

# **Parks, Recreation & Cultural Services**

PR&CS Administration, 1401 Recreation Way, Colorado Springs, CO 80905



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## **Agenda**

### **Westside Community Center Working Committee**

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**Thursday, February 15, 2024**

**2:00 p.m.**

**Westside Comm. Center, 1628 W. Bijou**

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#### **How to call in to the meeting for citizens:**

***Please dial +1 (720) 617-3426 Conference ID: 953 979 574#***

#### **How to comment:**

- *For Citizen Discussion concerning items that are not on the agenda please email your comments to [WCCWorkingCommittee@coloradosprings.gov](mailto:WCCWorkingCommittee@coloradosprings.gov) in advance of the meeting.*
- *For Agenda Items - Before the meeting, those who wish to comment should submit their name, telephone number, and the topic or agenda item for comment to [WCCWorkingCommittee@coloradosprings.gov](mailto:WCCWorkingCommittee@coloradosprings.gov). If you are a participant in Microsoft TEAMS please use the chat function to indicate you would like to comment. If you have joined the meeting via conference call, please listen for your opportunity to comment. You will be called upon to comment using the last four digits of your telephone number. Please limit your comment to three minutes.*

#### **Announcements**

New Member - Margie Valin

Staff and Committee

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#### **Citizen Comment/Discussion**

Citizens

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#### **Approval of Minutes**

Working Committee Meeting Minutes – January 18, 2024

Committee

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#### **Action Items**

Review of submitted *Proposals for Leased Space (15 minutes)*

- Pikes Peak Childrens Museum – Catherine Roosevelt

Review of submitted *Proposals for Program/Services (30 minutes)*

- Childrens Museum programming – Catherine Roosevelt
- Chess Wizards – Glandeth Letigio
- Clear Springs Health Bingo – Doug Veillon
- “Welcome to Your Body” and “What is Chiropractic” – Dr. Madhav Gramke

Staff and Committee

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**Committee Business**

Communications Subcommittee Discussion (15 minutes)	Committee
2024 Event Update – “Garage Sale/Swap Meet” (30 minutes)	Committee/Staff
Community Garden bed / Working Committee adoption of beds along Bijou (15 mins.)	Committee/Staff
	Liz and committee

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**Staff Updates (20 minutes)**

Westside Community Center	Staff
Facility Operations: Community garden; Signage on campus; Programs	Jamie
Center financials	Felicia

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**Presentation Items (35 minutes)**

Center Annual Report	Jamie
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**Adjournment**

Committee



**Westside Community Center Campus, 1628 West Bijou  
Leased Property Proposal**

**\*This proposal form and all information contained within will be made public during the Westside Community Center Working Committee review process.\***

Organization Name: Pikes Peak Children's Museum

Contact Name: Catherine Roosevelt

Contact Email: catherine@ppcm4kids.org

Contact Phone: 719.359.0144

Organization website: www.pikespeakchildrensmuseum.org

Current operating address: P.O. Box 50705 Colorado Springs, CO 80949

Industry or Sector: non-profit

**Organization Information** *(please attach additional pages as needed)*

*Please describe your organization, including mission and vision.*

Please see attached.



*Please describe how you see your organization integrating into the Westside Community Center Campus and neighborhood.*

Please see attached.

*Please describe how your organization will bring value to the Westside Community Center Campus and neighborhood.*

Please see attached.

*Please describe how you intend to make your business successful at the Westside Center Campus.*

Please see attached.



Number of years in business: 19

**Anticipated Use of Leased Space** *(please use additional pages as needed)*

Description of anticipated operational use of leased space:

The Pikes Peak Children's Museum would like to use the East Cottages for a museum space. We would set up exhibits for children that are "S.T.E.A.M" related and encourage learning through play. We would also utilize the space for community programming and events.

Number of staff expected to be housed on site at the Westside Community Center

Campus:

2

Anticipated foot traffic:

50 - 100/day

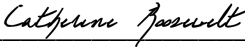
Anticipated daily/weekly operating/usage hours:

8-5 Tuesday - Saturday

*Optional: You may submit a cover letter expressing your interest in leasing space at the Westside Community Center Campus.*

**Statement of Understanding**

*I understand that this is a proposal to lease property on the Westside Community Center Campus. I understand that this form and all information contained within will be made public during the Westside Community Center Working Committee review process. I acknowledge that the City is subject to the Colorado Open (Public) Records Act, C.R.S. § 24-72-201 et. seq. I further understand that, if selected to discuss a lease agreement, I will be contacted by a member of the City of Colorado Springs Parks, Recreation and Cultural Services Department. **Failure to sign and return this form could result in the rejection of the entire submission.***

DocuSigned by:  
  
\_\_\_\_\_  
Signature of proposer

1/12/2024  
\_\_\_\_\_  
Today's Date



***Please describe your organization, including mission and vision.***

The Pikes Peak Children's Museum is a hands-on educational organization in Colorado Springs that engages learners of all ages by sparking creativity, discovery and life-long learning through purposeful play.

Our vision is to build trusted partnerships and be an inclusive community organization offering educational resources and unique opportunities to inspire children and families.

