTION Davidson, second Gordon, to adjourn the meeting at 11:08 p.m.

MOTION CARRIED; Voting Aye – Barkley, Davidson, Gilgenast, Gordon, Greenstreet.

Attest:

Board of Education Secretary

Board of Education President

DRAFT

WPSD & Homeschool Connections

Welcome Families

School Finance Act SB26-023

Implications for Homeschool Families:

- Establishes new funding structures impacting regional BOCES and local homeschool programs.
- Eliminates subsidizing private activities (such as private lessons)
- Directly influences district "Stay Local" campaigns and resource center development.
- Calculates funding based on instructional hours (e.g., 360 hours for Full-Time status and 90 for Part-Time status)

Our goal is to partner with families during the transition and beyond.



Mission, Vision & Values

MISSION

As a cornerstone of our community, we welcome every student into a safe environment that inspires a love of learning, empowers excellence grounded in support and care, cultivates critical thinkers, and prepares responsible, capable citizens.

VISION

Strong Foundation, Strong Future

Where every student has a strong foundation to explore interests, discover their career pathway, build the skills to pursue it, and graduate ready for a future where they can thrive.

CORE VALUES

- ◆ Respect
- ◆ Integrity
- ◆ Community
- ◆ Collaboration
- ◆ Excellence
- ◆ Accountability

Enrichment Academy for Homeschool K-8

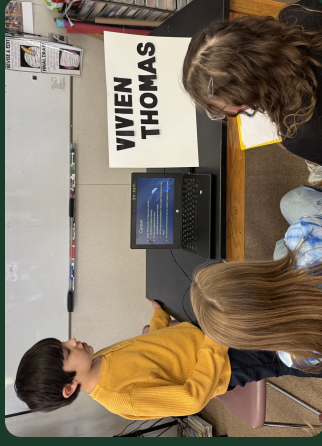
DRAFT



Classes meet on Wednesdays

- K-2 Mrs. Crade
- 3-5 Mrs. Zupans
- 6-8 Mrs. Wieben
- **Specials:** Music, Art, PE, Library
- Science, Language, Technology
- Field Trips

We learn while having FUN!





Secondary Pathways- Take Two (or more)

DRAFT

Online Opportunities

7-12

Over 100 courses

- Graded by WPSD Certified Teachers
- Advisory lessons & Mentoring
- Blended Learning Room
- Office Hours for students

In Person Options 7-12

- Something for every career track
- Early Colleges- free courses now
- College Preparation
- Military and Leadership
- Trades with Career and Technical Education (CTE)
- Arts development
- All the benefits of being a student
- Student Services Center planning
- Access to Sports and Activities

WELCOME & INTRODUCTION

Homeschool Connections Program

Building a program to serve families

TOGETHER

ESTABLISHED 2026

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What Families Want

Socialization & Community

Families prioritize building strong local friendships and a supportive homeschool network. They value traditional educational philosophies while supporting diverse needs.

Experiential & Outdoor Learning

A strong advocate for hands-on, nature-based, and adventure programs. Families heavily favor partnering with external organizations like the Catamount Institute.

Flexible Enrichment Support

Parents seek specialized subjects (STEM, robotics, arts) that complement rather than duplicate home curricula, delivered via flexible part-time schedules.

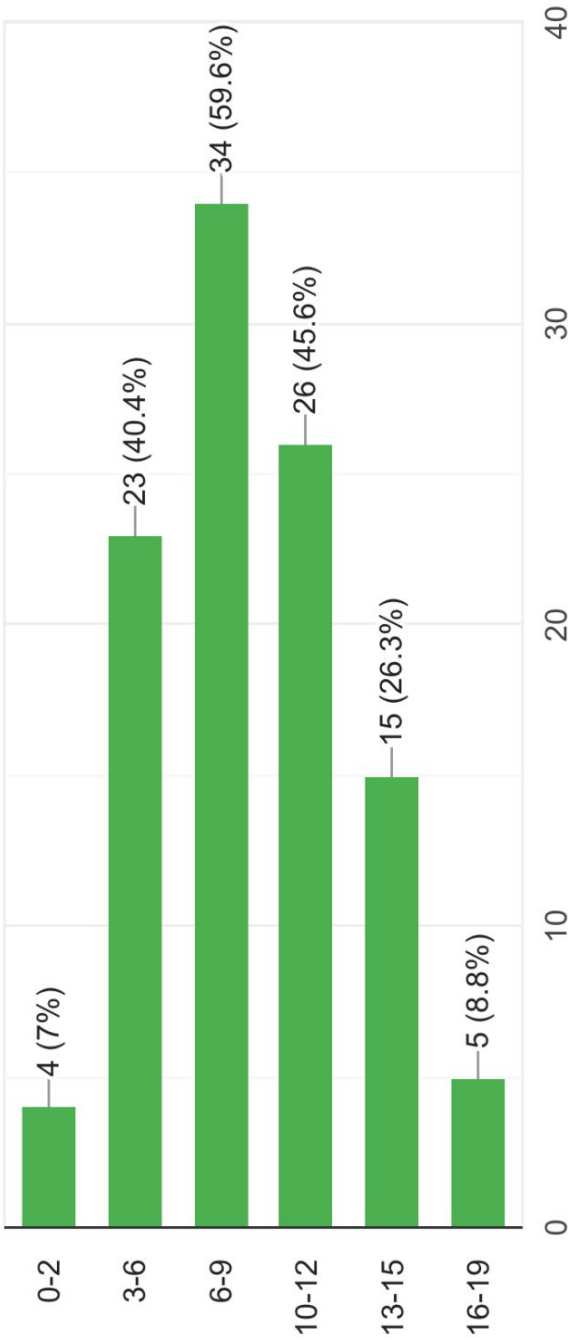
Local Logistics & Clarity

Families emphasize local Woodland Park programming to avoid long commutes. They request clear flowcharts and eligibility details for district events.

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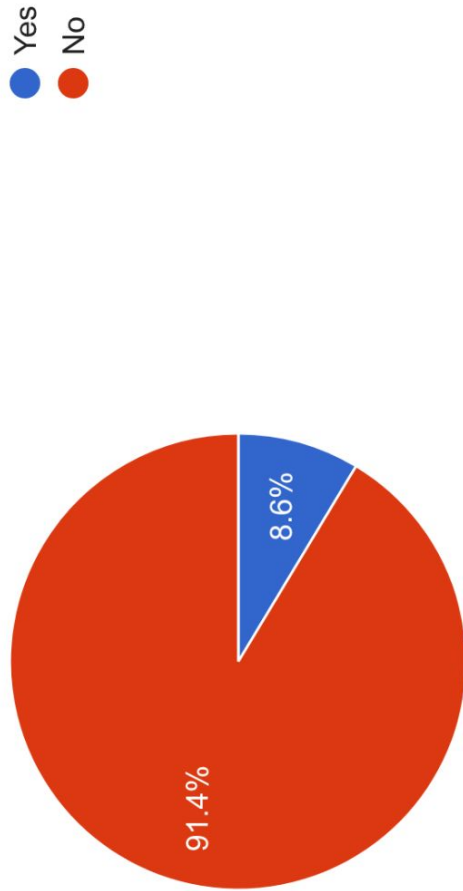
What are the ages of your students (list all that are homeschooling).

57 responses



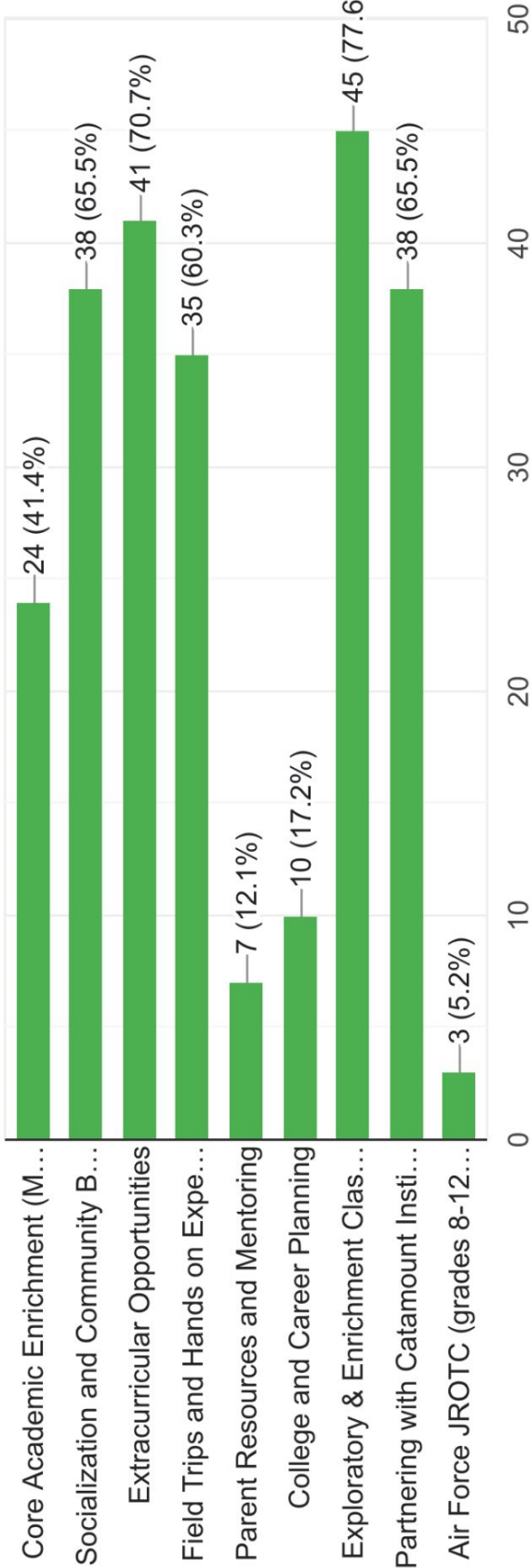
Are you already participating in Summit Elementary's Enrichment Academy on Wednesdays or the Jr/Sr High "Take Two" program (where a student takes two classes on or off campus)?

58 responses



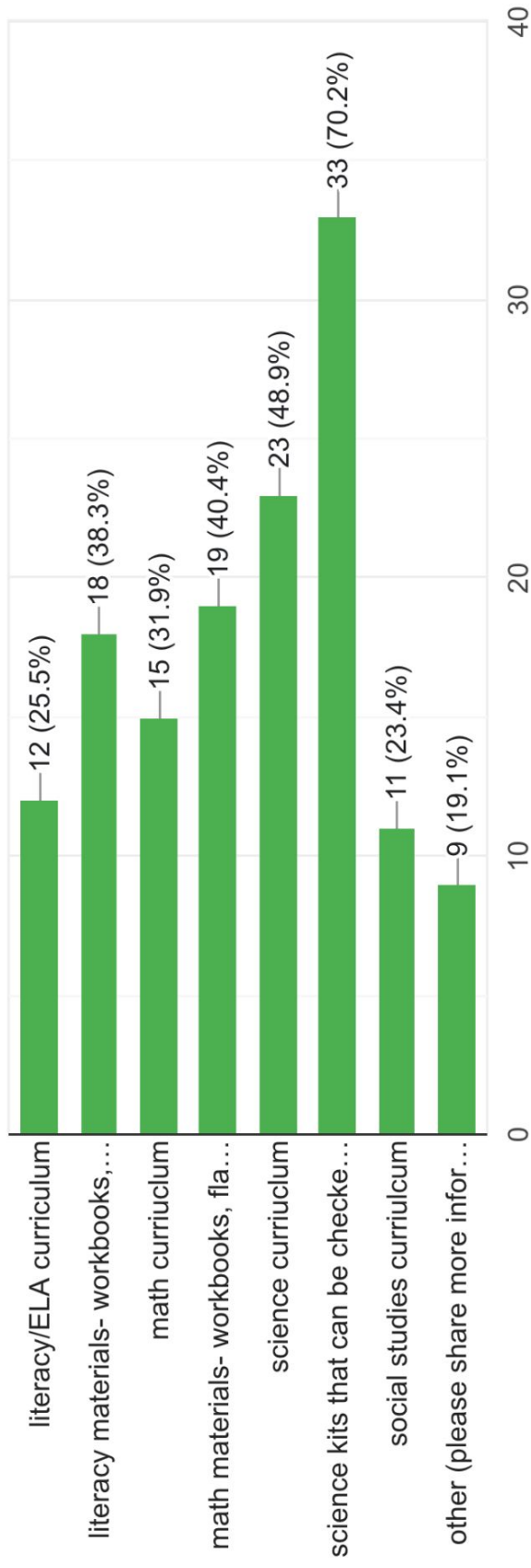
We are considering an a la carte model for course offerings. What are your primary areas of interest for course offerings? (Check all that apply)

58 responses



What academic resources does your family need to engage in homeschool activities?

47 responses



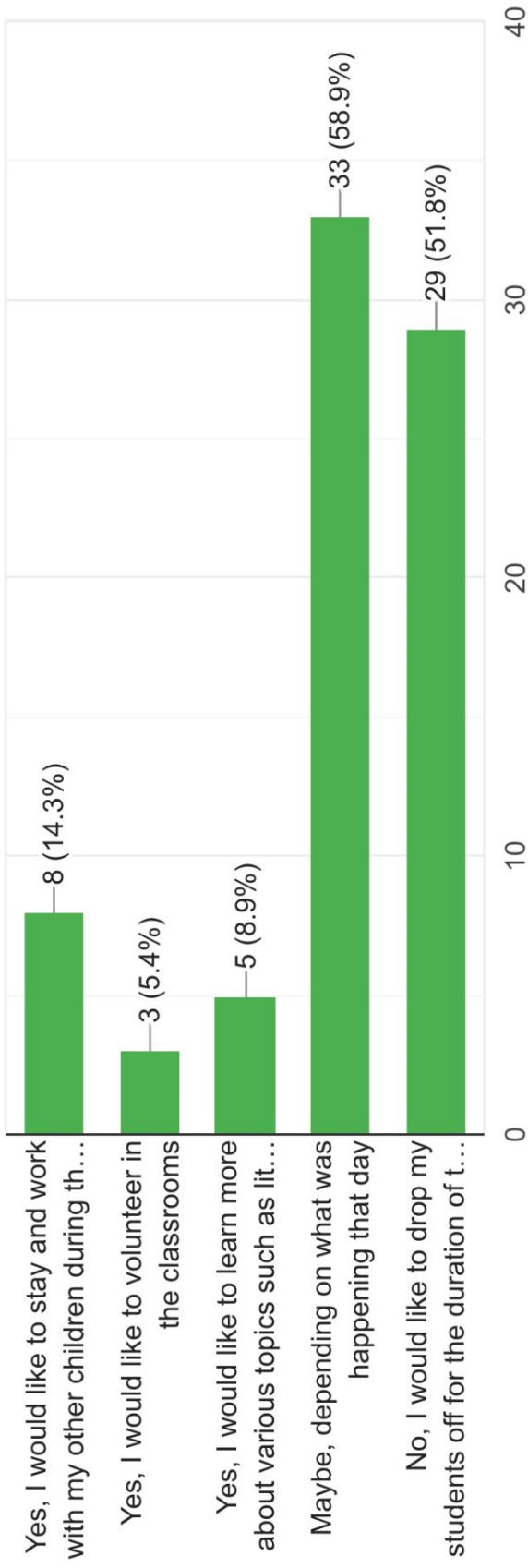
What is your preferred course timeline or duration of course offerings?

58 responses



Would you like to stay on campus while your student participates in classes?

56 responses



Homeschool Connections- Part Time Program- New Fall 2026

What We Know:

- Housed at Gateway Learning Center (AKA Gateway Elementary)
- Tuesday & Thursdays
- Access to curriculum & instructional resources
- Access to facilities
- STEAM Lab
- Free lunch and breakfast
- Academic/College & Career Advising
- Students can attend events such as homecoming, prom, career day, clubs, after school programs
- In-District Field Trips, partnership with Catamount Institute and Woodland Aquatic Center
- Families can “mix and match” from the WPSD District Run Schools portfolio, but must have 90 hours of instructional time during each semester.



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Homeschool Connections- Part Time Program- New Fall 2026

What we are building:

- Community and Collaboration are two of our core values- we want to build the program WITH families
- A place families can come - parent bring three kids, and stay while your kids attend classes or play with your preschoolers/toddler. *there will not be childcare provided, but there will be a place to play.
- A parent lounge where you can warm up food, chat with other parents, take a few moments to breathe and plan or get inspired by ideas
- Parent workshops as desired- such as interpreting test scores or teaching phonics
- A place where parents feel welcome and can be involved.

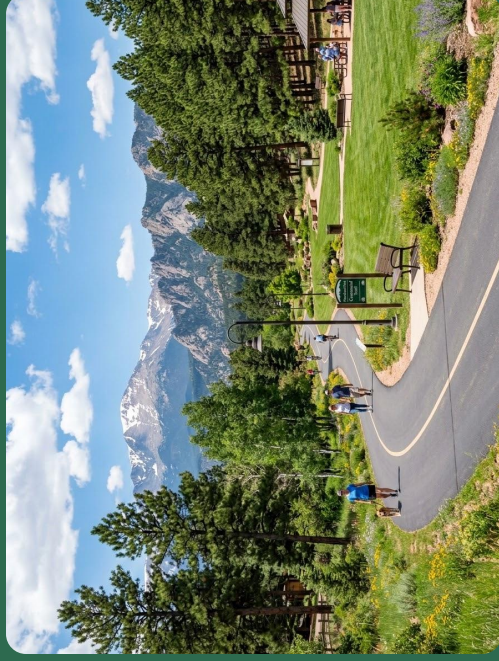


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External Partnerships

Our Key Partners:

- Woodland Parks & Recreation
- Woodland Aquatic Center
- Catamount Institute



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Mountain Campus

An Ideal Space for Outdoor Learning

Thanks to the generosity of Catamount Institute Founders Julie Francis and Howard Drossman, Catamount Institute has signed a lease to take on the leadership and management of the Catamount Center, a gorgeous 145-acre Woodland Park property. For the past 28 year's, Julie and Howard's vision has positively impacted tens of thousands of children from across the Pikes Peak Region. The property has been previously used for the Colorado College TREE semesters and as a YMCA camp.



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Our Team

We are nature lovers, educators, and community members.

We are passionate about sharing the outdoors with future generations.

- Our educators are chosen through a rigorous interview process
- Everyone on staff receives a finger-print background check
- All staff are at minimum trained in First Aid/CPR. Most also have Wilderness First Aid training
- Staff go through a month-long training period
- Many of our staff have received further training and experience: certified environmental educators, licensed teachers, degrees in STEM, and more



Woodland Park School District

Logistics

Jr/Sr Cafeteria- (Options Change Daily) In person or sack lunches brought to Gateway?



Enrolled students=Free, Non-attending=\$3.70 for ages 0-12, \$4.70 for 12-adults

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Transportation

Service Details

- **Bus Routes:** Tues & Thurs to Gateway and Home
- **Cost:** \$50/rider
- **Registration:** Register through Infinite Campus
- **Schedule:** Pick up/Drop off times available on the Website



School Safety & Procedures

Access Control

Use system to check parents/visitors without a badge through secure doors.

Volunteer Policy

Applications and fingerprinting required for those who will be alone with children.
Background checks for all volunteers

District Drivers

Must go through a strict authorization process, background test, and checkride.

ID Identification

Mandatory physical Parents & Students ID cards must be presented and verified for entry.

Volunteer Applications

Formalized screening processes apply to all community volunteers supporting school activities.

Homeschool Connections First day of programming Sept 1st

We are here to help you navigate your educational journey.

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How It Works: Local School Funding

and how property tax increases factor in

A community briefing for the Board of Education · from the Office of the CFO, August 27, 2026

Here's a common question from community members

“My property taxes went up, doesn't the school district have more money?”

Let's break down how local school funding works in Colorado

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THE SHORT ANSWER

You pay more. The state pays less.

Colorado guarantees each district a funding total. Local property tax fills it first — then the state pays only the rest. Raise local taxes, and the state simply fills less.