***Please describe how you see your organization integrating into the Westside Community Center Campus and Neighborhood.***

During the 19 years of the Pikes Peak Children's Museums existence, there has been an extensive list of board members and volunteers working towards obtaining a museum space. Most of their efforts have been workinleag to build a multi-million dollar facility downtown that would bring in tourists. Our current leaders have come to the realization that the support for such endeavors is lacking from the community. Instead, we believe that our mission is to provide a space for OUR children. We want to engage the children and families of Colorado Springs. We want to be affordable and accessible to every person. We will continue to run our "Museums for All" program which allows for anyone that receives government assistance (WIC or EBT) to visit for a fraction of the price. Historically, that has been \$2/person. We want the community to engage in the children's museum no matter their economic status.

***Please describe how your organization will bring value to the Westside Community Center Campus and neighborhood.***

Children. What is better than providing a space for children to learn, imagine, create, play, etc.?

***Please describe how you intend to make your business successful at the Westside Center Campus.***

The Pikes Peak Children's Museum is the only non-profit children's museum in the city. We KNOW the demand for such a space is wanted in the community. There are over 275 children's museums across the country. Colorado Springs is severely lacking when it comes to these types of spaces for children. We have a supportive working board and extensive list of volunteers. We are fundraising to obtain the funds for an Executive Director.



**Westside Community Center Campus  
Contract Program or Service Provider Proposal**

**\*This proposal form and all information contained within will be made public during the Westside Community Center Working Committee review process.\***

Organization or Provider Name: Pikes Peak Children's Museum

Contact Name: Catherine Roosevelt

Contact Email: catherine@ppcm4kids.org

Contact Phone: 7193590144

Type of Organization:  Individual  For Profit  Non-Profit  Other: \_\_\_\_\_

What type of program or service are you proposing?

- Program (Defined as an ongoing, multi-session offering that builds on skills or learning from session to session, typically lead by an individual or instructor)
- Service (Defined as an offering providing a community good, either for no or nominal cost, to enhance community understanding of a particular topic or be a resource or service for the community)
- Other:

**Organization and Proposed Program Information**

*(please attach additional pages as needed)*

Please describe your proposed contract program or service. Include the title, description, populations served, anticipated attendance per class and general participant fees (if applicable). Please also include how this program or service is of value to the Westside Community, list goals and objectives of the program or service, and describe how you intend to make this program successful.

The Pikes Peak Children's Museum has been doing a "Stories and S,T.E.A.M." (formerly S.T.E.M.) program for the last 5 years. Our Programming Committee works to find children's stories and S.T.E.A.M. related activities that coincide. We would work to advertise the program on social media, The Colorado Springs Moms Collective, and are open to other avenues of marketing to children and their adults.

I would like to note that "Stories and STEAM" is not the only thing the Programming Committee has up their sleeves! we are not short of ideas. We would love the opportunity to work with some of the community garden beds. We would also like to utilize some of the overflow parking space for activities when the weather is conducive. The Programming Committee feels that once we establish a more permanent location for the museum, we will be able to broaden our programming capabilities!

(proposal form continues on next page)



CITY OF COLORADO SPRINGS  
DEPARTMENT OF PARKS, RECREATION AND CULTURALS SERVICES

*Optional: You may submit a cover letter further expressing your interest in offering this contract program or service at the Westside Community Center Campus.*

**Statement of Understanding**

*I understand that this is a proposal to offer contract programs and services at the Westside Community Center Campus. I understand that this form and all information contained within will be made public during the Westside Community Center Working Committee review process. I acknowledge that the City is subject to the Colorado Open (Public) Records Act, C.R.S. § 24-72-201 et. seq. I further understand that, if selected to discuss an agreement, I will be contacted by a member of the City of Colorado Springs Parks, Recreation and Cultural Services Department. **Failure to sign and return this form could result in the rejection of the entire submission.***

DocuSigned by:

*Catherine Roosevelt*

Signature of proposer

1/12/2024

Today's Date



**Westside Community Center Campus  
Contract Program or Service Provider Proposal**

**\*This proposal form and all information contained within will be made public during the Westside Community Center Working Committee review process.\***

Organization or Provider Name: Chess Wizards, Inc.

Contact Name: Glandeth Letigio

Contact Email: glandethl@chesswizards.com

Contact Phone: 773-312-3907 x 628

Type of Organization:  Individual  For Profit  Non-Profit  Other: \_\_\_\_\_

What type of program or service are you proposing?

Program (Defined as an ongoing, multi-session offering that builds on skills or learning from session to session, typically lead by an individual or instructor)

Service (Defined as an offering providing a community good, either for no or nominal cost, to enhance community understanding of a particular topic or be a resource or service for the community)

Other: \_\_\_\_\_

**Organization and Proposed Program Information**

*(please attach additional pages as needed)*

Please describe your proposed contract program or service. Include the title, description, populations served, anticipated attendance per class and general participant fees (if applicable). Please also include how this program or service is of value to the Westside Community, list goals and objectives of the program or service, and describe how you intend to make this program successful.

Scholastic Chess Summer Camps, additional pages attached.