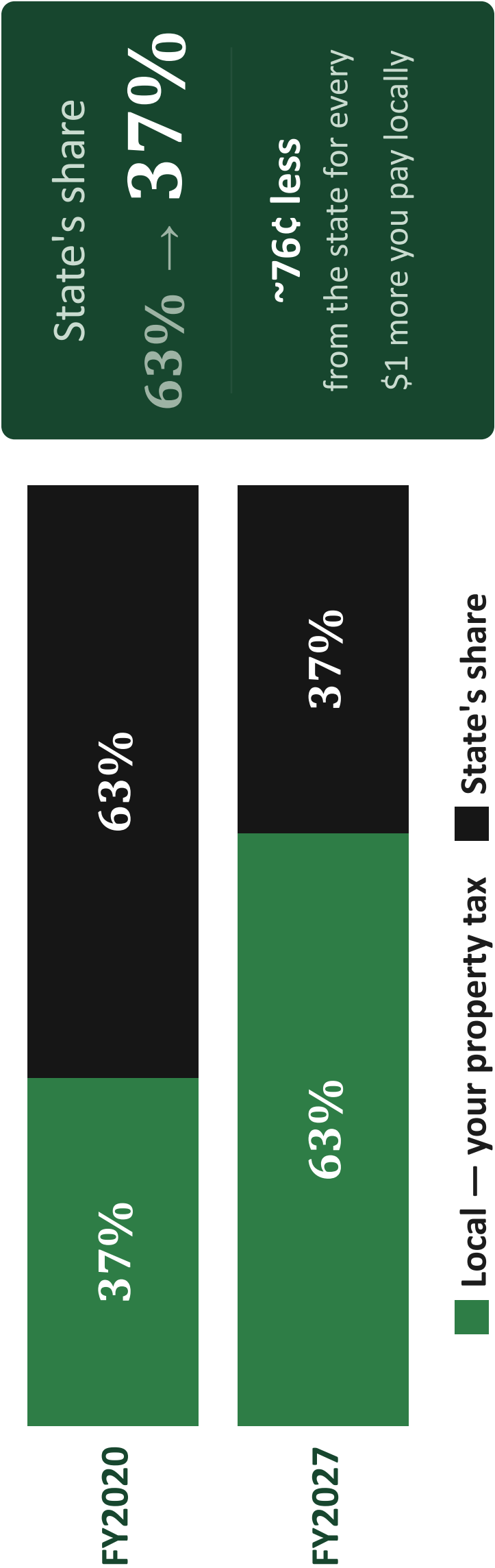


Same total, either way. A bigger property-tax bill doesn't grow the budget — it just means the state sends less. That's why rising taxes haven't given the district more to spend.

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The state used to fund most of our budget. Now local taxpayers do.

Total Program funding comes from two shares — local property tax and the state's contribution. In seven years the mix flipped, because Colorado's formula counts local dollars first and pays only the remainder.



More collected locally. Less to actually spend.

Here are the dollars behind the flip. Local collections rose, the state's contribution fell by about three-quarters as much, and inflation did the rest — so a bigger tax bill did not become a bigger budget.

+\$6.05M

Property tax collected

the local bucket grew

-\$4.61M

State share to the district

the state bucket shrank

+\$0.17M

Specific ownership tax

vehicle registration

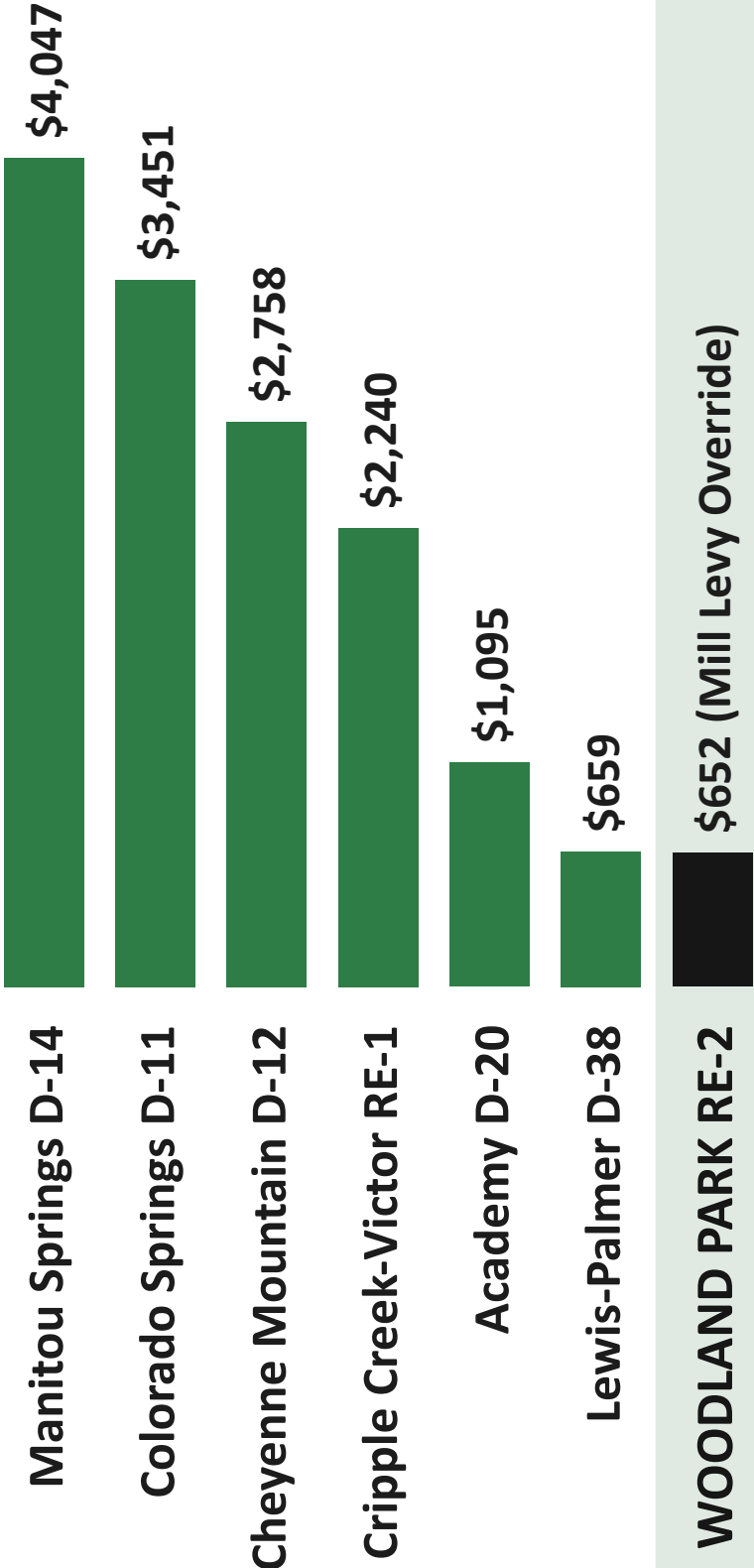
-19.5%

real purchasing power vs. 2020.

The district buys about a fifth less than it could seven years ago. Every rise since then in salaries, benefits, utilities, transportation, athletics and mandated services has come out of a budget that grew at well under half the rate of prices — while the voter-approved override has stayed flat at \$1.1M for 20+ years.

Dead last on local school funding.

Voter-approved incremental local support per student — the seven districts of El Paso & Teller counties. Woodland Park (highlighted) is at the bottom.



\$1,461

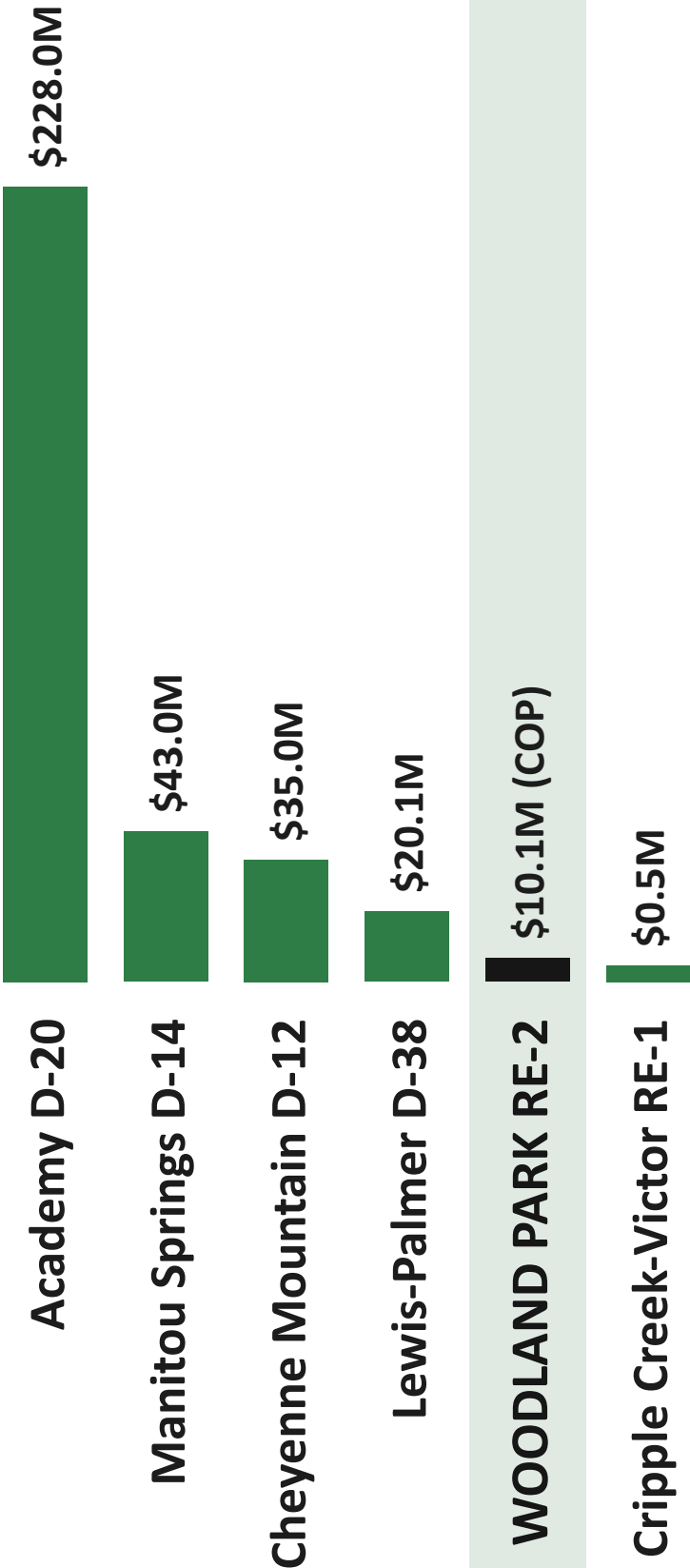
per student **BELOW** the
7-district average

\$652 us vs **\$2,113** avg
(enrollment weighted)

6.2x — Manitou raises six
times more per student

Almost every neighbor invests more in facilities.

Voter-approved facilities bonds by district (\$M). Woodland Park (highlighted) issued a \$10.1M Certificate of Participation (COP) but hasn't passed a facilities bond since 2003.

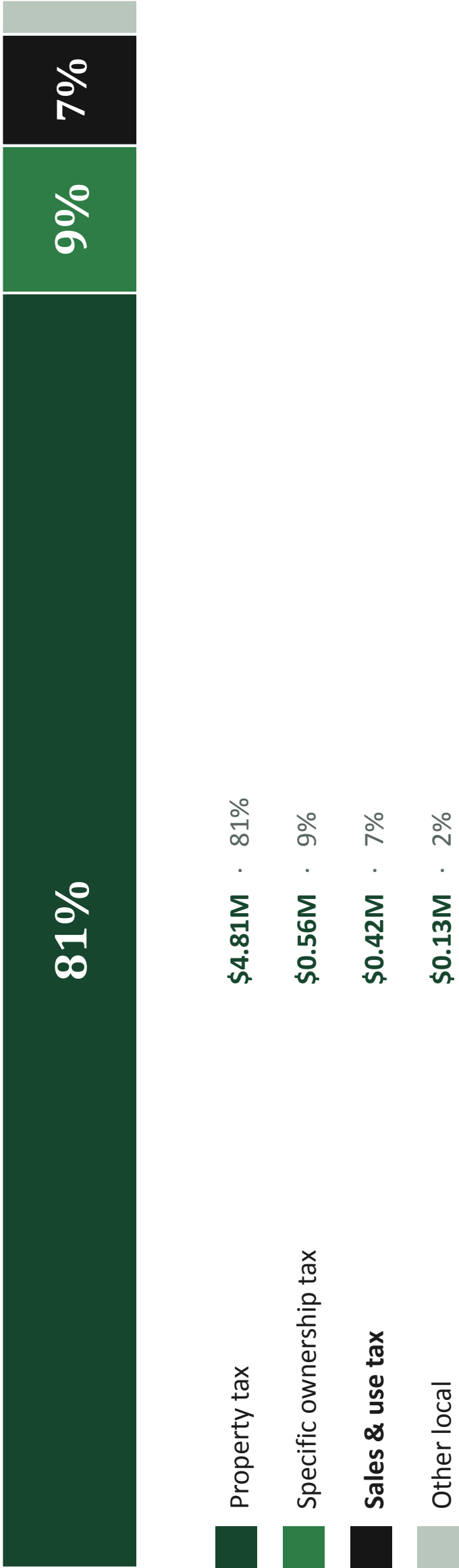


23 years
since WP has approved a
voter-approved facilities
bond (2003)

**\$7.62M still owed today —
balance on a retired bond
(Certificate of Participation)**

Where Cripple Creek's local revenue comes from

Its high per-student standing rests on a casino-driven property tax base — plus a small sales & use tax. General Fund local revenue, FY2024-25 district budget.



A lost tax... and a building debt that stayed

The City's dedicated sales tax was created to pay the district's building debt so that property taxes could be held 6.725 mills lower. It was repealed — the debt was not.

THE SALES TAX

\$2.72M / yr

repealed to **\$0**

About \$8.17M forgone through FY2027 — and with it, the source that kept property taxes for school funding down.

THE BUILDING DEBT (COP)

\$7.62M still owed

~\$725K a year

through November 2036 — the payment the repealed tax used to cover, now competing with classrooms.

The link: The sales tax was a creative solution in place of a property tax increase. Repeal removed that offset — the debt remains. Payment of the COP is now coming directly out of per pupil funding.

Three ways voters can fund local schools

Colorado gives communities a few options to raise local funding for schools — each pays for different things and works differently.

1

Mill Levy Override

OPERATING · ONGOING

PAYS FOR

Day-to-day operations — teachers, programs, athletics, transportation.

HOW IT WORKS

Adds property-tax mills; ongoing, and stays local.

In Woodland Park: \$652 / student — set in 2003; last of seven regional districts.

2

Bond

CAPITAL · ONE-TIME PROJECTS

PAYS FOR

Buildings and major projects — construction, renovation/improvement, safety.

HOW IT WORKS

Voter-approved borrowing, repaid by a dedicated mill.

In Woodland Park: Last passed in 2003; neighbors have passed \$20M–\$228M since.

3

Local Sales Tax

FLEXIBLE · ONGOING

PAYS FOR

Flexible — operations, teacher pay, programs, and/or capital and debt.

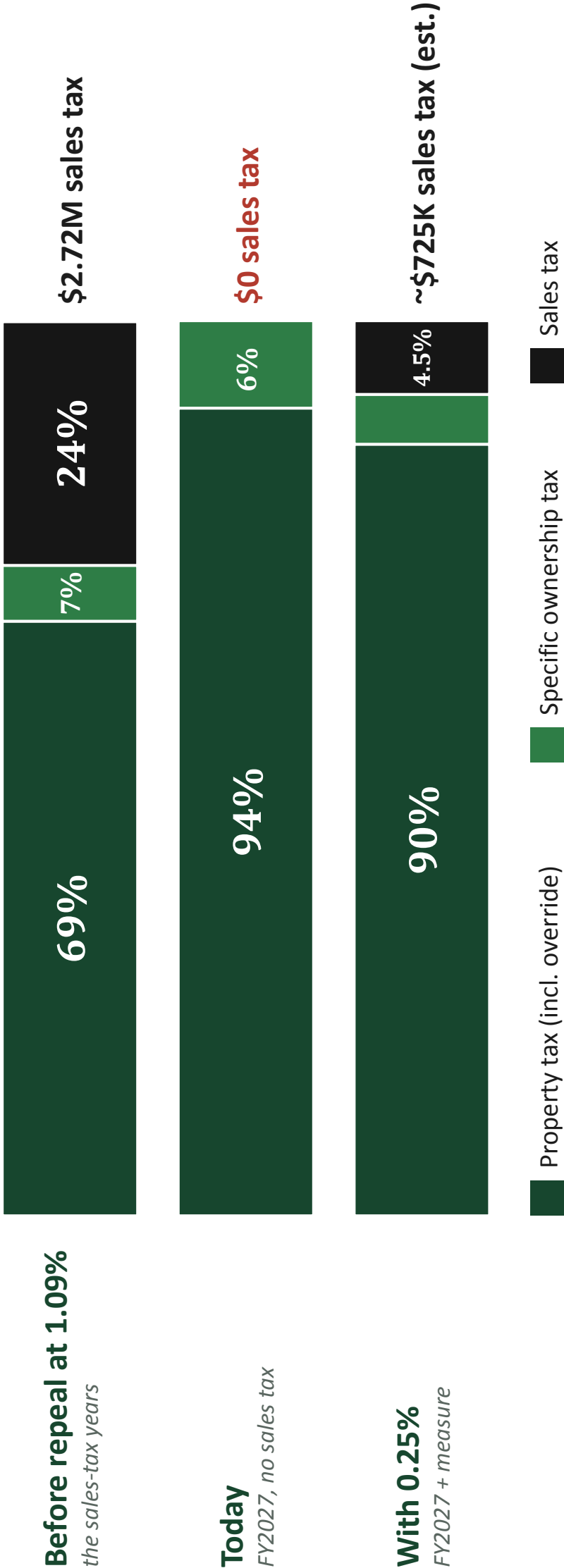
HOW IT WORKS

A city sales tax approved by voters — visitors help pay, too.

In Woodland Park: Prior tax covered the COP and operating costs.

Then, now, and with 0.25%

Local revenue only — property tax (incl. override) + specific-ownership tax + the dedicated sales tax. Sales tax carried ~24% of local funding before repeal; it's now zero, and the 0.25% would restore only ~4–5%.



Property taxes rose. Our schools fell behind.

- 1 **The tax bill went up** — property taxes have increased dramatically since 2020
- 2 **The budget didn't follow** — the state's share fell from 63% to 37%, and inflation leaves the district buying 19.5% less than in 2020.
- 3 **We ask the least in the region** — \$652 per student — dead last of seven, \$1,461 below average.
- 4 **The fix is local** — with the state's share shrinking, the district has to raise more locally, and the sales tax is one tool that helps while the long-term strategy continues.

Sources: WPSD RE-2 Office of the CFO briefing (Aug. 27, 2026); [CDE Public School Finance & FY24-25 Bonded Debt Reports](#); [CDE SchoolView](#); district enrollment records. FY2020 & FY2027 on CDE's school-finance basis (apples-to-apples).

DRAFT**Woodland Park School District RE-2****General Fund (10) — Statement of Revenues, Expenditures and Changes in Fund Balance**July 2025 vs July 2026 — Adjusted - **Unaudited**

	Jul 2025 (FY26)	Jul 2026 (FY27)	Change \$	Change %
REVENUES				
Local Sources	382,844	425,671	42,827	11.2%
Intermediate Sources	-	-	-	
State Sources	927,265	887,131	(40,135)	(4.3%)
Federal Sources	24,880	26,926	2,046	8.2%
Other / Contra	7,234	9,040	1,807	25.0%
Total Revenues	1,342,223	1,348,768	6,545	0.5%
EXPENDITURES				
Salaries	304,809	216,445	(88,364)	(29.0%)
Employee Benefits	91,290	68,812	(22,478)	(24.6%)
Purchased Prof & Tech Svcs	91,840	98,322	6,482	7.1%
Purchased Property Svcs	12,061	2,447	(9,614)	(79.7%)
Other Purchased Svcs	6,880	1,928	(4,951)	(72.0%)
Supplies	30,948	15,807	(15,141)	(48.9%)
Property / Equipment	-	-	-	
Other Objects	2,342	6,140	3,797	162.1%
Total Expenditures	540,169	409,900	(130,269)	(24.1%)
Excess (Deficiency) of Revenues Over Expenditures	802,054	938,868	136,813	17.1%
OTHER FINANCING SOURCES (USES)				
Transfers In / Other Financing Sources	(567,744)	(269,509)	298,235	52.5%
Transfers Out / Other Uses	(21,944)	(12,832)	9,112	41.5%
Total Other Financing Sources (Uses)	(589,687)	(282,341)	307,347	52.1%
NET CHANGE IN FUND BALANCE	212,367	656,527	444,160	209.1%

Adjusted for: (1) reversal of the \$934,744.00 Fund 10 → Fund 43 capital projects allocation in July 2025; (2) \$384,749.59 of property tax received for the period ending 07/31/2026, not yet posted; (3) \$12,500.00 and (4) \$14,000.00 of Merit Academy reimbursement for July repairs & maintenance and utilities, which flow through in August. No Fund 18 activity is included. This statement does not tie to the Fund 10 ledger — see "Fund 10 As Posted".