(proposal form continues on next page)





*Optional: You may submit a cover letter further expressing your interest in offering this contract program or service at the Westside Community Center Campus.*

**Statement of Understanding**

*I understand that this is a proposal to offer contract programs and services at the Westside Community Center Campus. I understand that this form and all information contained within will be made public during the Westside Community Center Working Committee review process. I acknowledge that the City is subject to the Colorado Open (Public) Records Act, C.R.S. § 24-72-201 et. seq. I further understand that, if selected to discuss an agreement, I will be contacted by a member of the City of Colorado Springs Parks, Recreation and Cultural Services Department. **Failure to sign and return this form could result in the rejection of the entire submission.***

*Glandeth Letigio*  
\_\_\_\_\_  
Signature of proposer

01/19/2024  
\_\_\_\_\_  
Today's Date

**TO:** Mark Snow  
The City of Colorado Springs  
Department of Parks, Recreation  
and Cultural Services

**RE:** Chess Wizards Summer Camps

# **PROPOSER:**

Chess Wizards, Inc.  
4450 N Central Ave,  
Chicago, IL 60630  
(866) 949-4386  
[www.chesswizards.com](http://www.chesswizards.com)  
[info@chesswizards.com](mailto:info@chesswizards.com)

Primary Contact:  
Sergio Cisneros  
[sergio@chesswizards.com](mailto:sergio@chesswizards.com)  
346-388-0013

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**Cover Letter**

To:

**The City of Colorado Springs**  
Department of Parks, Recreation  
and Cultural Services

**Dear Mark Snow,**

Thank you for allowing us the opportunity to submit this proposal for Summer Recreational Programming. Since our founding in 2002, Chess Wizards has provided fun, engaging, and informative learning experiences to tens of thousands of students across the United States. Over the years, we have built a diverse group of professional educators, administrators, and executives who are capable of exceeding your expectations in all aspects of after school programming. Our team has experience providing services for public schools, private schools, and whole school districts. We have experience with class sizes from 10 - 200 students, as well as organizing day camps and large events. We are available to provide before school, lunch, or after school classes at all K-8 schools at your schools.

I am confident that our program will align with the goals of The City of Colorado Springs. I hope that we can provide valuable life experiences to our students for many years to come.

Best Regards,

**Artem Ishchenko**

Founder/CEO

artem@chesswizards.com

(224) 217 - 2569 - cell

(866) 949 - 4386 - office

Tel: 866-949-4386  
Email: info@chesswizards.com  
ChessWizards.com

## Company Overview

### General Information – Chess Wizards, Inc. (4450 N Central Ave, Chicago, IL 60630)

Chess Wizards is a national K-8 scholastic chess education company. Since our first classes in 2002, our Chess Wizards have inspired thousands of children across the United States and Canada to think logically, solve problems, win graciously, and learn from defeat. We believe strongly that education should be fun and exciting. Chess classes and lessons are based around our original, fun, high-energy Chess Wizards curriculum. Whether our students come to us as experienced players or are brand new to the game, Chess Wizards makes chess fun for all!

Our Mission: Safety, Fun, Friendship, and Learning

#### Safe, Friendly and Fun

Chess Wizards classes provide a safe and welcoming learning environment, with a wide range of activities and opportunities for our students to grow.

#### Lifelong Learning

We inspire our students to be lifelong learners, both on and off the board. Our classes encourage critical thinking, problem-solving and planning, while utilizing a step-by-step approach to build our students' self-confidence.

#### Building Relationships

Chess is a social game, played all over the world by people of all ages. By prioritizing sportsmanship, friendship, and inquiry over competition, Chess Wizards provides our students with a foundation which they can use to enjoy chess with their friends and family for the rest of their lives.

### Our Programs - In-Person and Online

Chess Wizards offers fun, intellectual and challenging chess education and tournament experiences to children of all abilities and ages. Our chess instruction is held at participating schools, as well as park districts, churches, and chess clubs. We also offer private lessons, run scholastic tournaments, and hold chess camps during school vacations. In addition to lessons and traditional gameplay, we incorporate variations of chess games that build teamwork and foster a genuine enjoyment of a game over a thousand years old!

Our classes are also available online! We've adapted some of our most popular activities in the physical classroom to fit the digital one. These include puzzles, tournaments, blitz games – even chess variation games! Chess Wizards Online is designed to be an enjoyable and valuable experience for our students, even after they can finally go back to their regular classes.



Tel: 866-949-4386  
Email: [info@chesswizards.com](mailto:info@chesswizards.com)  
[ChessWizards.com](http://ChessWizards.com)

## Significant Experience – Local and National

Chess Wizards has served tens of thousands of students since our founding in 2002. Below are some locations which have offered Chess Wizards this school year.

### *References*

Schools	Multi-school districts
<p><b>Longmont Parks &amp; Recreation, CO</b>                      Kristen Rudisill                      (303) 774-3795  <a href="mailto:kristen.rudisill@longmontcolorado.gov">kristen.rudisill@longmontcolorado.gov</a></p>	<p><b>Troy School District in Troy, MI</b>                      Wyatt Dawn                      248-823-5100  <a href="mailto:dwyatt@troy.k12.mi.us">dwyatt@troy.k12.mi.us</a></p>
<p><b>Burlington Parks, Recreation &amp; Waterfront, VT</b>                      Susan Carter                      802-316-1512  <a href="mailto:SNcarter@burlingtonvt.gov">SNcarter@burlingtonvt.gov</a></p>	<p><b>Arlington Community Education, MA</b>                      Monica Von Huene                      781-316-3562  <a href="mailto:mvonhuene@arlington.k12.ma.us">mvonhuene@arlington.k12.ma.us</a></p>
<p><b>Brookline Recreation, MA</b>                      Joshua Cooke                      617-308-4213  <a href="mailto:jcooke@brooklinema.gov">jcooke@brooklinema.gov</a></p>	<p><b>Lake Travis Independent School District, TX</b>                      Suzi Menfi                      512-533-6018  <a href="mailto:menfis@ltisdschools.org">menfis@ltisdschools.org</a></p>

## Proposed Services

### Vacation Day Camps

Chess Wizards offers summer and holiday vacation camps for children aged 6-12. As much as we love chess and champion its cognitive and character benefits, we don't believe it is asking an 8-year old to stay inside for 3 or 6 hours and just play chess during their vacation. So we've developed an interactive day-camp format that includes all kinds of activities to keep kids both physically and mentally engaged during their time with us.

Team chess games, puzzles, skill-building, and team and individual physical games are just some of the ways we integrate the whole person into our camp activities. A sample day might include exploration of a technical chess concept, fun group challenges which hone specific chess thinking patterns, a healthy snack, a mini-tournament, capture-the-flag, and blob tag. Or creating and designing your own chess piece to be used in a practice game with your new friends. After all, it's camp... we want our students to make memories that they will carry with them through the upcoming school year and beyond.

#### [Summer Camps Video](#)

#### **Day Camp Format** (times listed are examples)

**9:00 – 9:10:** Attendance and welcome.

**9:10 – 9:30:** Chess games and other activities.

**9:30 – 10:00:** In-depth chess concept lessons.

**10:00 – 10:30:** Puzzles, practice, games, and snack time.

**10:30 – 11:00:** Physical activity time – recess and camp games.

**11:00 – 11:30:** Team chess games and chess variation games.

**11:30 – 12:00:** Camp crafts and fun activities.

**12:00 – 12:30:** Lunch (full day campers only – must bring sack lunch)

**12:30 – 1:00:** Chess games and other activities.

**1:00 – 1:30:** In-depth chess concept lessons.

**1:30 – 2:00:** Team chess games and chess variation games.

**2:00 – 2:30:** Physical activity time – recess and camp games.

**2:30 – 3:00:** Team chess games and chess variation games.

- **Proposed Summer Camp 2024 dates at The City of Colorado Springs to choose from:**

Week 1: June 3-7

Week 2: June 10-14

Week 3: June 17-21 (four-day camp; price break applies)

Week 4: June 24-28

Week 5: July 1-3 (three-day camp; price break applies)

Week 6: July 8-12

Week 7: July 15-19

Week 8: July 22-26

Week 9: July 29- August 2

Week 10: August 5-9

Week 11: August 12-16

Week 12: August 19-23

- **Days of the week:** Monday – Friday

- **Proposed camp time:**

- Half-Day AM: 9:00am - 12:00pm

- Half-Day PM: 12:00pm - 3:00pm

- Full day: 9:00am - 3:00pm

- **Price:**

- Half Day (15 hours per week): \$230.00 per student per week\*

- Full Day (30 hours per week): \$330.00 per student per week\*

*\*Reflects base price paid to Chess Wizards, BEFORE any additional School District surcharge.*

- **Location:** Westside Community Center Campus

- **Minimum:** 14 students

### **An End-Of-Summer Celebration**

Our instructors do an award/trophy presentation on the last day. All of the students receive the same trophy. We teach students "tournament mode" and how to play in structured tournaments during the camp. The teacher has the choice of what times to play tournament mode.



Samples Social Media Banners



## Special Needs Accommodations

The importance of inclusion of children with special needs into any enrichment or summer camp program is one of the central tenets behind all the work and programs conducted by Chess Wizards. Therefore, Chess Wizards staff will work with parents regarding planning for the inclusion of any students with disabilities into its programs.

From the outset, Chess Wizards relies on the parents to inform the company if their child/ children have any special needs that need to be addressed. Once a parent has identified their child/children as having special needs, Chess Wizards will secure permission from that parent/those parents to access a copy of the child/children's Individualized Education Plan, Individual Health Plan, or 504 Accommodation Plan. Information from these plans will be used to help our staff work with parents to devise a successful course of action for inclusion into regularly scheduled activities. It is, however, ultimately up to the parent to decide if the Chess Wizards program is the best choice for their child's enrichment needs.

### Staffing

Chess Wizards can accommodate a student with a private aide should the parent provide one.

## Details, Details, Details – Organizational Setup From A to Z

### Class Set Up – Space, Scheduling, and Policies

Our program is very simple and easy for you to offer at your school – we are equipped to handle all aspects of the program, including registration, promotion, attendance, supplies, and customer service. Our Area Managers will work with you to discuss the planning details which are essential to a successful Chess Wizards class.

#### Space

The spatial needs of our program are very simple – we require tables that will fit an 18”x18” chess board and chairs for our students, and a classroom area that is relatively apart from other activities such as sports and other school activities. As chess is a game that requires concentration, and the social environment of the chess club itself already provides plenty of its own distractions, fewer external noise and activity variables will make for a much more productive class.

## **Class Size**

Our maximum instructor/student ratio is 1/14. Our Managers will discuss which rooms you have available and recommend a maximum class size based on how many students the space can accommodate along with our own teacher/student ratio.