New Course Proposals for SY 2026-2027

*Course Descriptions are still in Draft form
*Actual courses will be determined by the number of students who request the course/available teachers, etc.

SECONDARY Course Offerings

Course Title	Brief Description
English 6/7-12 Semester	Public Speaking Explorations Find your voice and command the room in Public Speaking Explorations! Designed for junior and senior high students, this course focuses on building confidence and clarity through the art of effective communication. You will master the essential skills of research and organization by learning to structure compelling arguments and clear, logical outlines for a variety of speeches. Through interactive practice, you'll develop poise, sharpen your delivery, and learn how to engage an audience with authority and authenticity. Whether preparing for debates, presentations, or life beyond the classroom, this course provides the tools you need to speak with purpose and impact.
Arts Theater 6/7-12 Semester	Theater Explorations Step into the spotlight and discover your voice in Theater Explorations! Designed for junior and senior high students, this course builds confidence and creativity through the art of performance. You will develop essential stagecraft skills, focusing on body movement, expressive facial expressions, and mastering stage presence. Through engaging exercises, you'll sharpen your diction and clarity of speech, while exploring the fundamentals of theater, including character development, improvisation, and script analysis. Whether you're a seasoned performer or a beginner, join us to explore the power of the spoken word and the magic of bringing stories to life on stage.
Arts Music 6/7-12 Semester	Music Explorations Discover the joy of making music together in this dynamic class designed for junior high and high school students! Music Explorations offers a hands-on journey through a diverse world of sound, where you'll learn to play a variety of instruments including piano, ukulele, recorders, tambourines, and drums. Beyond just playing, you will dive into essential music theory to build a well-rounded foundation, allowing you to understand the language of music as you collaborate and create with your peers. Whether you are a beginner or looking to expand your skills, come be part of the ensemble and find your unique musical voice.
PE 6/7-12 Semester	Fitness Explorations Embrace the seasons and discover your passion for movement in Fitness Explorations! Designed for junior and senior high students, this course offers a dynamic, interest-led approach to physical activity. Throughout the year, you'll dive into a variety of exciting adventures—from mastering swim strokes and hitting the climbing wall to mountain biking, snowshoeing, archery, and fly fishing. By aligning activities with the changing seasons and student interests, we create a flexible, engaging environment where you can build confidence, try new skills, increase teamwork, and find activities that keep you active for a lifetime.

PE 6/7-12 Semester	Dance Explorations Step into the vibrant world of Irish Dance! This course for junior and senior high students focuses on developing coordination, strength, and flexibility through the rhythmic patterns and technique of Irish dance. You will explore performance skills and stage presence while gaining confidence as a dancer. A unique feature of this class is the opportunity to collaborate with younger students, creating a supportive, multi-age environment where you can mentor others and share the joy of dance.
Science 6/7-12 Semester	Science Lab Explorations Dive into the fascinating world of hands-on discovery in Science Explorations! Designed for junior and senior high students, this course brings science to life through messy, complex experiments that aren't possible at home. You will explore key concepts across environmental science, physics, chemistry, and biology by engaging in real-world investigations. Throughout the semester, you will hone your analytical skills by mastering the scientific method and learning to document your findings through formal lab reports, preparing you for advanced scientific inquiry and critical thinking.
Advisory 6/7-12 Semester	Career Explorations Unlock your future in Career Explorations! Designed for junior and senior high students, this course helps you discover career paths that align with your unique skills, interests, and personality. Through interactive activities, you will learn essential professional skills, including how to write effective emails, craft professional resumes and cover letters, and prepare for interviews with confidence. Whether you're just starting to explore options or ready to plan your next steps, this course provides the practical tools to help you succeed in your future professional life.

ELEMENTARY Course Offerings

*Grade bands will be flexible depending on the number of students and ability interest.

*Currently, it looks like a group of K-2 students and a group of 3-5 students. Content will be tailor made to suit the students in the class at the time.

Course Title	Brief Description
English K-5/6 Semester	Literacy & Arts Explorations Discover the magic of storytelling and creativity in Literacy & Arts Explorations! In this class, we bring books and art to life by exploring stories through drawing, painting, and crafting. We will dive into wonderful tales, use our imaginations to create original art projects based on what we read, and build our own storytelling skills. Come join us to read, create, and share your unique artistic voice!
Arts Theater K-5/6 Semester	Theater Explorations Step into a world of imagination! In this class, we explore the fun of acting through movement, creative play, and expressive faces. We will build confidence as we learn to tell stories, try out characters, and express ourselves on stage. It's all about having fun and sharing our voices together.

Arts Music K-5/6 Semester	Music Explorations Discover the joy of making music together! This class is a hands-on adventure where we explore rhythm and sound. We will play instruments like piano, ukulele, recorders, tambourines, and drums while learning how to keep a beat. Come join the fun and find your unique musical voice!
PE K-5/6 Semester	Fitness Explorations Get moving and have fun! In Fitness Explorations, we celebrate every season with active games and new challenges. We will explore movement through activities like swimming, playing in the gym, and outdoor adventures. We focus on trying new things, moving our bodies, and cheering each other on!
PE K-5/6 Semester	Dance Explorations Get ready to dance! In this class, we explore fun rhythms and simple Irish Dance steps. We will work on coordination, strength, and balance while learning to move to the music. We focus on dancing together, having fun, and building confidence with every step!
Science K-5/6 Semester	Science Lab Explorations Get ready for messy, hands-on fun! In Science Explorations, we turn our classroom into a laboratory to explore how the world works. We will investigate nature and try out simple chemistry and physics experiments that are too messy for home! We will learn to ask big questions, observe our world, and show what we discover.
Math K-5/6 Semester	Math Explorations Dive into the fun of numbers in Math Explorations! This course turns math into an adventure through exciting puzzles, games that help us build speed and fluency, and hands-on measuring activities. We'll work together to strengthen our math skills, fill in any gaps, and discover how math helps us understand the world around us. Come join us to play, learn, and explore the power of math!

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CMAS Historic Mean Scale & Growth Scores

Conditions for Learning:

- 1) Safe, Supportive & Collaborative Culture
- 2) Effective Teaching in Every Classroom
- 3) Guaranteed & Viable Curriculum

Marzano Research High Reliability Schools



“Achievement” vs. Growth Scores

Mean Scale Scores

Absolute Performance: Measures a student's performance at a single point in time against standardized grade-level expectations.

Key Indicator: Represents mastery of subject matter and overall academic status.

Comparison: Evaluates performance relative to a fixed state benchmark or standard.

Growth: Student Growth Percentiles

Progress Over Time: Measures the academic progress a student makes over a school year compared to their academic peers.

Key Indicator: Demonstrates the effectiveness of instruction and student academic trajectory.

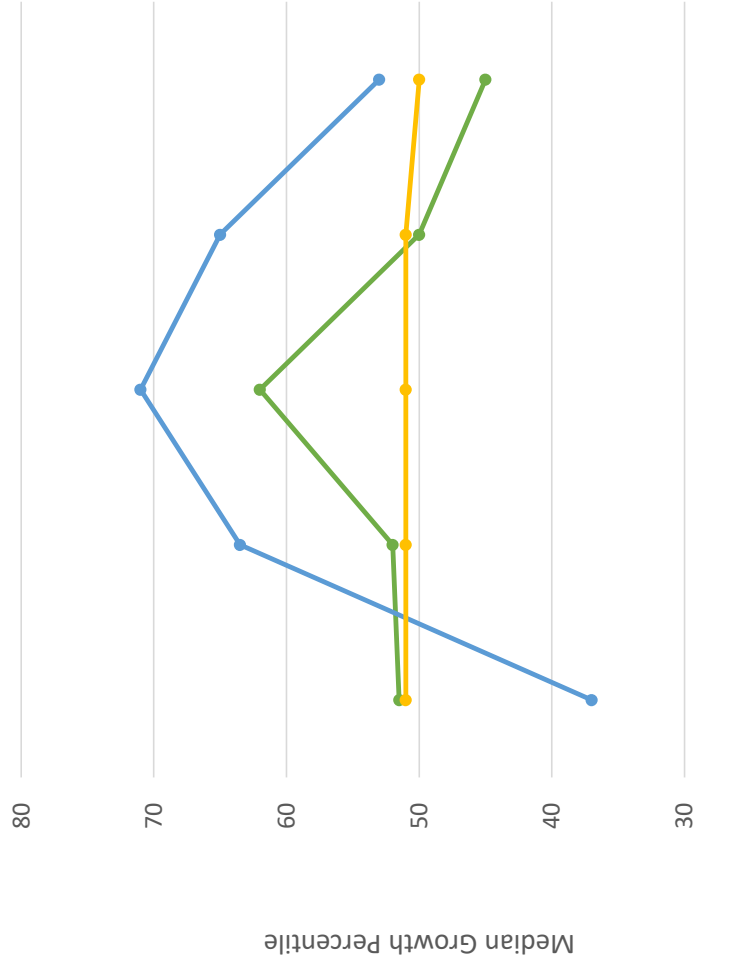
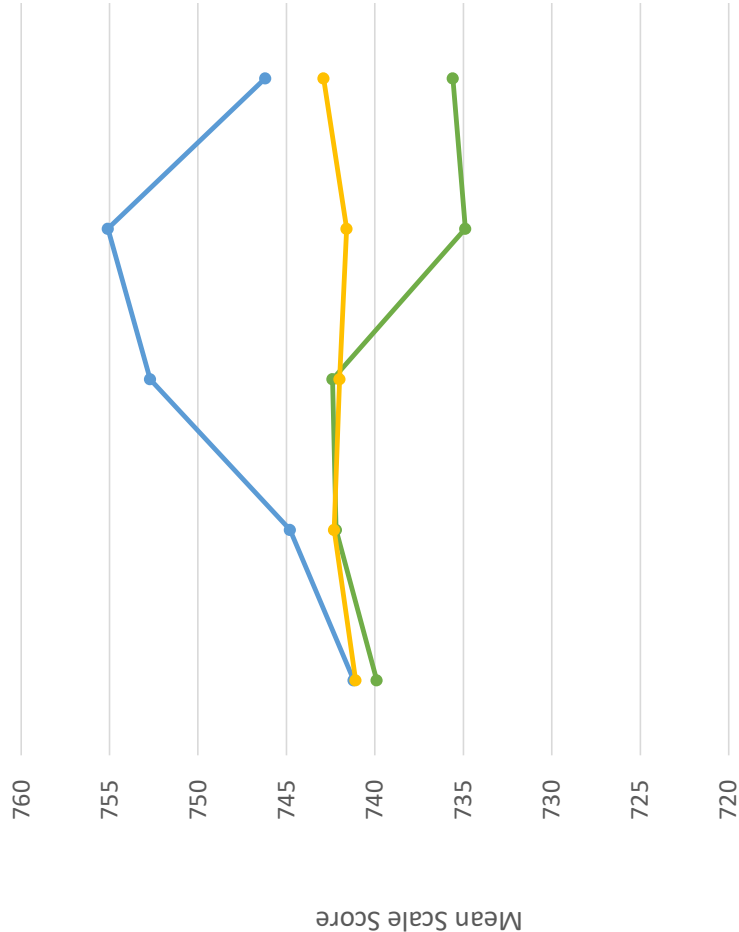
Comparison: Evaluates individual improvement regardless of the starting achievement baseline.

Student Growth Percentile: Growing one year of learning is measured between 35 low - 65 high

CMAS ELA

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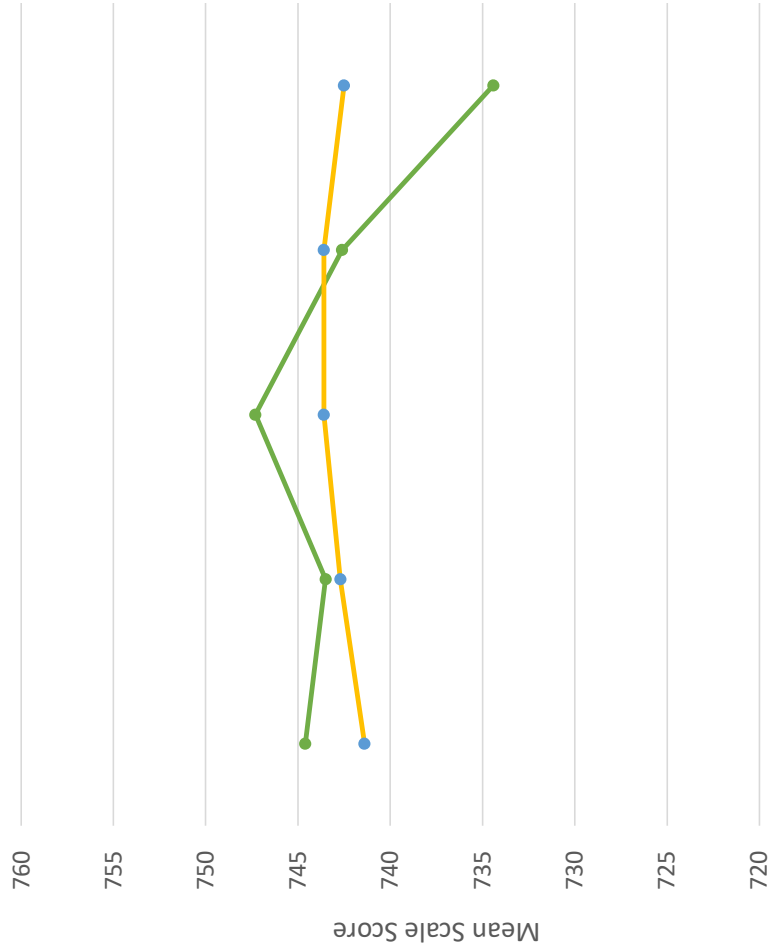
Elementary ELA: Scale Score vs Growth



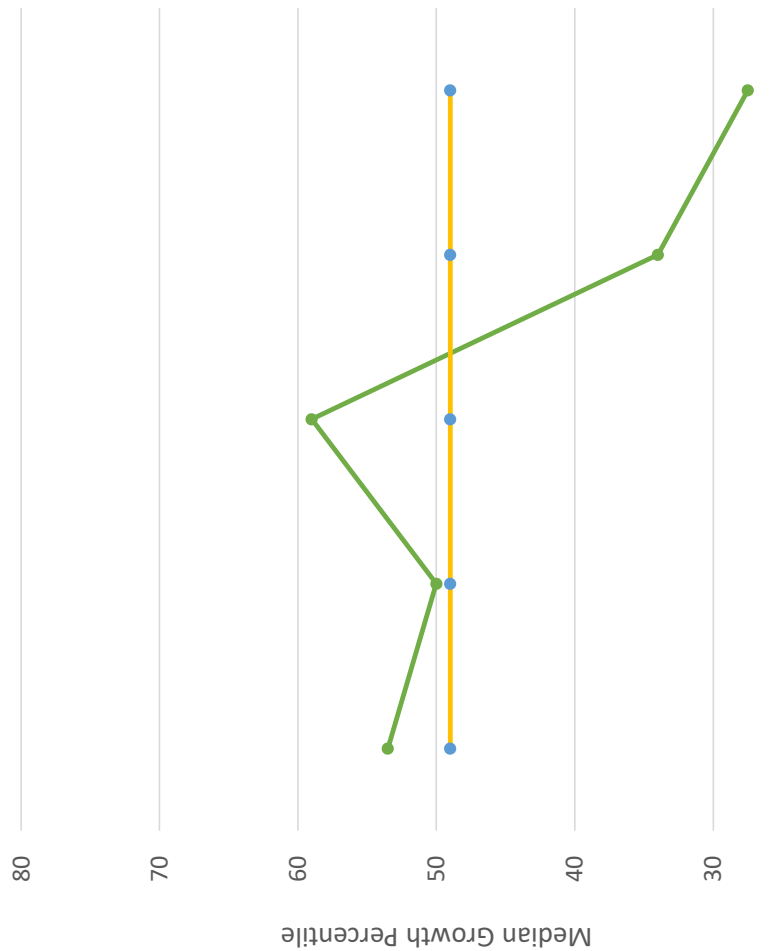
	2022	2023	2024	2025	2026
Columbine	739.9	742.2	742.4	734.9	735.6
Summit	741.2	744.8	752.7	755.1	746.2
State	741.1	742.3	742	741.6	742.9

	2022	2023	2024	2025	2026
Columbine	51.5	52	62	50	45
Summit	37	63.5	71	65	53
State	51	51	51	51	50

Jr High ELA: Scale Score vs Growth



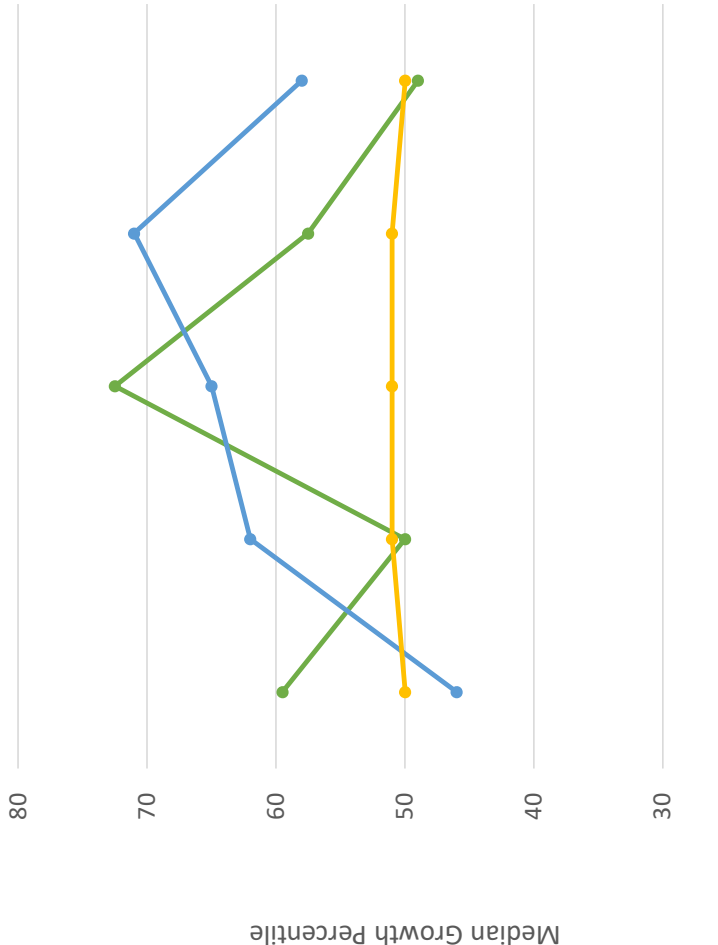
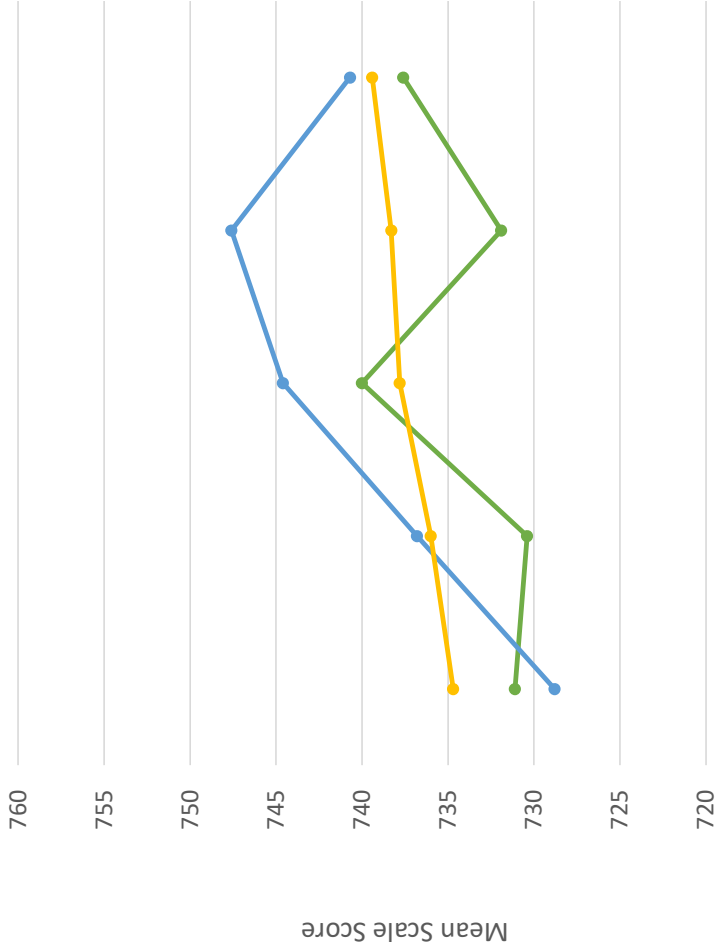
	2022	2023	2024	2025	2026
WP	744.6	743.5	747.3	742.6	734.4
State	741.4	742.7	743.6	743.6	742.5



	2022	2023	2024	2025	2026
WP	53.5	50	59	34	27.5
State	49	49	49	49	49

CMAS Math

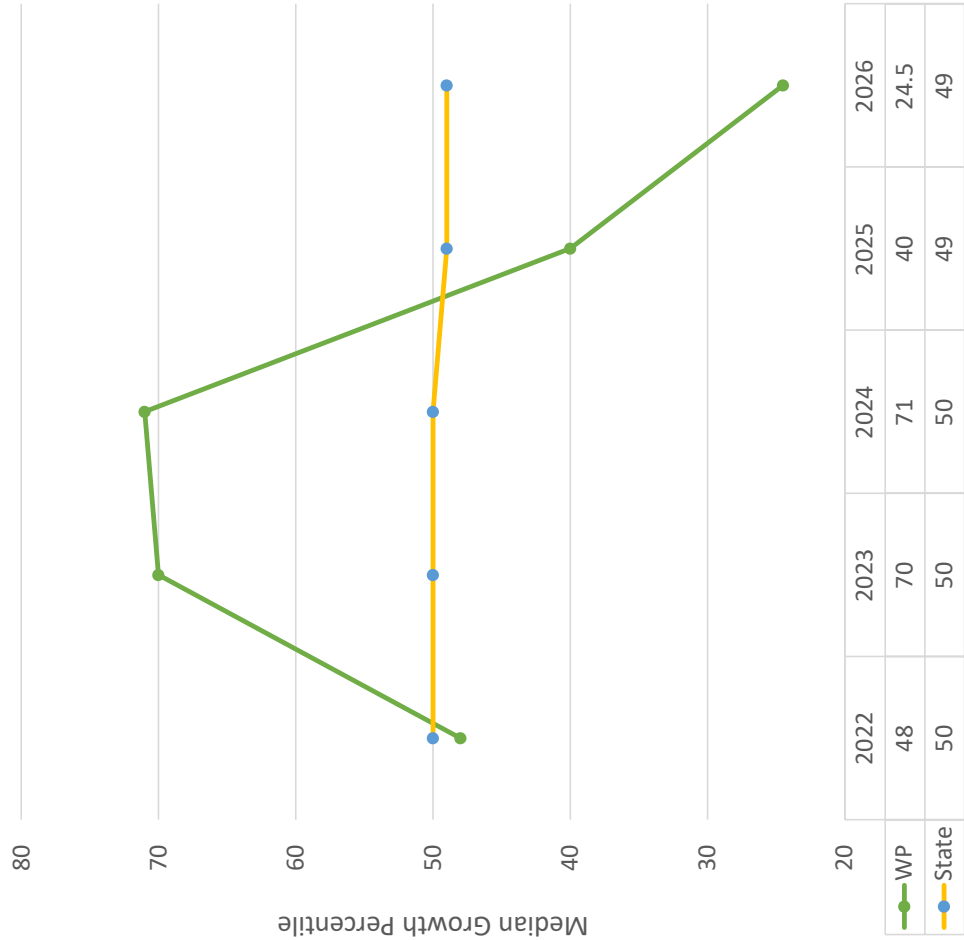
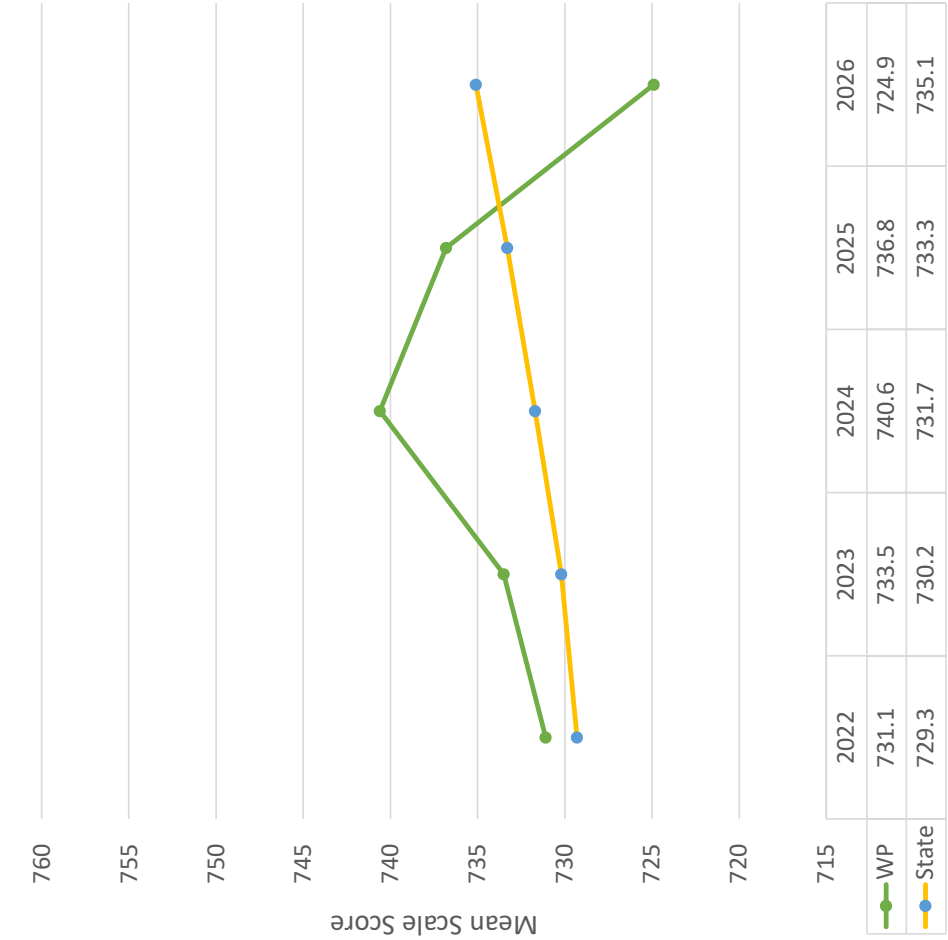
Elementary Math: Scale Score vs Growth



	2022	2023	2024	2025	2026
Columbine	731.1	730.4	740	731.9	737.6
Summit	728.8	736.8	744.6	747.6	740.7
State	734.7	736	737.8	738.3	739.4

	2022	2023	2024	2025	2026
Columbine	59.5	50	72.5	57.5	49
Summit	46	62	65	71	58
State	50	51	51	51	50

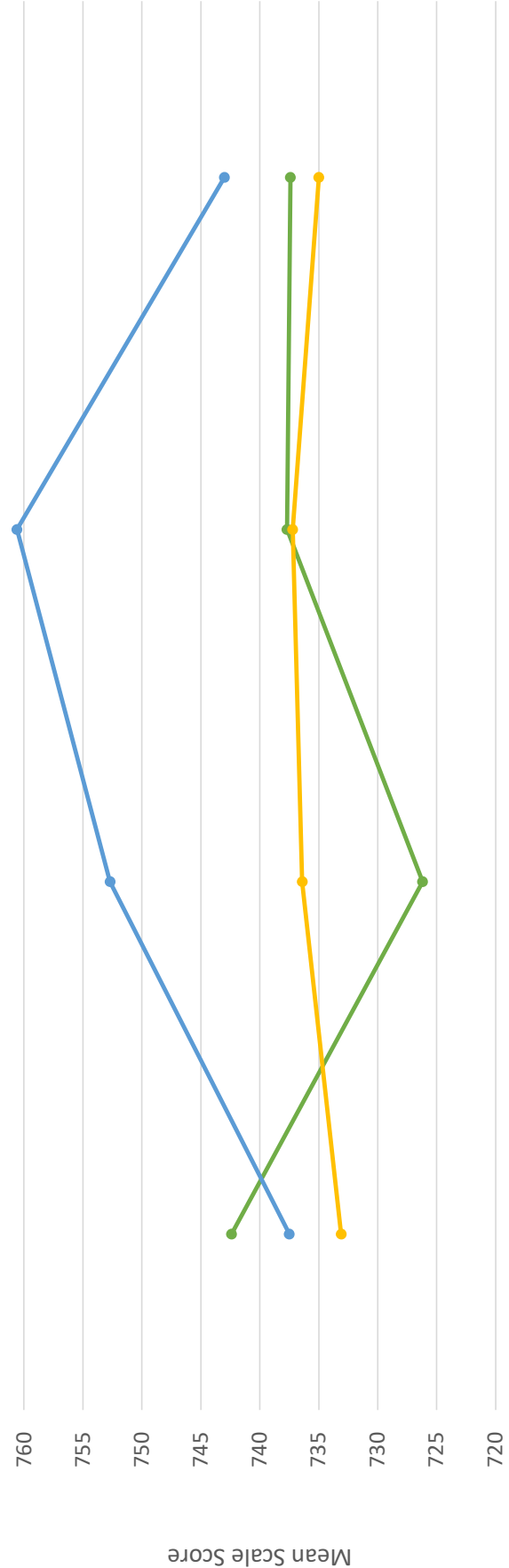
Jr High Math: Scale Score vs Growth



CMAS Science

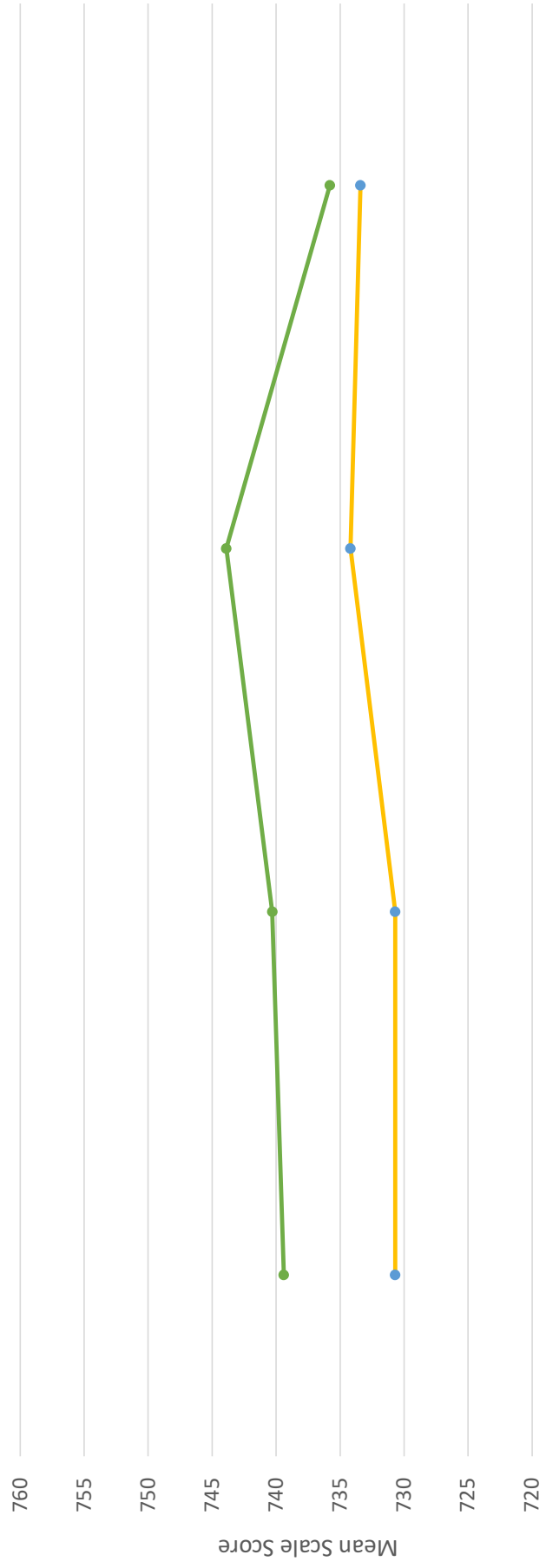
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Elementary Science - Historic Mean Scale Score



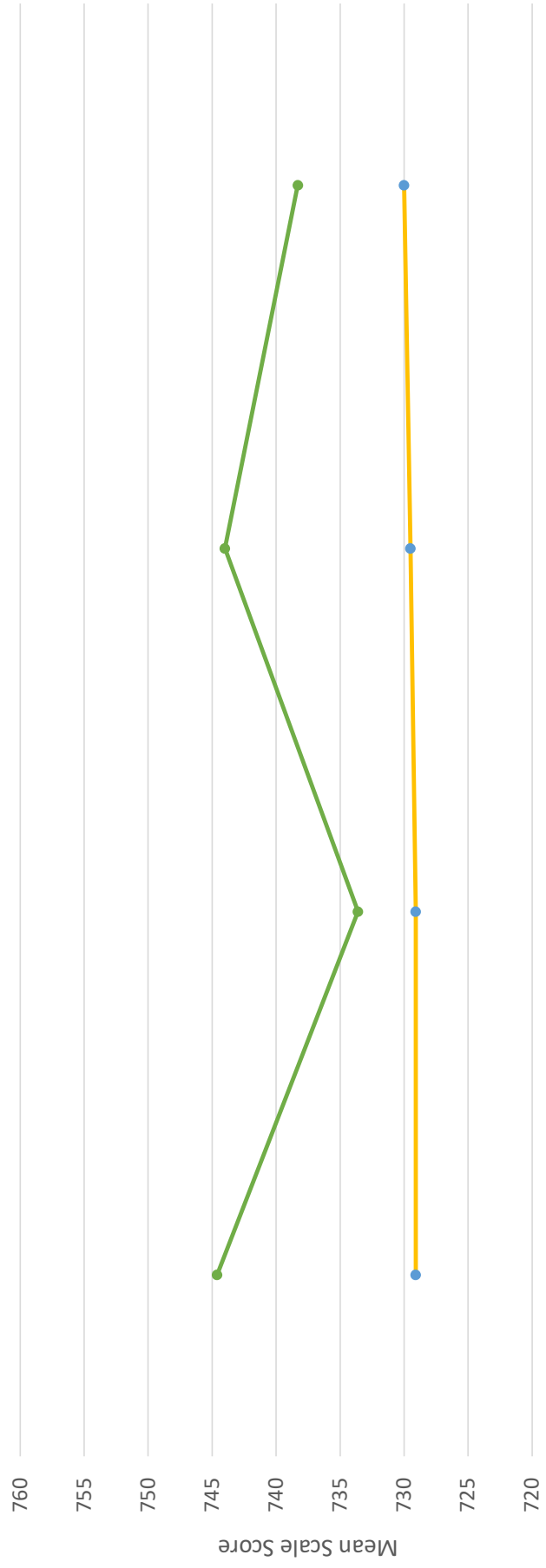
	2023	2024	2025	2026
Columbine	742.4	726.2	737.7	737.4
Summit	737.5	752.7	760.6	743
State	733.1	736.4	737.2	735