## **Scheduling**

Deciding which day to hold classes on will be a balance between finding available space, other scheduled programs, and our instructor variability. We prefer not to be scheduled on days where we will be competing with similar 'brain-oriented' after school programs as this tends to detrimentally affect enrollment for both programs. Our start date, end date, and session length are flexible and can be based around your scheduling needs.

## **School Policies and Procedures**

We have experience working at nearly every type of educational and community venue, such as public schools, private schools, religious schools, community centers, public events, and social clubs. We are happy to adapt our own safety, discipline, and classroom management policies to fit your educational mission, provided that a partner organization's expectations do not conflict with our company mission statements nor our policies of inclusion for all. Typical examples are asking our instructors to include terms from your school-wide educational mission vernacular, adjustments to our attendance and dismissal procedures, and adjustments to our own company dress code.

## **Registration and Billing**

### **Registration and Billing – Registration Through Chess Wizards**

Our administrative office is capable of handling all registration and billing tasks, should this be desired by our school and community partners. Event details are posted on our website, [chesswizards.com](http://chesswizards.com), which allow parents to register for our program online. Rosters are sent to stakeholders periodically leading up to and including the start date of the program.

### **Registration and Billing – Registration Managed By Client (Invoiced Programs)**

In the event that tuition is paid by arrangement with the school, an invoice will be generated and sent based on the agreed upon terms with your business office or accounts payable department. Our own business office generates invoices after the second week of class. Net 30 is our preferred billing term however we can discuss an alternative if this is precluded by your own accounts payable policy.

## **Attendance, Dismissal, and Safety Procedures**

In afterschool programs, our instructor arrives 15 minutes early and checks the school's absence report and compares it with their roster. If the roster is issued by the Chess Wizards office (in the case of parent-funded programs which register directly with Chess Wizards), their rosters will include parent contact information, emergency contact information, and authorized pickups. Instructors proceed to their class area and set it up so that they are ready to begin class when students arrive. A safety check is performed of the space to identify and remove any potential hazards.

Instructors also familiarize themselves with the locations of the bathrooms. In absence of any official school bathroom break policy, instructors will utilize the 'buddy system' to ensure no students are alone walking the halls.

Dismissal and transfer of responsibility at the end of the class will be overseen in accordance with each school's preferences. In the absence of any official policy, our instructors will escort the children to the designated pick-up area and ensure parents sign out their children.

Instructors will call parents/guardians immediately in the event a previously unauthorized or unrecognized adult attempts to pick up a child. If permission is not given or the parent is not available, we will refer the issue to the school office if it is still staffed. If the school office is not staffed, we will contact local law enforcement. Only adults which have been officially authorized by a child's legal guardians will be allowed to take responsibility for a child. In the even older students are allowed by their parents to walk home, written permission must be provided from their parent/guardian.

Instructors remain with the children until the last child has been picked up by their parent/guardians. A late pickup fee of \$15 is assessed for children picked up more than 10 minutes late, and an additional \$1/minute is assessed after 15 minutes. Instructors will attempt to contact everyone on the child's contact list and notify Chess Wizards administration. In the event a parent/guardian is 30 minutes late or more, and all attempts at contact have failed, the school office will be consulted before calling law enforcement.

## Classroom Management and Discipline Procedures

In our class introduction on the first day of Chess Wizards, our instructors explain the 4 rules of Chess Wizards:

1. You are still at school – all your normal school rules still apply!
2. Be safe! This includes listening to your instructors. When a Wizard is talking, you must be listening!
3. Be respectful! Treat others as you expect to be treated.
4. Have fun!

Our instructors ask the class for examples of how they can honor each of the rules to ensure everyone agrees to the rules as a group.

Chess Wizards instructors are trained in positive classroom management techniques and effective classroom set-up procedures. A core guiding principal in our instruction is that if a student's behavior becomes challenging, they have most likely become bored. Measures are taken to provide a variety of activities to keep students engaged and to redirect their energy into a new activity whenever the classroom environment begins to become difficult.

When an individual's behavior contradicts our class rules, our method is to address the behavior as the problem, not the student. Instructors ask the child to compare their behavior with the rule they are not following, and ask the student how it can be corrected. Repeated problems from an individual student, or any serious violations of rules such as physical confrontations or bullying, will result in a consultation with the child's parent/guardian directly after class to discuss a plan to correct the behavior. If the behavior is unresolved, our Area Manager will discuss the issue with the child's parent/guardian and inform them that a continuing negative situation will result in the child's removal from the program. The last step is removal from the program.

### Summary

Our exciting, innovative curriculum, our instructors, and our commitment to exceeding customer's expectations are the cornerstones of our success as a nationally recognized leader in chess education. We are confident Chess Wizards will be a great addition to your The City of Colorado Springs communities.

# **SAMPLE FLYERS**

# **CURRICULUM SAMPLES**

*Space is Limited!*



# Summer CHESS CAMPS!

Keep your brain turned on...  
With chess, fun and games  
all summer long!

## ABOUT CAMP:

Join us this Summer for tons of challenging chess lessons, exciting games, and cool prizes.

You'll improve your chess skills, meet new friends, and work out your most powerful muscle - your brain! Our camps include fun team chess games (like bughouse), recess time (of course), snacks, tournaments, and puzzles. Each camper receives a Chess Wizards T-Shirt, trophy, and puzzle folder. Unleash your brain power and spend some of your break time with Chess Wizards!