Jr High Science - Historic Mean Scale Score



	2023	2024	2025	2026
WP	739.4	740.3	743.9	743.8
State	730.7	730.7	734.2	733.4

High School Science - Historic Mean Scale Score

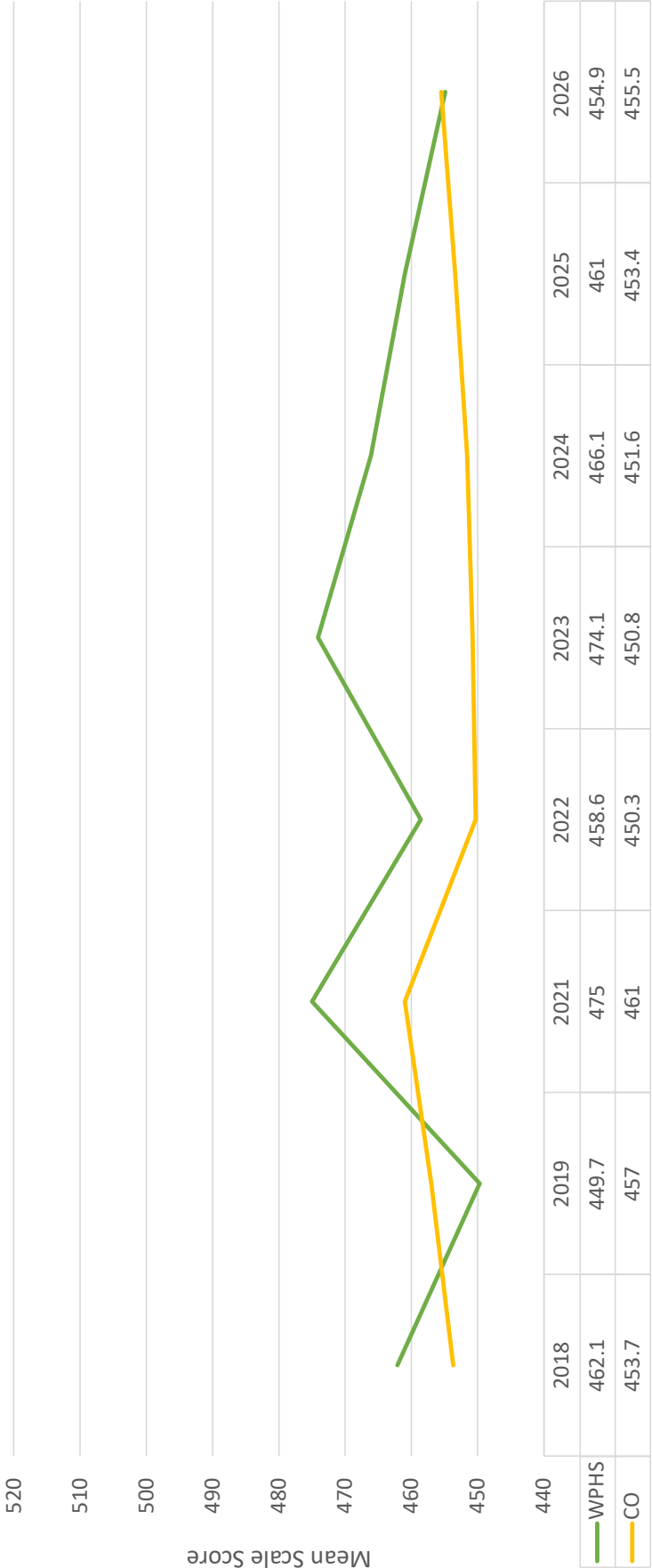


	2023	2024	2025	2026
WP	744.6	733.6	744	738.3
State	729.1	729.1	729.5	730

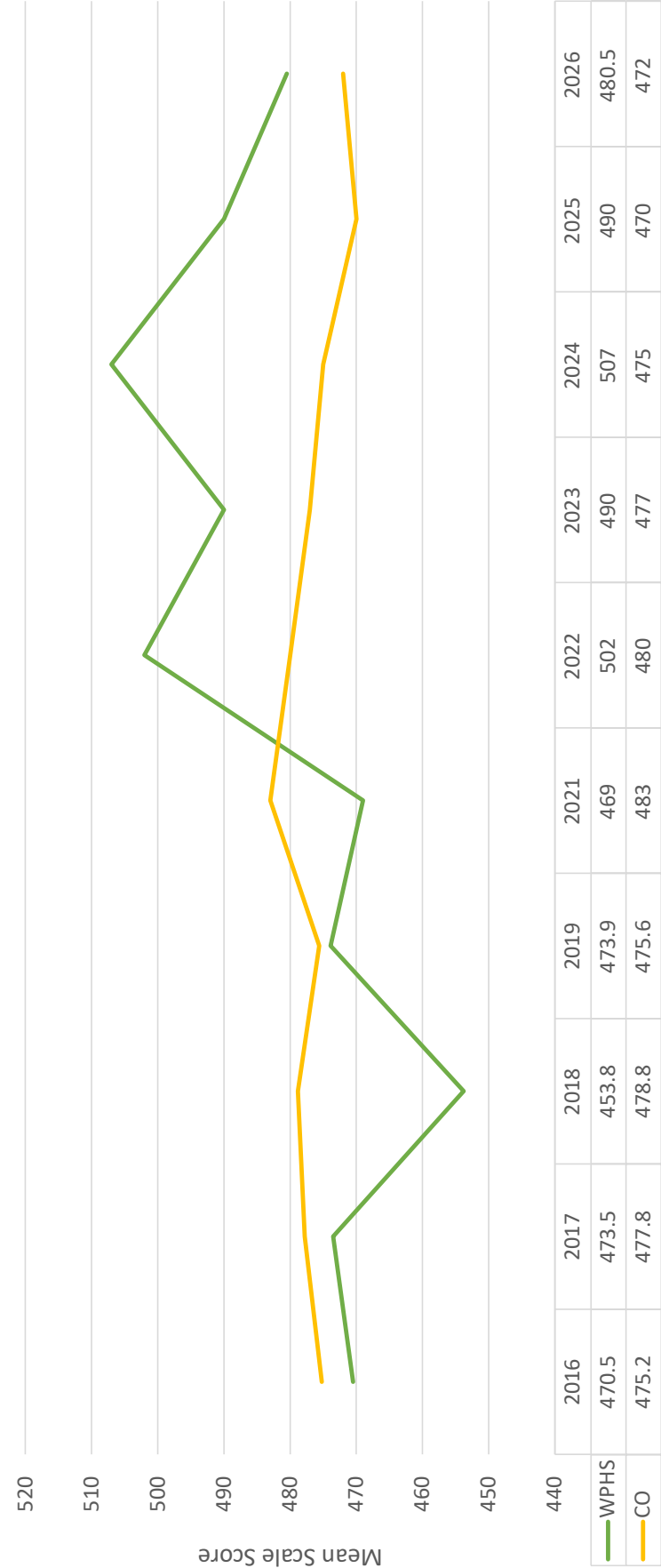
PSAT/SAT College Board Series

DRAFT

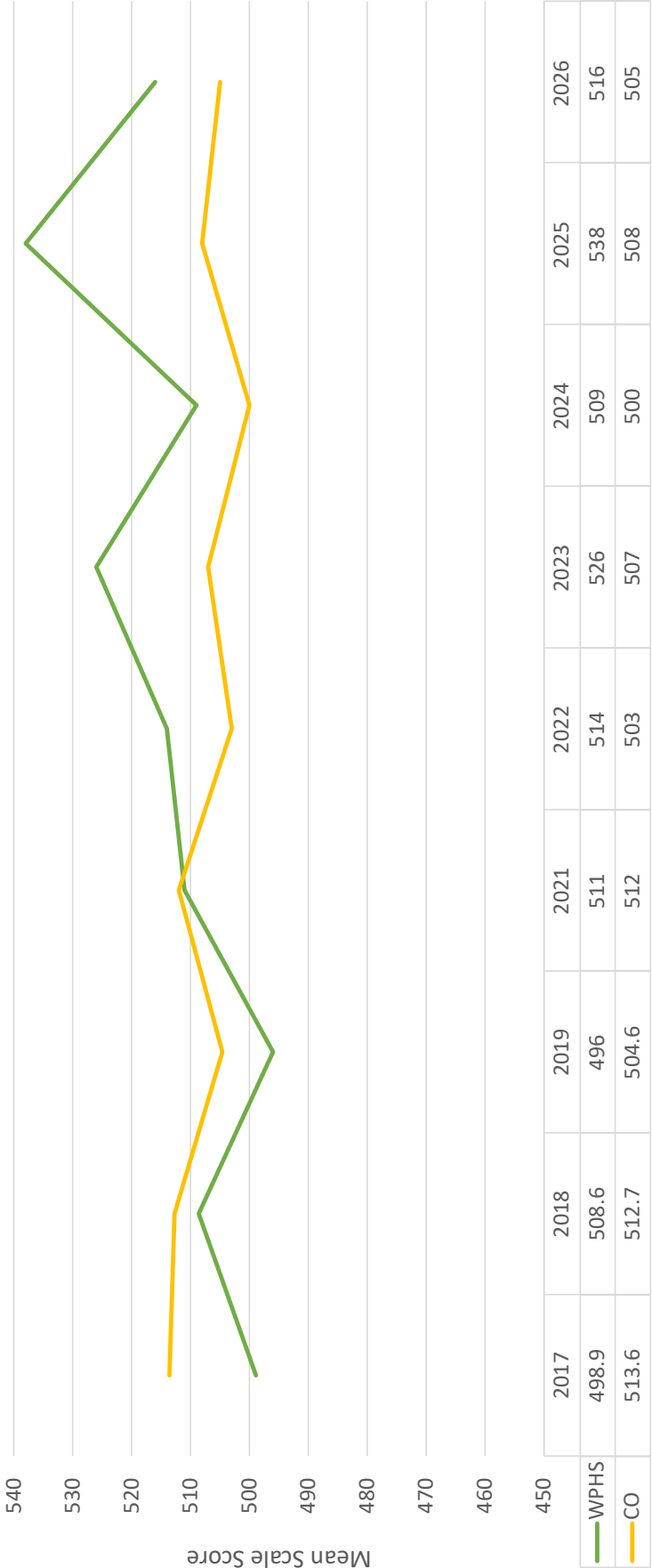
EBRW 9th Grade PSAT – Historic Mean Scale Score



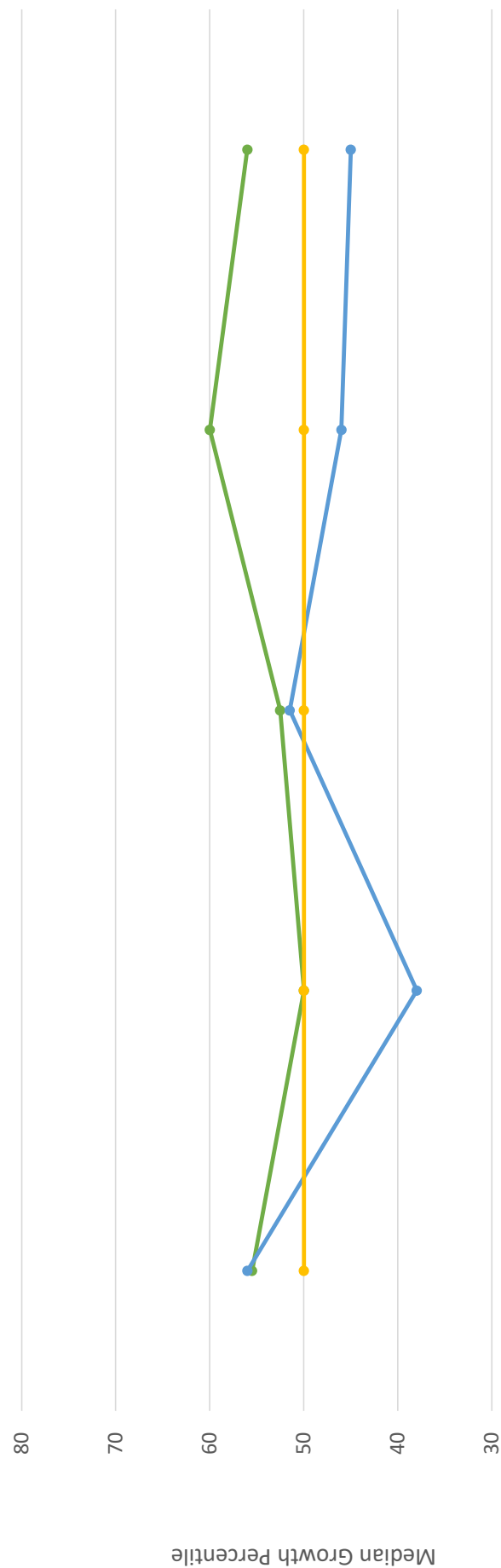
EBRW 10th Grade PSAT - Historic Mean Scale Score



EBRW 11th Grade SAT - Historic Mean Scale Score

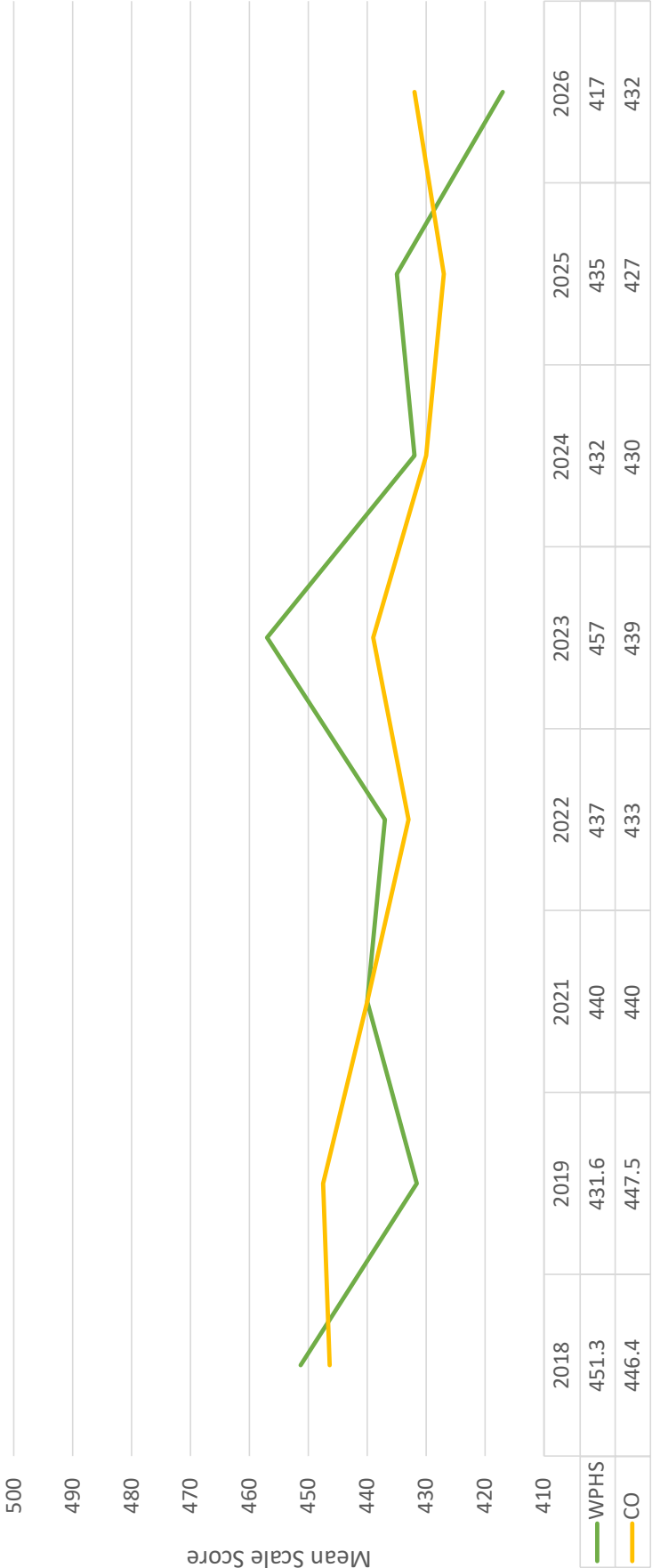


High School EBRW – Growth

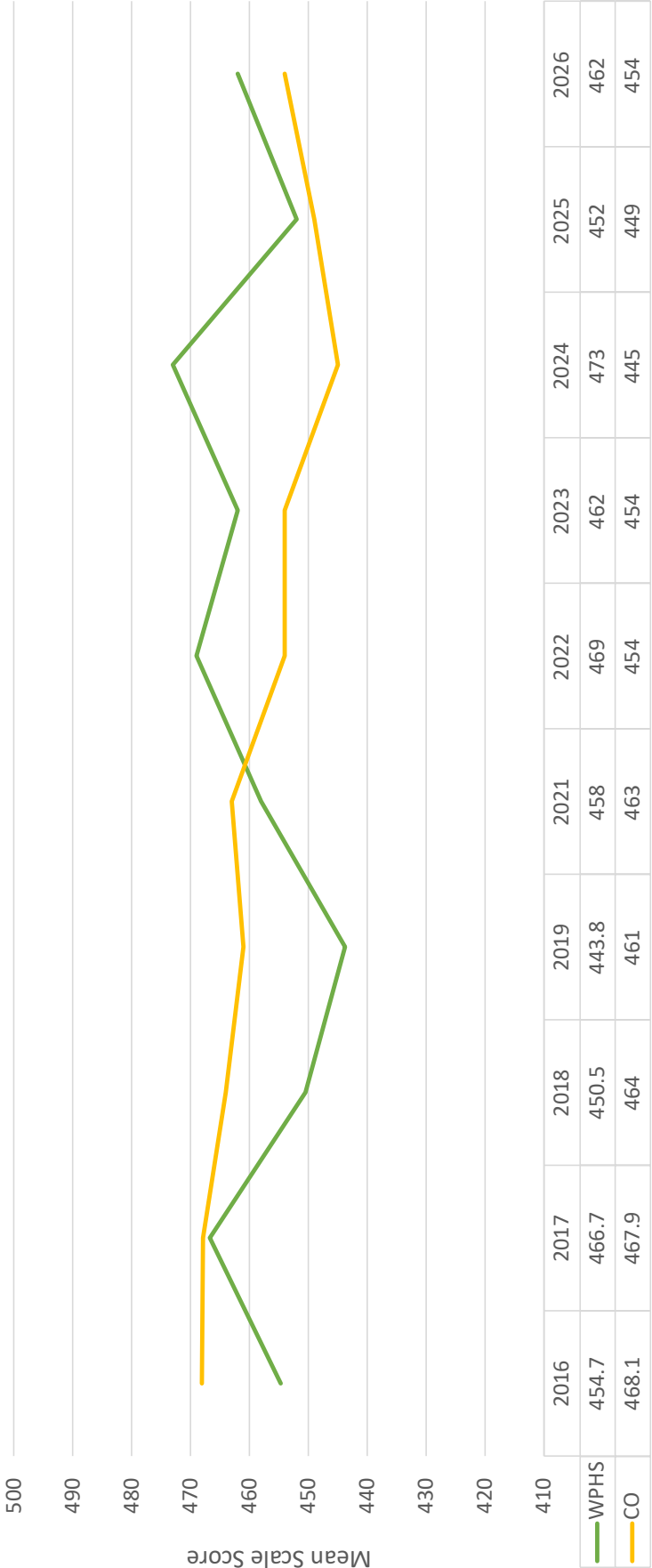


20	2022	2023	2024	2025	2026
10th Grade	55.5	50	52.5	60	56
11th Grade	56	38	51.5	46	45
State	50	50	50	50	50

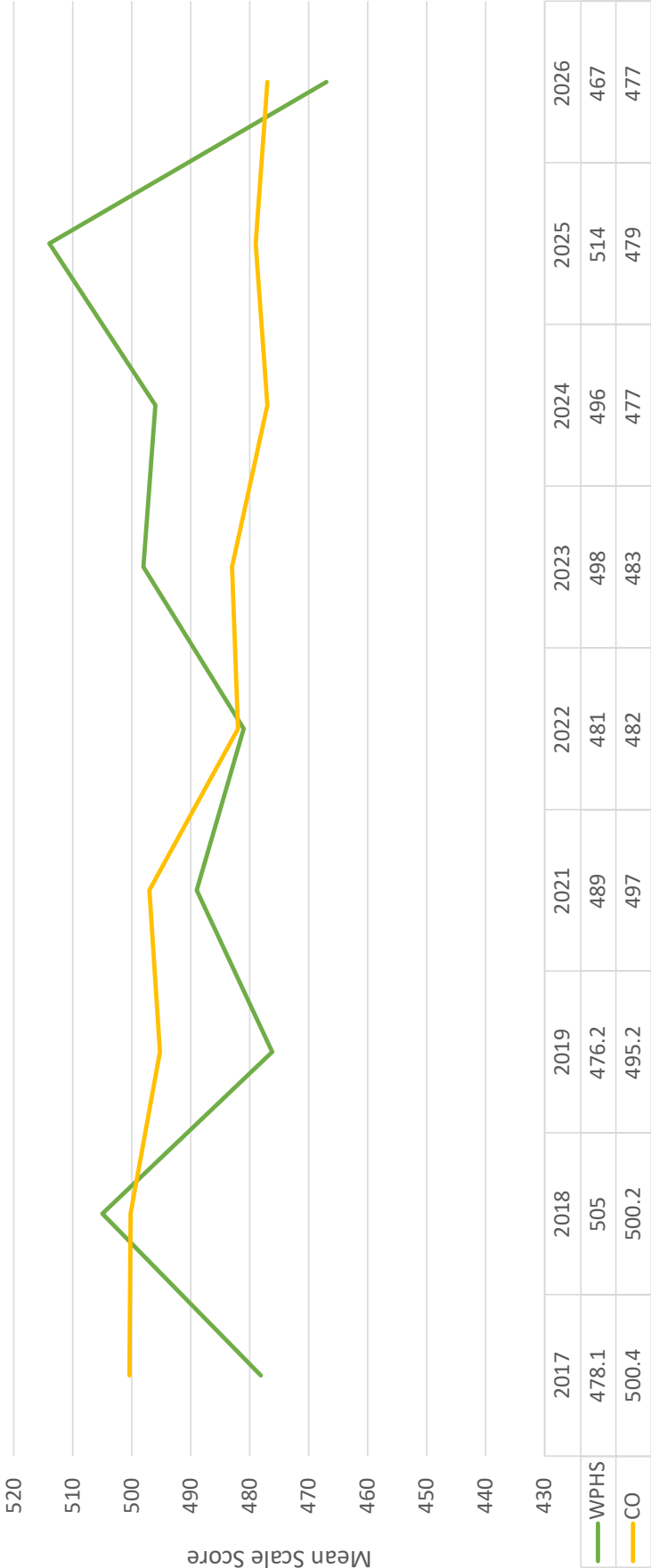
Math 9th Grade PSAT - Historic Mean Scale Score



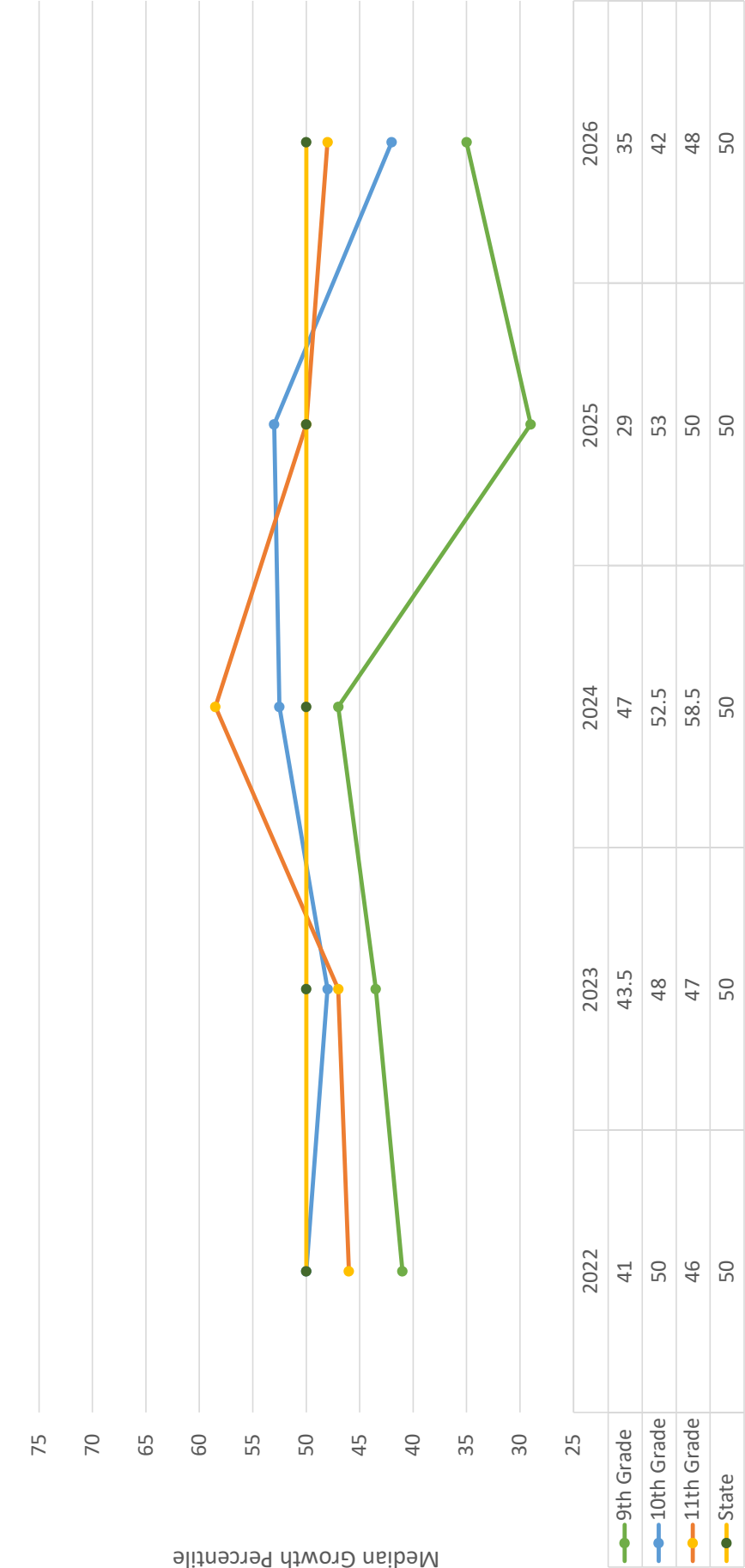
Math 10th Grade PSAT - Historic Mean Scale Score



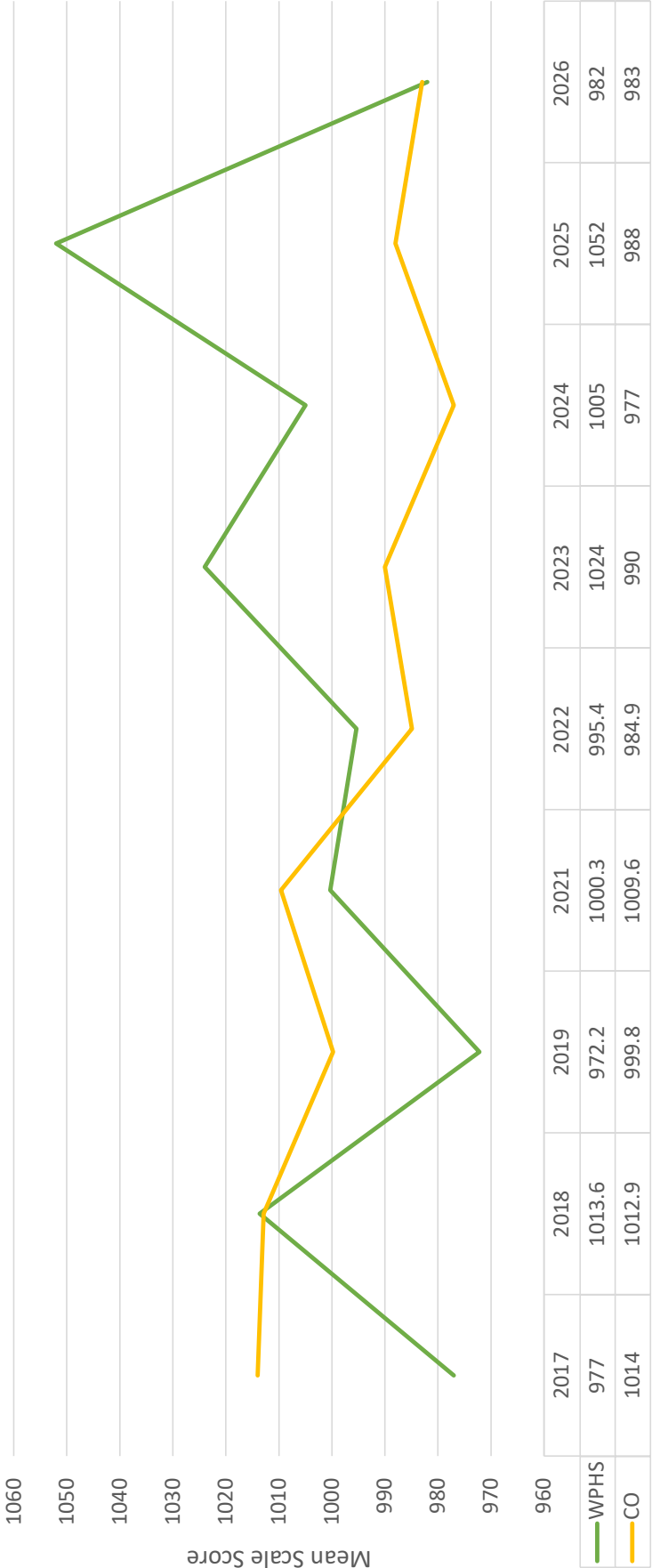
Math 11th Grade SAT - Historic Mean Scale Score

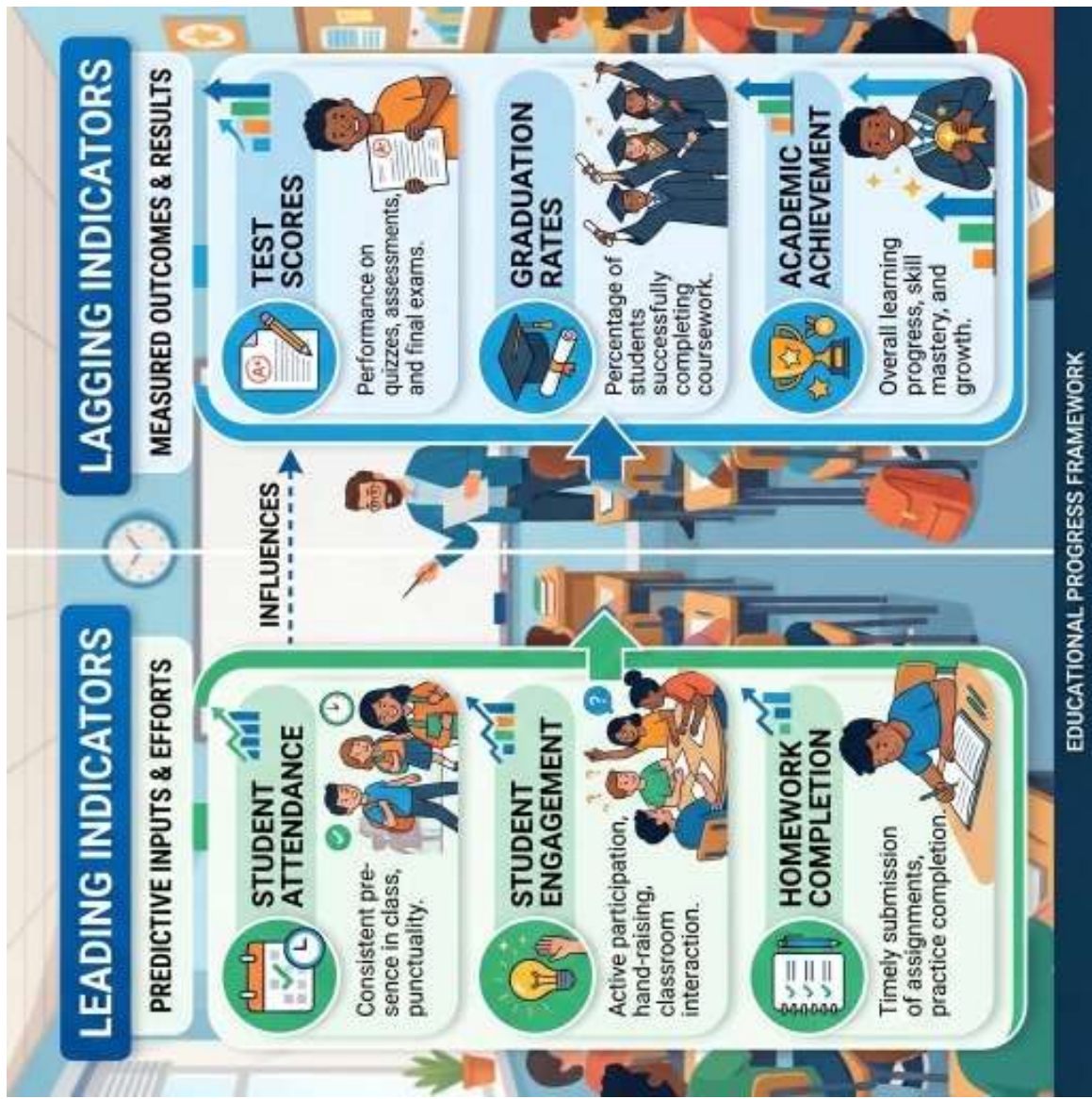


High School Math – Growth



Cumulative 11th Grade SAT - Historic Mean Scale Score





Conditions for Learning:

- 1) Safe, Supportive & Collaborative Culture
- 2) Effective Teaching in Every Classroom
- 3) Guaranteed & Viable Curriculum

DRAFT

DAC consists of the following 18 voting members:

- ❖ At least one parent of students enrolled from each school, including Columbine Elementary, Summit Elementary and WP Jr./Sr. High School (three parents total required by law)
- ❖ One teacher from each school in the district including Columbine Elementary, Summit Elementary and WP Jr./Sr. High School (one teacher total required by law)
- ❖ One elementary and one secondary administrator from the following schools: Columbine Elementary, Summit Elementary, and WP Jr./Sr. High School (one administrator total required by law)
- ❖ One high school student (not required by law)
- ❖ One business person in the community - the business must **reside** in the school district boundaries (one required by law)
- ❖ One resident in the community who is not a parent or an employee of the District (not required by law)
- ❖ Two Board members(not term-limited) (not required by law)
- ❖ The superintendent or designee (not term-limited) (not required by law)
- ❖ Each district charter school shall be represented by one parent with a student enrolled in that charter school (one parent total required by law)
- ❖ One person in the community has demonstrated knowledge of charter schools (one person total required by law)

WPSD DAC Role	DAC Member
Superintendent or Designee	Karen Hamlow
Principal	Heather Smith
Principal	Katie Rexford
CES Teacher	Jen Littrell
SES Teacher	Cheri Porter
WPJr./SR. HS Teacher	Blaine Miller
CES Parent (to be determined at 1st SAC meeting)	
SES Parent (to be determined at 1st SAC meeting)	
WPJr./SR. HS Parent (to be determined at 1st SAC meeting)	
WPJr./SR. HS Student	
One Business Person in the community - (Business must reside in the school district boundaries)	Giuseppe Depietro
One resident in the community who is not a parent or an employee of the District	Teri Miller
Board Member	
Board Member	
Charter School Parent (must have a student enrolled at Merit Academy)	
One Person in the community who has demonstrated knowledge of charter schools	

SAC consists of the following 7 or 8 voting members:

- ❖ Principal or designee
- ❖ One teacher who provides instruction in the school
- ❖ Three parents of students enrolled in the school
- ❖ One adult member of an organization of parents, teachers, and students recognized by the school (e.g. PTA)
- ❖ One person who is involved in business in the community and resides within the District's boundaries
- ❖ One student from the school (Middle School and High School only)

School	Principal	Teacher	Parent	Parent	Parent	PTA (Parent Org.)	Community Member	Students (WPJr.SR . High School only)
CES	Landis Seabolt	Jen Littrell Michelle Studwell	Claudia Castro	Kaelina Babb	Sarah Voget		Ruth Blackman	
SES	Heather Smith	Cheri Porter	Joni Miller	Audra Keener	Bridget Curran	Kristin Woodward	Fredi Beck	
WPJr./Sr. HS	Katie Rexford	Blaine Miller	Brian Holbert	Elizabeth Summeril		Shannon Vollaro	Deb Miller	

- FAC consists of the following 5 voting members and 3 or 4 non-voting members:
- ❖ One District Accountability Committee (DAC) member (voting, 1 year term)
 - ❖ Four residents of Woodland Park School District who demonstrate a working familiarity of finance and a commitment to expand their knowledge of school finance (voting, 3 year term)
 - ❖ Charter School Representative (non-voting)
 - ❖ District CFO (non-voting)
 - ❖ One or Two Board members (non-voting)

WPSD FAC Role	FAC Member
DAC Member	
Resident of WPSD	Jim Vandermeer
Resident of WPSD	Kellie Case
Resident of WPSD	Kent McDowell
Resident of WPSD	Mona Larsen
Charter School Representative	
District CFO	David Kuritar
Board Member	Laura Gordon
Board Member (optional)	

Woodland Park School District Re-2

BOARD OF EDUCATION

Board Work Session – September 28, 2026

CALL WORK SESSION TO ORDER

The Board Work Session was called to order by Board President Keegan Barkley at 5:04 p.m. with the following members present: Robb Davidson, Kassidi Gilgenast, Laura Gordon, Carol Greenstreet, and Mrs. Barkley.

COLORADO CHARTER SCHOOL INSTITUTE PRESENTATION

Colorado Charter School Institute Executive Director Dr. Terry Croy Lewis presented to the Board, joined by Merit Academy Director Jameson Dion, Director Nicole Waggoner, Chief Financial Officer Jennifer Faircloth, and Headmaster Gwynne Pekron. Dr. Lewis provided an overview of CSI's history and background, the populations it serves, its roles, and its core values. She also walked through the charter school application process, with particular focus on the transfer application process. Throughout the presentation, Dr. Lewis answered questions from all parties and concluded with a lengthy question-and-answer session.

President Barkley called a recess at 6:32 p.m. and the work session reconvened at 6:45 p.m.

POTENTIAL RESOLUTION TO RELEASE EXCLUSIVE CHARTERING AUTHORITY FOR MERIT ACADEMY

President Barkley thanked the Merit Academy directors and administration for attending and the Board continued with their agenda for the evening. Barkley requested feedback regarding the CSI presentation and possible next steps for the Board.

The Board extensively discussed the possibility of Merit Academy transferring its charter authorization to the Colorado Charter School Institute (CSI), exploring what the change could mean for funding, administrative support, and the District's ongoing role. Members agreed that any decision ultimately rests with Merit Academy and CSI, with the Board's role being to offer its support. The Board noted that this path would not end collaboration between the District and Merit Academy and outlined several possible next steps, including submitting additional questions to Dr. Lewis, legal review of a resolution, community input, and a possible future vote.

PROPOSED WORK SESSION SCHEDULE FOR 2026-27

The Board decided to hold three of the work sessions at district-operated school campuses, with each school's principal giving a short presentation highlighting what makes their school unique. The Board also reviewed the proposed work session schedule and made several updates, including canceling the December work session due to winter break and adding a proposed date of April 29 for the State of the District event.

REVIEW OF OCTOBER 13 REGULAR BOARD MEETING DRAFT AGENDA

The Board reviewed the draft agenda and added a report from the District Accountability Committee (DAC) Chair, while also consolidating the Board Information Operations and Financial reports into the verbal Administrative Reports, noting that the separate written reports were often repeated during the verbal updates. The Board also discussed adding a resolution in support of Ordinance 1532. Chief Financial Officer David Kuritar, who had not been present for the initial discussion, was asked to weigh in on the financial implications of a potential shift of Merit Academy to CSI. The Board emphasized the importance of keeping meetings timely and discussed several additional practices to help support that goal.

COMMUNITY ENGAGEMENT PLAN

Director Gilgenast led a discussion on the Community Engagement Plan, with input from Superintendent Slocum and other Board members. The discussion centered on identifying opportunities to connect with community groups and local government leaders ahead of the November ballot. The Board also addressed logistics for the upcoming Coffee with the Board events and agreed to establish a quarterly meeting with local elected leaders to strengthen ongoing collaboration between the district, city, and county.

ADJOURN BOARD WORK SESSION

Meeting adjourned at 8:49 p.m.

Attest:

Board of Education Secretary

Board of Education President



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Ginger Slocum

Title of Agenda Item: (VII.b.1 and VII.b.2) Personnel – New Contracts, Resignations

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

Personnel new contracts and resignations are attached.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

Approve under the consent agenda vote.

BOARD AGENDA INFORMATION

AGENDA ITEM: VII.b.1 **MEETING DATE:** 10/13/2026 **TYPE OF ITEM:** **ACTION**

SUBJECT: PERSONNEL

STATEMENT OF ISSUE/REQUEST (Summarize; include relation to district goals and priorities and alternatives considered when applicable – use second sheet if necessary):

NEW CONTRACTS

Teacher/Exempt Support Staff:

Jeremy Blackman, Jr/Sr High JROTC, effective August 24, 2026

Support Staff:

Marguerite Pfeffer, SES Sp. Ed. MM Paraeducator, effective September 1, 2026

Thersia Payne, SES Sp. Ed. Vision Paraeducator, effective September 1, 2026

Ashly Boyden, District Homeschool Connections Receptionist, effective August 31, 2026

Thatcher Rhoden, SES Night Custodian, effective September 11, 2026

Danika Gustin, SES Sp. Ed. SSN Paraeducator, effective September 14, 2026

Cayleigh Boomgarden, Jr/ Sr High Sp. Ed. SSN Paraeducator, effective September 16, 2026

Cheryl Bussey, CES RBT Paraeducator, effective September 28, 2026

Catherine Tanner, Sp. Ed. AN Paraeducator, effective September 28, 2026

Rebecca Fuqua, Sp. Ed. MM Paraeducator, effective September 28, 2026

LEAVE OF ABSENCE

Rebekah Ross, SES Counselor, Maternity Leave of Absence approximately December 10, 2026 to February 5, 2027.

Bldg/Dept. Originated From: C.O. *By:* PG *Date:* 10/6/2026 *Typist:* pg

STATUS OF REQUEST: Approved Denied Tabled

DATE RETURNED TO ORIGINATOR:

BOARD AGENDA INFORMATION

AGENDA ITEM: VII.b.1 MEETING DATE: 10/13/26 TYPE OF ITEM: ACTION

SUBJECT: PERSONNEL/Guest Teacher List

STATEMENT OF ISSUE/REQUEST (Summarize; include relation to district goals and priorities and alternatives considered when applicable – use a second sheet if necessary):

Aimee Martz Dick	3 Year Sub Authorization
Monica Schmitt	3 Year Sub Authorization
Kathleen Dixon	5 Year Sub Authorization
Corinna Reynolds	Paraprofessional
Kiana Dill	Paraprofessional

Bldg/Dept. Originated From: C.O. By PG Date: 10/6/2026 Typist: PG

STATUS OF REQUEST: *Approved* *Denied* *Tabled*

DATE RETURNED TO ORIGINATOR:

BOARD AGENDA INFORMATION

AGENDA ITEM: VIII.b.2 **MEETING DATE:** 10/13/2026 **TYPE OF ITEM:** **ACTION**

SUBJECT: PERSONNEL

STATEMENT OF ISSUE/REQUEST (Summarize; include relation to district goals and priorities and alternatives considered when applicable – use second sheet if necessary):

RESIGNATIONS

Administration:

David Kuritar, Chief Financial Officer, effective November 13, 2026

Teachers/Exempt Support Staff:

Catherine Ayantoye, SES Early Childhood Special Education, effective September 18, 2026

Support Staff:

Kelly Stewart, Jr/Sr High Sp. Ed. SSN Paraeducator, effective September 28, 2026

RETIREMENTS

William Emerson, CES 4th Grade, effective end of the 26-27 contract year

TERMINATIONS

John Kuritar, Jr/Sr High Night Custodian, effective September 4, 2026

Ramon Soto, Jr/Sr High Night Custodian, effective September 25, 2006 (pursuant to violation of policy GBEC)

Bldg/Dept. Originated From: C.O. *By:* PG *Date:* 10/12/2026 *Typist:* pg

STATUS OF REQUEST: *Approved* *Denied* *Tabled*

DATE RETURNED TO ORIGINATOR:



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Ginger Slocum

Title of Agenda Item: (VIII.a.) Strategic Plan Report: Enrollment

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

After developing the overarching framework of the Strategic Plan, the Board of Education entrusted the district and building administration with developing the key initiatives and KPIs for each Pillar. The administration will report back to the Board as these initiatives and KPIs are developed.