Chess Wizards has been teaching the game of chess since 2002. Our interactive curriculum makes learning fun for new and seasoned players alike. Our camps are led by our most experienced instructors, and provides our students with a memorable camp experience while challenging their minds!





# INTRODUCTION TO WIZARDRY (HOW TO USE THIS GUIDE)

## PRESENTATION

This is your bread and butter. Funny, witty, memorable, endearing, and more flowery adjectives. This portion of the guide will outline a proven way to impart your wisdom to your Young Wizards. Use it, the others we provide, and the cool lessons you see experienced teachers do, until you feel creative and comfortable enough to innovate on your own.

We use Socratic Method in our classes. Ask questions of your students at every opportunity so they do their own thinking... lectures should be a last resort. Use jokes, stories, and examples to direct their thinking to the answers you want them to find. You'll notice some lines in this guide you can use, word for word. Others you'll have to adapt and interpret. Generally though, if you see a "?", it's a signal that you should be asking your students a question at that particular time.

Some of the jokes in this guide are for your amusement, some are for the kids. Dialogue and explanation weave in and out of each other like a tapestry. You're smart, you'll figure it out. Just don't be too weird.



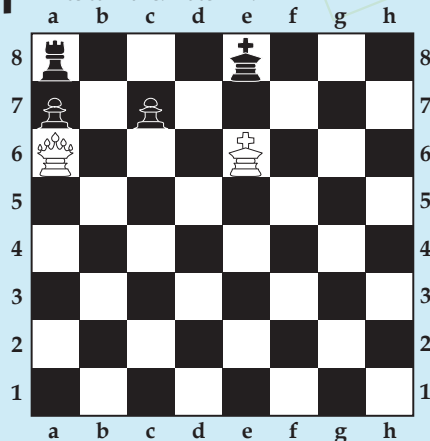
## KEY POINTS

- These are the nuggets of knowledge you want the students to get out of your lesson.
- In order for kids to eat these delicious nuggets, you need to engage each student with eye contact, body language, and participation.
- If you're not having fun, the kids won't be either, and they will create their own version of fun that is very dark for you, my friend...very dark indeed.

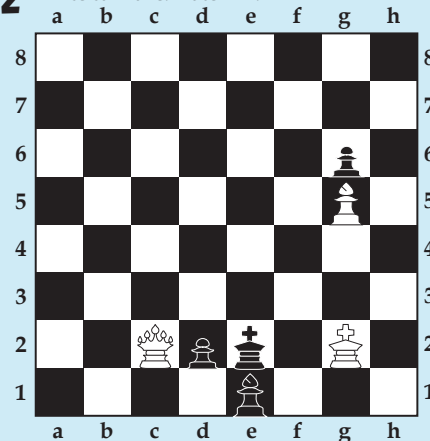
## DEMONSTRATION PUZZLE AND SOLUTION

Sometimes you'll show a puzzle, sometimes you'll show a process. Sometimes the set-up will be in notation, sometimes not. You're a Wizard, you can figure this stuff out. Always start with the fewest pieces possible to demonstrate a concept, then work in complexity. You'll want to have your puzzle set up before class, and make sure it works! We have hundreds of puzzles available that are applicable to a huge variety of concepts. You can find them in our worksheets, the regular manual, and newsletters. There is also a thing called the Internet and I hear it is incredibly useful for finding chess puzzles. Here are two examples to get your brain warmed up.

**1** White to move. Mate in 2.



**2** White to move. Mate in 2.



## NOTES FROM THE FIELD

- For Example:
- Our attention is directly linked to our eyes. Stay out of the class' cone of vision.
- Use Notation to teach the kids the kids that each square has an "address" which is a letter and a number. Use your wand to demonstrate the ranks and files and what they are called. Point to squares and have the class call it out. Make them say the piece they want to move, and where they want it to move to. It can save your life.
- A child's attention span is usually equal to their age in minutes. Switch things up constantly.
- Don't sit down with your back to the kids. Seriously. You don't know what they are doing back there.

# INTRODUCTION TO WIZARDRY - CONTINUED



## FUN ACTIVITIES

1. In this section you'll find some exercises and activities to reinforce the lesson, practice a technique, or things that are just plain fun.
2. Wizard-Says, Trivia, Bughouse, Allies, Take-Me Chess, Fischer Chess, Stock Exchange Chess, Puzzles, Chess Jeopardy, Ninjitsu. The list goes on and on!
3. Use your creativity - even chores can be made fun with the right attitude and activity. Here's some examples:

### Trash Dunk Dance

Are you having a hard time getting your kids to clean up? Pick up a piece of trash, and then demonstrate a triple-spin, behind your back, through your legs backwards dunk. Pick a volunteer, preferably someone with good hand-eye coordination, and have them throw you an alley-oop. Have a contest for the best dunk! Throw in a celebration dance for extra points.

### Using Chess Clock Time As A Reward

Kids love playing on a chess clock. There's something about a buzzer that fires people up. Use games against you with very short time controls (30 seconds for you, 2 min for them) as a reward for all kinds of things - good behavior, helping out in class, solving puzzles, and more. It is a great motivator for kids, and provides an extra spectacle at the end of class - everyone will want to watch.