Relevant Data and Expected Outcomes:

Superintendent Ginger Slocum will present updates on the progress made under the Enrollment Pillar.

Recommended Course of Action/Motion Requested:

No motion is required.

STRATEGIC GOAL # — ENROLLMENT

Primary Focus: Maintain steady student population levels, ensure existing households remain, and develop compelling communications to invite new members to WPSD.

Goal: 7.1:

Success looks like:

- Enrollment numbers are stable and predictable while reflecting changing demographics of the community and overall enrollment trends across the region
- Current district families choose to remain in the district from Pre-K through graduation and rate their experience with WPSD highly

Strategic Goal: Stabilize and grow enrollment by retaining current families, attracting new families, and providing programs and experiences that meet the evolving needs of our students and community.

Key Initiatives:

1. Retain and Engage Current Families

Strengthen the student and family experience, address barriers to retention, and use enrollment and family feedback data to identify and respond to trends.

2. Attract and Recruit New Families

Strengthen the WPSD brand and proactively communicate the district's unique value while developing recruitment and enrollment pathways through community partnerships, early childhood, and other local pipelines.

3. Provide Strong, Responsive Programming

Ensure students have access to high-quality core instruction, innovative programs, and diverse learning pathways—including Home School Connections, Take 2, CTE, and other community-responsive offerings—that prepare students for future success, expand student choice, and make WPSD a compelling choice for families.

STABILIZE Success metrics & KPI's:

Metric	Baseline	Target	Timeline	Owner
Student Retention Rate:		Maintain $\geq 90\%$ annual student retention.	Annually	
Enrollment vs. Projection		Maintain enrollment within $\pm 3\%$ of annual projections.	Annually	
Family Satisfaction & Recommendation	TBD	$\geq 80\%$ positive satisfaction/recommendation	Annually	



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Karen Hamlow

Title of Agenda Item: (VIII.b.) Academic Excellence Next Steps – Hamlow

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

The State of Colorado recently published the Preliminary School Performance and District Performance Frameworks. This is our yearly “report card” from the state and primarily represents data from spring testing.

Relevant Data and Expected Outcomes:

Review of the Preliminary District School Performance Frameworks and the Unified Improvement Plan including our Major Improvement Strategies for the work ahead.

Recommended Course of Action/Motion Requested:

No motion is required.



District Performance Framework

Preliminary results from last year

Score Breakdown

ACADEMIC ACHIEVEMENT

Average scores on state assessments

- CMAS assessments in English language arts, math and science
 - PSAT
- For all students and disaggregated student groups

ACADEMIC GROWTH

Progress students make in their achievement on assessments from one year to the next. Growth is calculated on the following assessments:

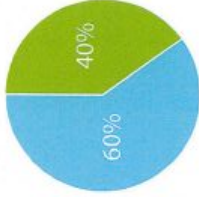
- CMAS assessments in English language arts and math
 - PSAT and SAT
 - ACCESS assessment for all students who are still learning the English language
- For all students and disaggregated student groups

POSTSECONDARY READINESS

High school and district ratings depend on the following factors which represent how well schools are preparing students for college and the workforce.

- Graduation rates
 - Dropout rates
 - Average scores on the SAT
 - Matriculation into a college or career certificate program
- For all students and disaggregated student groups

How Scores are Weighted for Elementary and Middle Schools



- Academic Achievement
- Academic Growth
- Postsecondary Readiness

How Scores are Weighted for High Schools and Districts



- Academic Achievement
- Academic Growth
- Postsecondary Readiness

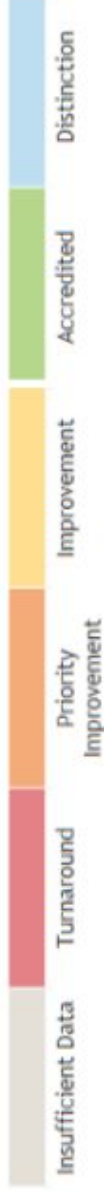
Ratings

Schools are assigned one of four plan types and districts are assigned one of five accreditation ratings. Insufficient state data is assigned if there is not enough outcome data to assign a rating.

School Ratings



District Accreditation Ratings





2026 Preliminary District Performance Framework

3020: Woodland Park Re-2

Grade Levels: EMH - (1 Year)

Accreditation Rating

Official Rating based on SINGLE-YEAR DPF Report

Accredited with Improvement Plan

53.5/100
Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	67.4%	20.2/30	Meets
Academic Growth	42.6%	17.0/40	Approaching
Postsecondary & Workforce Readiness	54.3%	16.3/30	Approaching

Distinction

Accredited

Improvement

Priority Imp.

Turnaround

53.5%

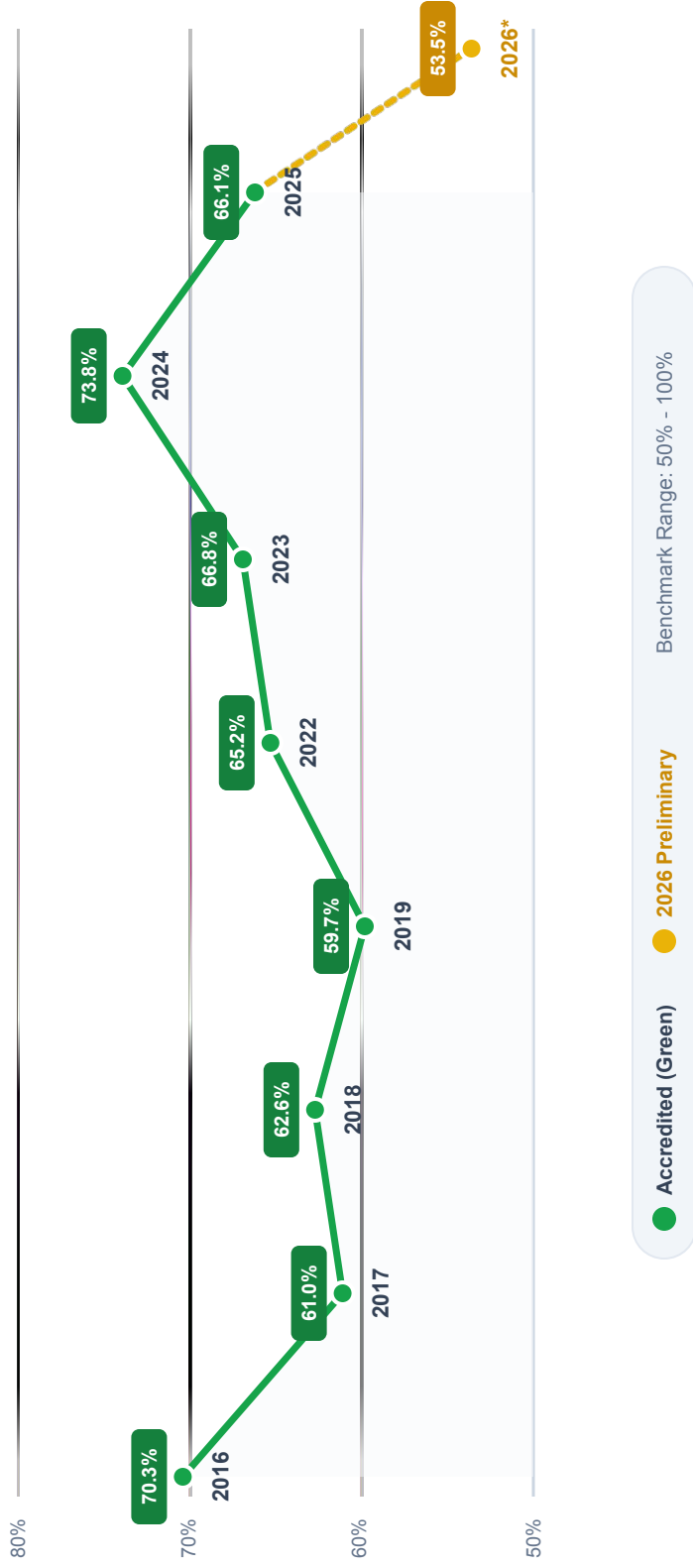
Accreditation categories are based on the total percentage of points earned.

Accredited with Distinction:
74.0% - 100%

EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Elementary	Academic Achievement	66.2%	26.5/40	Meets
	Academic Growth	52.3%	31.4/60	Approaching
Middle	Academic Achievement	70.3%	28.1/40	Meets
	Academic Growth	25.0%	15.0/60	Does Not Meet
High	Academic Achievement	65.9%	19.8/30	Meets
	Academic Growth	48.9%	19.6/40	Approaching
	Postsecondary & Workforce Readiness	54.3%	16.3/30	Approaching

Historical Accreditation Points Earned (2016–2026)

● Status: Accredited (2016–2025)





2026 Preliminary School Performance Framework

9698: Columbine Elementary School | 3020: Woodland Park Re-2

Grade Levels: E - (1 Year)

Plan Type

Official Rating based on SINGLE-YEAR SPF Report

Performance Plan

55.8/100
Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	60.8%	24.3/40	Approaching
Academic Growth	52.5%	31.5/60	Approaching

55.8%



School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Plan Type

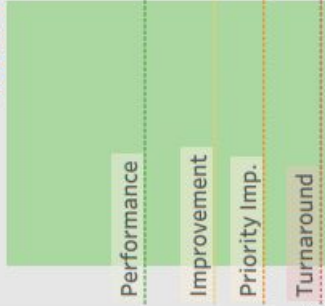
Official Rating based on SINGLE-YEAR SPF Report

Performance Plan

75.0/100
Points Earned

75.0%

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School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	75.0%	30.0/40	Meets
Academic Growth	75.0%	45.0/60	Meets

Plan Type

Official Rating based on SINGLE-YEAR SPF Report

Performance Plan

70.8/100
Points Earned

70.8%

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.

Performance

Improvement

Priority Imp.

Turnaround

School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/Eligible	Rating
Academic Achievement	82.2%	24.7/30	Meets
Academic Growth	49.5%	19.8/40	Approaching
Postsecondary & Workforce Readiness	87.5%	26.3/30	Exceeds

Plan Type

Official Rating based on SINGLE-YEAR SPF Report

Improvement Plan

48.6/100
Points Earned

The performance framework evaluates district and school performance on Academic Achievement, Academic Growth, and Postsecondary & Workforce Readiness indicators. The percentage of points earned across all indicators determines the final accreditation rating for a district or the final plan type for a school, which is displayed above. The cut points for final ratings established by the State Board of Education are shown at the right of this page. Failure to meet finance, assessment, and safety assurances may result in a lowered rating. Refer to the scoring guide near the end of this report for more details on how ratings are determined.



School plan types are based on the total percentage of points earned.

Performance Plan:
53.0% - 100%

Indicator Rating Totals

Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating
Academic Achievement	61.7%	18.5/30	Approaching
Academic Growth	36.6%	14.6/40	Does Not Meet
Postsecondary & Workforce Readiness	51.7%	15.5/30	Approaching

Highlights and Celebrations



Columbine

- **+5.8%** Overall Academic Achievement performance indicator!
- Student Achievement in math increased from **43rd** to **57th percentile** (meets state expectation)
- Students continue to meet state expectations for **science achievement!**



Summit

- **100% Participation Rate** remains!
- Increased grade level literacy & **decreased READ plans** by 6 students
- Meets Math, ELA, and Science rating for **Achievement & Growth**



WP Jr./Sr. High

- **Participation score** increased
- Continues to meet **academic achievement** in science
- Continues to meet expectations for **SAT Reading & Math** for all students



District Unified Improvement Plan 2026-2027

Must be BOE Approved

Major Components of Improvement Process

01

Performance Challenges

Investigate critical performance areas and prioritize urgent **performance challenges**

02

Root Causes

Identify **root causes** that explain performance challenges

04

Monitor & Iterate

Monitor the impact and **progress** of the action plan

03

Action Plan

Present a well-designed **action plan**-- stay within locus of control

Improvement
Process

```
graph TD; A((01 Performance Challenges)) --> B((02 Root Causes)); B --> C((03 Action Plan)); C --> D((04 Monitor & Iterate)); D --> A; E((Improvement Process))
```

Conditions for Learning:

- 1) Safe, Supportive & Collaborative Culture
- 2) Effective Teaching in Every Classroom
- 3) Guaranteed & Viable Curriculum

Marzano Research High Reliability Schools



Stabilize Evidence-Based Tier 1 Systems & Structures

Objective / Goal

To stabilize high quality Tier 1 instruction, District and building staff will establish a safe, supportive, collaborative culture to optimize learning.

01

Instructional Practices

Establish and support evidence-based Tier 1 instructional practices across all classrooms.

02

Staff Development

Provide staff development in the implementation of whole-group and individual student plans in the Tier 1 setting.

03

Whole Student Support

Provide professional development opportunities to support the whole student with a trauma-informed approach.

* Implementation Note: Each school should select one or two strategies/levers to implement.

High Quality Tier 1 Instruction in Math

Objective / Goal

All schools will integrate High Quality Instructional Materials (HQIM), evidence-based instructional strategies, and student data to inform instructional decisions to create an environment where students increase academic achievement and growth in math.

01

Instructional Strategies & HQIM

Increase teacher instructional strategies integrated with High Quality Instructional Materials (HQIM).

02

Curriculum Alignment

Align curriculum to standards to ensure rigorous and consistent learning outcomes across grade levels.

03

Focused Collaboration

Create dedicated time for focused teacher collaboration based on student outcomes and growth.

** Implementation Note: Each school should select one or two strategies/levers to implement.*

High Quality Tier 1 Instruction in Literacy

Objective / Goal

All schools will integrate High Quality Instructional Materials (HQIM), evidence-based instructional strategies, and student data to inform instructional decisions to create an environment where students increase academic achievement and growth in literacy.

01

Instructional Strategies & HQIM

Increase teacher instructional strategies integrated with High Quality Instructional Materials (HQIM).

02

Curriculum Alignment

Align curriculum to standards to ensure rigorous and consistent learning outcomes across grade levels.

03

Focused Collaboration

Create dedicated time for focused teacher collaboration based on student outcomes and growth.

** Implementation Note: Each school should select one or two strategies/levers to implement.*

Academic Excellence Pillar

Core Instructional Systems

 **HQIM Implementation:** Adopt and consistently implement High Quality Instructional Materials (HQIM) aligned to Colorado state standards across all grade levels, content areas, and courses.

 **Literacy Leadership:** Establish School Leadership Team (SLT) focused on literacy growth in elementary schools.

 **Professional Training:** Train teachers in evidence-based instructional practices and universal differentiation strategies.

 **Effective PLCs:** Implement effective PLCs with protected time for collaboration.

 **Data Reporting:** Track and publicly report student proficiency data at beginning, middle, and end of year.

 **Calibrated Grading:** Train and calibrate grading practices across the district.

Targeted Support & MTSS

 **Student Differentiation:** Maintain and strengthen differentiation opportunities for all students.

 **Tier Alignment:** Align Tier 2 intervention practices with Tier 1 instruction.

 **MTSS Framework:** Build a strong MTSS system with data tracking.

 **Plan Alignment:** Ensure plans are robust and aligned with state and district expectations.

 **Teacher Support:** Ensure classroom teachers have adequate support to implement plans and accommodations in the classroom.

Safe Campuses Pillar

Safety & Emergency Preparedness

-  **Implement "I Love U Guys" Standard Response Protocol (SRP)** training for all district staff to establish a consistent emergency response.
-  **Conduct a security risk assessment** for each campus and develop a comprehensive Safety & Security plan.
-  **Conduct, review, and improve safety drills** at each school on a regular schedule.
-  **Coordinate with Operations Team** to ensure facilities and emergency equipment are fully operational.

Crisis Response & Behavior Support

-  **Reconstitute district Crisis Response Team** with trained personnel and clear building roles by **Jan 2027**.
-  **Develop, publish, and train** all district staff annually in standardized Crisis Response protocols.
-  **Partner with mental health orgs** for counseling access within **24** hours of critical incidents.
-  **Build student behavior framework** district-wide and bolster targeted Tier 2-3 intervention support.
-  **Update behavior matrix** and train staff/students on roles and consequences by **Sept 2026**.
-  **Evaluate and report** on behavioral incidents and trends each semester.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Ginger Slocum

Title of Agenda Item: (VIII.c.) Discussion of Additional DAC & FAC Committee Members for 2026-27

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

The Board of Education is responsible for approving the District Accountability Committee (DAC) and Fiscal Advisory Committee (FAC) members. The Board approved the DAC, SAC, and FAC members recommended at the September 2 Regular Board Meeting. Beyond the SAC parents who would be nominated at the first SAC meeting to serve on the DAC, additional vacancies on the DAC and FAC remained, which required reopening the application period for a limited time.

Relevant Data and Expected Outcomes:

The following individuals are being recommended to fill the noted positions:

DAC

- CES Parent – Sarah Voget
- SES Parent – Joni Miller
- WP Jr./Sr. HS Parent – Elizabeth Summeril
- WP Jr.Sr. HS Student – Aurora Ingram
- Charter School Parent (must have a student enrolled at Merit Academy) – Miranda Price
- One Person in the community who has demonstrated knowledge of charter schools – Magia Sedesky

FAC

- Charter School Representative – J.J. Podhirny

Recommended Course of Action/Motion Requested:

No motion is requested.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Jason Farris

Title of Agenda Item: (VIII.d.) Gateway Learning Center License Agreement with Coach – Farris

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

The license agreement is between the District and Sam Schmidt for use of space at Gateway Learning Center for the storage of books and related materials.

Relevant Data and Expected Outcomes:

The license agreement includes two rooms at Gateway, rooms 181 and 155. The agreement term ends June 30, 2027, and the fee is \$1,000.00 / month.

Recommended Course of Action/Motion Requested:

No motion is required.

REVOCABLE STORAGE LICENSE AGREEMENT

Gateway Building — Classroom Storage

This Revocable Storage License Agreement (the "**Agreement**") is entered into as of September 11, 2026 (the "**Effective Date**") by and between Woodland Park School District RE-2, a public school district organized and existing under the laws of the State of Colorado (the "**District**"), and Sam Schmidt, an individual (the "**Licensee**"). The District and Licensee are each a "**Party**" and together the "**Parties**."

RECITALS

- A. The District owns and controls the building commonly known as the Gateway Building, located at 100 Panther Way, Woodland Park, Colorado 80863 (the "**Building**").
- B. Two classrooms in the Building are not currently needed for District educational purposes.
- C. Licensee wishes to use those classrooms solely to store books and related materials, and the District is willing to permit that use on a limited, revocable basis under the terms of this Agreement.
- D. The District's Board of Education has authority to manage and control District property, including under C.R.S. § 22-32-110, and the Board of Education will review this Agreement on October 13, 2026, at its regularly scheduled meeting.

NOW, THEREFORE, in consideration of the mutual promises in this Agreement, the Parties agree as follows:

1. GRANT OF LICENSE; NO LEASEHOLD INTEREST

- (a) **License.** The District grants Licensee a limited, revocable, non-transferable license to use the Licensed Space (defined in Section 2) for the Permitted Use (defined in Section 3), subject to the terms of this Agreement.
- (b) **No Interest in Real Property.** This Agreement is a license only. It does not create a lease, tenancy, leasehold, easement, or any other estate or interest in real property, and Licensee is not a tenant of the District. The District retains possession and control of the Licensed Space and the Building at all times. To the fullest extent permitted by law, statutes governing landlords and tenants, including the forcible entry and detainer provisions of C.R.S. § 13-40-101 et seq., do not apply to this Agreement.
- (c) **No Right to Continued Use.** Licensee acknowledges that the District may revoke this license as provided in Section 14, and that Licensee acquires no right to continued use of the Licensed Space, to renewal, or to relocation assistance.