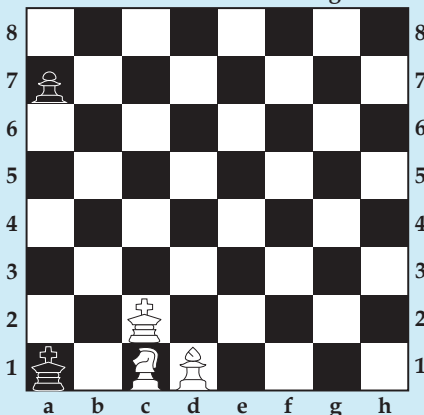
## RIDDLES AND MORE

Lateral thinking puzzles challenge kids to use their own brains and think creatively. This is the opposite of "just Google it". By the way - kids are not allowed to use phones, computers, or devices in Chess Wizards, so they won't be able to Google the answer anyway.

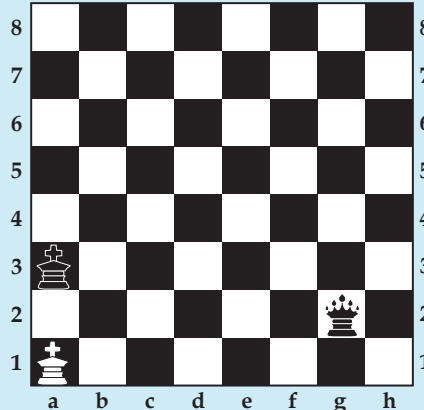
## ADDITIONAL PUZZLES

Here's a nightmare for you. You've prepared our puzzle from the other side of this page, thinking you'll have the kids stumped. They solve it in 2 seconds and you have to fill 10 more minutes of lesson time. You wonder if you remember your juggling skills well enough to put on a show. You think about The Lord of the Flies and Children of the Corn and start to sweat. Don't worry, Wizard - we have you covered! There's puzzles galore here at Chess Wizards. And if your little geniuses solve these too, and the riddle of the day, you've always got the puzzles from the homework lessons.

**3** White's turn. Find the checkmating pattern.  
a b c d e f g h



**4** Blacks turn. Find all checkmating and stalemating moves  
a b c d e f g h



## IRL - GET REAL

- The IRL of this chat room.
- For each lesson, ask the kids ways they can use this type of thinking in their life. Not, like, in 20 years. Like, tomorrow. An example for you:
- If you have a good attitude, are willing to learn, and genuinely want to have a positive impact on other people's (i.e. your students) lives, you will be fabulously successful as a Chess Wizard. At other things, too, most likely.

## PUZZLE SOLUTIONS

Upside down and smaller so you are less tempted to cheat. Also provides a tactile element to the reading experience - always good to look at things from different angles.  
ONE. 1. Qa1, followed by Qh8#. Unstoppable. Also a logic puzzle - why couldn't Black just castle? TWO. 1. Qc3 d1 Q 2. Qe3#. THREE. 1. Bh5! a6 2. Be8. With this pattern, Black must move their pawn down to a2, followed by a Nc3#. FOUR. Mate: Qf1, Qg1, Qh1, Qa2, Qb2. Stalemate: Qg6, Qc2, Qe4, Qb7.

# THE PAWN

## PRESENTATION

Ask the kids to raise their hand if they have driven a car. If any hands go up, that's a great time to make a joke, "How do you see over the dashboard? Can your foot reach the pedals? I'm definitely going to skateboard down YOUR street," etc. I'm sure you can come up with a few more- you ARE a Wizard, after all, and Wizards need to be able to laugh in the face of adversity. Next ask, "Who has ridden in a car?" and watch the hands shoot up. Now, imagine if your mom's car couldn't go in reverse, and you have The Pawn. Could a Pawn back out of the garage? Could a Pawn park in normal parking spots? No! Now imagine that they, the kids, can only walk forwards, they can never back up. Demonstrate this with your physical person. If you can only go forward, what happens when you run into something? You get stuck! Can't move forward anymore, unless you can capture something by moving to diagonally (more on that in a minute) Now imagine how slow everyone would go, if they couldn't go backwards? "I'm sorry, I'm going to have to fall into this pit of radioactive waste and turn into a 3- headed mutant... I just walked too far and have no way to get out!" Pawns go slow, they can only move 1 square at a time. But each pawn has a cool rocket pack- they can boost on their FIRST move 2 squares ahead instead of one. Each pawn can do it, but only on its first move.



## KEY POINTS

1. Never moves backward.
2. Captures diagonally, stuck when directly in front of a piece.
3. Get the Pawntastic game going right away!
4. You can mention promotion, don't teach en passant yet.

## DEMONSTRATION PUZZLE

Start with an empty chess board, with the pawns in their starting positions. Show the moves on the board as you demonstrate the concepts.

Now on to capturing, which can be a little tricky, since the Pawn is the only piece which captures differently than it moves. Have the kids imagine having a water fight, but the only thing you have is a bucket of water- no hose, no super-soaker, no water balloons- just a bucket of water. Someone is going to have to be real close in order for you to get them wet. If another pawn is in front of you, and you are trying to pour water on them, it will just go right into their bucket instead of splashing all over them, so you can really only get someone wet diagonally, in front of you (Pawns don't move backwards, remember). If that doesn't work, you can always use the real reason pawns were made to attack diagonally (see below), just make sure the kids know what "diagonally" means! Once you're sure the kids are following you, you can teach Pawntastic (also below).