2. LICENSED SPACE

- (a) **Description.** The "**Licensed Space**" consists of Room 181 and Room 155 in the Building, as further described in Exhibit A. No other part of the Building is licensed to Licensee, except that Licensee and Authorized Persons may use the entrances and hallways the District designates for reasonable access to the Licensed Space.
- (b) **As-Is Condition.** Licensee has inspected the Licensed Space and accepts it in its present "as-is" condition. The District makes no representation or warranty about the condition of the Licensed Space or its suitability for storing books or any other property, including with respect to temperature, humidity, security, pests, or water intrusion. Before Licensee places any property in the Licensed Space, the Parties will document its condition in Exhibit A.

- (c) **Relocation.** The District may require Licensee to move its stored property to comparable space in the Building or another District facility by giving at least ten (10) days' written notice. The District will bear the cost of relocation. After relocation, the substitute space becomes the Licensed Space under this Agreement.

3. PERMITTED USE AND PROHIBITED ACTIVITIES

- (a) **Permitted Use.** Licensee may use the Licensed Space solely to store books and related printed materials owned by Licensee, (the "**Permitted Use**"), and for no other purpose.
- (b) **Prohibited Activities.** Without limiting Section 3(a), Licensee shall not, and shall not permit any other person to:
 - (1) conduct any sale, order fulfillment, shipping, customer pickup, or other commercial transaction at the Building or on other District property;
 - (2) use the Licensed Space as an office, workspace, or meeting space, or for any occupancy or residential purpose;
 - (3) bring customers, members of the public, or anyone other than Authorized Persons into the Licensed Space;
 - (4) store hazardous materials, flammable or combustible liquids, aerosols, fuel, firearms, ammunition, alcohol, tobacco or nicotine products, food or other perishable items, plants, or animals;
 - (5) store any item whose possession is unlawful or prohibited by District policy;
 - (6) post signs or advertising, or use the District's name, logo, or facilities in any way that suggests the District sponsors or endorses Licensee or its materials; or
 - (7) create any nuisance, odor, pest problem, or moisture problem, or interfere with District operations.

4. TERM

- (a) **Term.** This Agreement begins on September 12, 2026 and continues through June 30, 2027 (the "**Term**"), unless revoked earlier under Section 14.
- (b) **Extension.** The Term may be extended only by a written amendment signed by both Parties.
- (c) **Continued Use After Expiration.** If Licensee's property remains in the Licensed Space after the Term expires without a written extension, the Term is not extended. Licensee shall pay one hundred twenty-five percent (125%) of the monthly License Fee, prorated daily, for the period of continued use, and the District may require removal at any time under Section 15.

5. LICENSE FEE AND DEPOSIT

- (a) **License Fee.** Licensee shall pay the District \$1,000.00 per month (the "**License Fee**").
- (b) **Payment.** The License Fee is due in advance, without demand, on the first day of each month. Licensee shall pay it to "Woodland Park School District RE-2" by check delivered to the District Administration Office or by electronic payment as the District's Business Office directs. The License Fee for any partial month will be prorated daily.
- (c) **Late Payment.** If the District does not receive a payment by the tenth (10th) day of the month, Licensee shall pay a late charge of \$25.00. If any amount remains unpaid fifteen (15) days after its due date, the District may revoke this Agreement under Section 14(b).

- (d) **Fee Adjustment.** The District may adjust the License Fee, effective at the start of any month, by giving Licensee at least thirty (30) days' written notice. If Licensee does not accept the adjustment, Licensee may terminate this Agreement under Section 14(a).

6. ACCESS, KEYS, AND AUTHORIZED PERSONS

- (a) **Authorized Persons.** Only Licensee and the individuals listed in Exhibit B, as updated from time to time with the District's written approval (the "**Authorized Persons**"), may enter the Licensed Space. Licensee is responsible for the conduct of every Authorized Person and for each one's compliance with this Agreement. The District may withdraw its approval of any Authorized Person at any time.
- (b) **Access Hours.** Unless access is gained through designated exterior door, access is limited to 8:00 a.m. to 4:00 p.m., Monday through Friday, on days the Building is open. Licensee and Authorized Persons shall follow all check-in, sign-in, identification, and visitor procedures in effect at the Building.
- (c) **Students.** When students are present in the Building, Licensee and Authorized Persons shall comply with all District safety and visitor requirements, remain in the Licensed Space and designated access routes, and have no unsupervised contact with students. The District may require a background check of any Authorized Person as a condition of access.
- (d) **Keys.** The District will issue one key(s) or access credential(s) to Licensee, as recorded in Exhibit A. Licensee shall not duplicate keys, change or add locks, or give keys to anyone other than an Authorized Person. Licensee shall report any lost key to the District immediately and pay the cost of replacement and of any rekeying the District considers necessary. All keys remain District property and must be returned when this Agreement expires or is revoked.
- (e) **District Entry.** The District retains keys to the Licensed Space and may enter it at any time, with or without notice, for any purpose, including inspection, maintenance, repair, safety, security, emergency response, and verification of compliance with this Agreement.

7. FIRE AND LIFE SAFETY

- (a) **Storage Standards.** Licensee shall store all property in compliance with applicable fire codes, the directions of the fire authority having jurisdiction, and District safety directives. At a minimum, Licensee shall:
 - (1) keep all stored materials at least eighteen (18) inches below sprinkler heads, or at least twenty-four (24) inches below the ceiling in any area without sprinklers, or any greater clearance required by code;
 - (2) keep doors, exits, aisles, and egress paths clear, and keep at least thirty-six (36) inches of clear space in front of electrical panels, fire extinguishers, fire alarm devices, and heating and ventilation equipment;
 - (3) stack materials in a stable manner, use any shelving or pallets the District directs, and stay within any floor-load limit stated in Exhibit A; and
 - (4) not bring into or use in the Licensed Space any extension cord, space heater, dehumidifier, appliance, or other electrical device without the District's prior written consent.

- (b) **Inspection and Correction.** The District may inspect the Licensed Space at any time. Licensee shall correct any condition the District identifies within 72 hours after notice, or immediately if the District determines the condition is an imminent hazard. If Licensee does not, the District may correct the condition, including by moving or removing property, at Licensee's expense and without liability to Licensee.

8. CONDITION, CARE, AND ALTERATIONS

- (a) **Care.** Licensee shall keep the Licensed Space clean, orderly, and free of trash, and shall not bring in food or any other item that attracts pests.
- (b) **No Alterations.** Without the District's prior written consent, Licensee shall not paint, drill, anchor shelving or other items to walls or floors, install fixtures, or otherwise alter the Licensed Space. Licensee may use freestanding shelving the District approves. Any District furniture or equipment in the Licensed Space remains District property, and Licensee shall not use, move, or dispose of it without the District's consent.
- (c) **Damage.** Licensee shall pay the reasonable cost of repairing any damage to the Licensed Space, the Building, or other District property caused by Licensee, an Authorized Person, or Licensee's stored property, ordinary wear and tear excepted. The District may make the repairs and invoice Licensee, and Licensee shall pay the invoice within thirty (30) days.

9. UTILITIES AND SERVICES

The District will provide only the utilities that serve the Building generally, such as heat and lighting, at the levels the District maintains for its own purposes. The District does not provide custodial service within the Licensed Space, security, climate or humidity control, pest treatment for Licensee's property, telephone, internet, or any other service. The District may reduce, interrupt, or discontinue utilities to the Building or the Licensed Space at any time without liability to Licensee.

10. RISK OF LOSS; RELEASE

- (a) **Licensee's Risk.** All property Licensee places in the Licensed Space is stored at Licensee's sole risk. The District is not a bailee or warehouse operator, does not take custody of Licensee's property, and has no duty to protect, secure, insure, or care for it.
- (b) **Release.** To the fullest extent permitted by law, Licensee releases the District and its Board of Education, officers, employees, and agents from all liability for the loss of, theft of, or damage to Licensee's property from any cause, including fire, smoke, water, leaks, humidity, mold, pests, failure of building systems, vandalism, acts of third parties, the District's exercise of its rights under this Agreement, and the District's negligence, but excluding the District's willful and wanton conduct.
- (c) **Property Insurance.** Licensee is solely responsible for insuring its stored property if it chooses to do so. The District's insurance does not cover Licensee's property.

11. INSURANCE

- (a) **Licensee is an individual:** Personal liability insurance, through a homeowner's, renter's, or umbrella policy, with limits of at least \$300,000 per occurrence, that covers Licensee's activities under this Agreement.
- (b) **Evidence of Coverage.** Licensee shall provide a certificate of insurance or other evidence of coverage acceptable to the District before placing property in the Licensed Space, and again upon request. Licensee shall notify the District within five (5) business days if any required coverage is cancelled, reduced, or not renewed.

- (c) **No Limitation.** These insurance requirements do not limit Licensee's obligations under Section 12.

12. INDEMNIFICATION

To the fullest extent permitted by law, Licensee shall indemnify, defend, and hold harmless the District and its Board of Education, officers, employees, and agents from and against all claims, demands, suits, damages, losses, liabilities, penalties, costs, and expenses, including reasonable attorneys' fees, arising out of or relating to (a) the use of the Licensed Space or the Building by Licensee or any Authorized Person; (b) any act or omission of Licensee or any Authorized Person; (c) Licensee's stored property; or (d) Licensee's breach of this Agreement, except to the extent caused by the negligence or willful misconduct of the District. The District does not indemnify Licensee. This Section survives the expiration or revocation of this Agreement.

13. GOVERNMENTAL IMMUNITY

The District does not waive, and expressly preserves, all immunities, protections, and limitations on liability available to it under the Colorado Governmental Immunity Act, C.R.S. § 24-10-101 et seq., and any other applicable law. Nothing in this Agreement is a waiver of any such immunity, protection, or limitation.

14. REVOCATION AND TERMINATION

- (a) **Without Cause.** Either Party may revoke or terminate this Agreement for any reason, or no reason, by giving the other Party at least 30 days' written notice.
- (b) **By the District for Cause.** The District may revoke this Agreement effective immediately upon written notice, or on any later date stated in the notice, if:
 - (1) any amount remains unpaid as described in Section 5(c);
 - (2) Licensee or any Authorized Person breaches this Agreement, violates District policy, or violates applicable law;
 - (3) the District determines that Licensee's use or stored property poses a risk to the health, safety, or security of students, staff, or District property, or interferes with District operations; or
 - (4) any insurance required by Section 11 lapses.
- (c) **District Need for the Space.** The District may revoke this Agreement by giving at least 30 days' written notice if it determines, in its sole discretion, that the Licensed Space is needed for District purposes, or immediately in an emergency.
- (d) **Effect of Revocation.** When this Agreement expires or is revoked, Licensee's right to use the Licensed Space ends and Section 15 applies. If this Agreement is revoked under Section 14(a) or 14(c) while Licensee is not in default, the District will refund any prepaid License Fee attributable to the period after Licensee completes removal of its property. Licensee is not entitled to any compensation, relocation assistance, or damages because of revocation.

15. REMOVAL OF PROPERTY; SURRENDER; ABANDONED PROPERTY

- (a) **Removal.** Within 10 days after this Agreement expires or is revoked, or within any shorter period stated in a notice given under Section 14(b) or 14(c) (the "**Removal Period**"), Licensee shall remove all of its property, return all keys, and leave the Licensed Space clean and in the condition documented in Exhibit A, ordinary wear and tear excepted. The License Fee continues to accrue, prorated daily, until Licensee completes removal.

- (b) **Emergency Removal.** If the District determines that immediate removal is necessary for health, safety, security, or operational reasons, the District may move Licensee's property to another location, including off-site storage, at Licensee's expense and risk and without liability for any resulting loss or damage.
- (c) **Abandoned Property.** Any property that remains in the Licensed Space after the Removal Period ends, and after the District has given Licensee at least 5 days' written notice of its intent to dispose of the property, is conclusively deemed abandoned. The District may then keep, donate, recycle, or otherwise dispose of the property without liability and without any duty to account to Licensee. Licensee shall reimburse the District's reasonable costs of removal, storage, and disposal.

16. COMPLIANCE WITH LAWS AND DISTRICT POLICIES

Licensee and all Authorized Persons shall comply with all applicable federal, state, and local laws and with all District Board policies, administrative regulations, and building rules, including those governing use of District facilities, visitors, and the prohibition of tobacco and nicotine products, alcohol, drugs, and weapons on District property. Licensee shall not use its access to District property, or any contact with District students, staff, or families, to promote or sell books or any other goods or services.

17. DISTRICT EMPLOYEES

If Licensee or any Authorized Person is a District employee, the following apply:

- (a) The employee enters into or acts under this Agreement in a personal capacity and not as part of District employment.
- (b) This Agreement confers no employment right or benefit and does not change any term or condition of employment.
- (c) The employee shall not carry out activities under this Agreement during assigned work hours, and shall not use District staff, time, equipment, supplies, vehicles, or communication systems for those activities, other than to communicate with the District about this Agreement.
- (d) The employee shall comply with District conflict-of-interest and staff ethics policies and applicable Colorado law, and shall not participate in any District decision concerning this Agreement.

18. NO ASSIGNMENT

Licensee shall not assign, transfer, sublicense, or share this Agreement or the Licensed Space, or allow property belonging to any other person to be stored in the Licensed Space, without the District's prior written consent. Any attempted assignment or transfer without that consent is void.

19. NOTICES

Notices under this Agreement must be in writing. A notice is effective when delivered by hand; when sent by email, unless the sender receives notice of non-delivery; or three (3) business days after deposit in the U.S. mail, first-class postage prepaid. Notices must be addressed as follows, or to another address a Party designates by notice:

District: Woodland Park School District RE-2, Attn: Chief Financial Officer, 155 Panther Way, Woodland Park, Colorado 80863; Email: dkuritar@wpsdk12.org

Licensee: Sam Schmidt

Mailing Address: [REDACTED]
Email: [REDACTED]
Phone: [REDACTED]

20. GENERAL PROVISIONS

- (a) **Governing Law and Venue.** This Agreement is governed by the laws of the State of Colorado. Exclusive venue for any action arising under this Agreement lies in the District Court for Teller County, Colorado.
- (b) **Entire Agreement; Amendments.** This Agreement, including its Exhibits, is the entire agreement of the Parties regarding its subject matter and supersedes all prior discussions, drafts, and understandings. It may be amended only by a written instrument signed by both Parties.
- (c) **Severability.** If any provision of this Agreement is held invalid or unenforceable, the remaining provisions remain in full force and effect.
- (d) **No Waiver.** The District's failure to enforce any provision, or its acceptance of any payment, does not waive any right or any later breach.
- (e) **Relationship of the Parties.** Nothing in this Agreement creates a partnership, joint venture, agency, or employment relationship between the Parties.
- (f) **No Third-Party Beneficiaries.** This Agreement is for the sole benefit of the Parties, and no other person has any right to enforce it.
- (g) **Survival.** Licensee's obligation to pay amounts accrued under Section 5 and Sections 8(c), 10, 12, 13, and 15 survive the expiration or revocation of this Agreement.
- (h) **Public Records.** Licensee acknowledges that this Agreement and related records may be subject to disclosure under the Colorado Open Records Act, C.R.S. § 24-72-200.1 et seq.
- (i) **Authority.** Each individual signing below represents that the individual is authorized to sign this Agreement on behalf of the Party for which the individual signs.
- (j) **Counterparts; Electronic Signatures.** This Agreement may be signed in counterparts, each of which is an original and all of which together are one instrument. Electronic signatures and signatures delivered in PDF form have the same effect as original signatures.

IN WITNESS WHEREOF, the Parties have signed this Agreement as of the Effective Date.

DISTRICT: WOODLAND PARK SCHOOL DISTRICT RE-2

By: _____

Name: _____

Title: _____

Date: _____

LICENSEE: Sam Schmidt

By: _____

Name: _____

Title: _____ (if signing for an entity)

Date: _____

EXHIBIT A
Acknowledgements

Move-In Acknowledgment	Move-Out Acknowledgment
District initials: _____ Date: _____	District initials: _____ Date: _____
Licensee initials: _____ Date: _____	Licensee initials: _____ Date: _____

EXHIBIT B
AUTHORIZED PERSONS

Only the individuals listed below, as approved by the District, may enter the Licensed Space. Additions or changes require the District's written approval under Section 6(a).

Name	Relationship to Licensee	Phone	Email	District Staff (Y/N)	District Approval (Initials, Date)
Sam Schmidt	Licensee				
Sheila Schmidt	Spouse			N	

Emergency Contact for Licensee: Sheila Schmidt;



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Keegan Barkley

Title of Agenda Item: (VIII.e.) Potential Resolution to Release Exclusive Chartering Authority for Merit Academy

Item Type: ☐ Action ☒ Discussion ☐ Information

Background Information, Description of Need:

The Board of Education will continue its discussion regarding a potential resolution to release the District's exclusive chartering authority for Merit Academy.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

No motion is requested.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Ginger Slocum

Title of Agenda Item: (IX.a.) Appointment of Additional DAC & FAC Committee Members for 2026-27

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

The District Accountability Committee (DAC), School Accountability Committee (SAC), and Fiscal Advisory Committee (FAC) require Board approval.

Relevant Data and Expected Outcomes:

The following individuals are being recommended to fill the noted positions:

DAC

- CES Parent – Sarah Voget
- SES Parent – Joni Miller
- WP Jr./Sr. HS Parent – Elizabeth Summeril
- WP Jr.Sr. HS Student – Aurora Ingram
- Charter School Parent (must have a student enrolled at Merit Academy) – Miranda Price
- One Person in the community who has demonstrated knowledge of charter schools – Magia Sedesky

FAC

- Charter School Representative – J.J. Podhirny

Recommended Course of Action/Motion Requested:

A motion is requested “to approve the additional DAC committee members as recommended by the administration”.

A motion is requested “to approve the additional FAC committee member as recommended”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Jason Farris

Title of Agenda Item: (IX.b.) Gateway Learning Center License Agreement with Coach

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

The license agreement is between the District and Sam Schmidt for use of space at Gateway Learning Center for the storage of books and related materials.

Relevant Data and Expected Outcomes:

The license agreement includes two rooms at Gateway, rooms 181 and 155. The agreement term ends June 30, 2027, and the fee is \$1,000.00 / month.

Recommended Course of Action/Motion Requested:

A motion is requested “to approve the Gateway Learning Center License Agreement with Coach”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Karen Hamlow

Title of Agenda Item: (IX.c.) 2026-27 Unified Improvement Plan

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

Board approval of the 2026-27 Unified Improvement Plan is required.

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

A motion is requested “to approve the 2026-27 Unified Improvement Plan”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: October 13, 2026

Prepared by: Keegan Barkley

Title of Agenda Item: (IX.d.) Resolution in Support of Woodland Park School Tax Ordinance 1532

Item Type: ☒ Action ☐ Discussion ☐ Information

Background Information, Description of Need:

Relevant Data and Expected Outcomes:

Recommended Course of Action/Motion Requested:

A motion is requested “to approve the Resolution in Support of Woodland Park School Tax Ordinance 1532”.

WOODLAND PARK SCHOOL DISTRICT RE.2 RESOLUTION
2026-10-13

WHEREAS, Woodland Park School District Re-2 (the “District”), is a public school district, corporation and political subdivision duly organized operating, and existing under the Constitution and the laws of the State of Colorado [see C.R.S § 22-32-101 *et seq.*];

WHEREAS, the members of the Board of Education of the District (the “Board”) have been duly elected, chosen, and qualified;

WHEREAS, the Board may pass a resolution or take a position of advocacy on a local ballot issue. C.R.S. 1-45-117 *et. seq.*

WHEREAS, on September 3, 2026 the City of Woodland Park passed Ordinance No, 1532 known as the Woodland Park School Tax Ordinance (“Ordinance”) placing on the local ballot for voter approval a one quarter of one percent increase to the tax or excise upon all sales of tangible property or services to be annually appropriated to the District Certificate of Participation (“COP”) Fund, as specified in the Ordinance.

WHEREAS the District wishes to publicly SUPPORT AND ADVOCATE FOR the voters to approve such Ordinance in accordance with law.

**NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF THE
WOODLAND PARK SCHOOL DISTRICT RE-2:**

SUPPORTS AND ADVOCATES FOR the voters to approve the Woodland Park School Tax Ordinance.

This RESOLUTION is duly adopted by the Board of Woodland Park School District on October 13, 2026.

By: _____
Board President

Attest: _____
Board Secretary