While we're at it, it's a great time to teach how pawns work best when they form chains protecting each other.

## NOTES FROM THE FIELD

- Younger kids might not know the definition of the word "diagonal", be sure to ask the kids if they know what it means
- You can mention Pawn Promotion, as an "Awesome Super Power" which they'll learn more about later. Don't do En Passant- it's too confusing for kids just learning the basic rules!
- Don't assume the kids know anything yet. You might have to explain what capturing means, how to do it, that the white team goes first, that we take turns, move one piece per turn, etc.

# THE PAWN- CONTINUED



## FUN ACTIVITIES

- Pawntastic! is a simple game that we can build on to teach all of the other pieces. Pawns start on ranks 2 and 7. The first person to get a pawn all the way to their opponent's edge of the board (rank 1 or 8) wins the game. These games are pretty quick, so tell the kids to shake hands and switch colors when they are finished!
- More experienced players can play Pawntastic with their Kings and play until checkmate. For beginners, Pawntastic is a great game to work the other pieces into as you are teaching them.

## RIDDLES AND MORE

What has to be broken before you can use it?

## IRL - GET REAL

When two pawns run into each other, they get stuck, and cannot move until the game changes. So what do you do? Move another piece! In Real Life, if you get stuck, should you stay stuck? What should you do? Do something different!

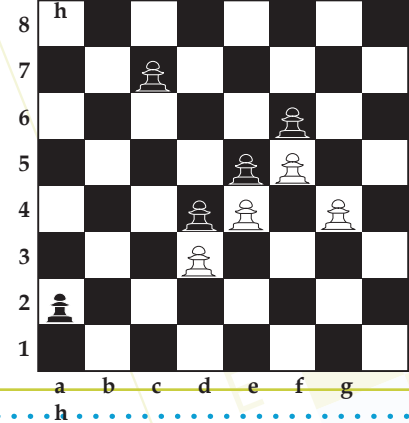
Pawns are best when they are protecting each other. Does that remind you of any real world applications?

## PUZZLE SOLUTIONS

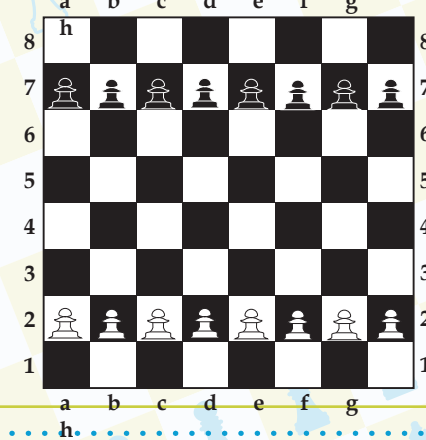
Puzzle 1: g4 and c7 are the weakest, since they will walk right into danger. Next weakest are d3 and f6 - they can be attacked without recapture. The strongest is a2 - it's about to promote!

An egg.

1 Point out the strong pawns and the weak pawns. Which is the strongest pawn?



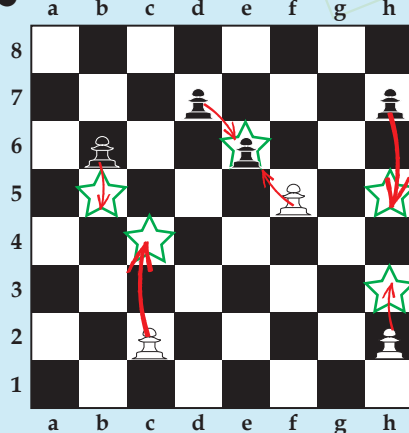
2 PAWNTASTIC!



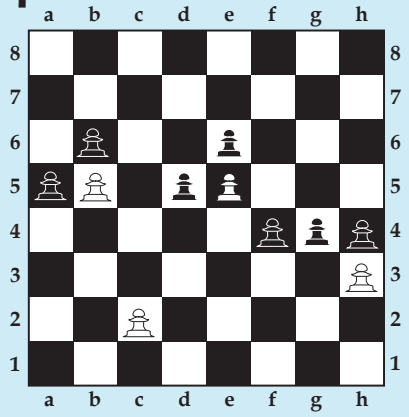
## PRESENTATION... CONTINUED

It's thought that the reason Pawns capture diagonally comes from the way ancient and medieval infantry fought. Infantrymen would often have a giant shield in front of them, both blocking frontal attacks and preventing them from attacking straight ahead with their spears or swords. Since they were often in formation next to their buddies who also had shields, they often wouldn't be able to move their shields to the side to attack straight ahead, or else they would open themselves up, so they would have to use the diagonal gaps between the shields.

3 Let's call out some pawn moves!



4 Let's call out some pawn moves!



# VARIATION GAME – TAKE ME CHESS!



## PRESENTATION

Today we are going to learn our fun chess variation game- Take Me Chess!

We've been moving a lot of pieces around since we started playing King Take Baby Chess. How many times have you moved a piece, maybe your Queen, to a square you thought was safe, maybe were even thinking, "Muahahahaha! On my next move I'm going to capture their King, and win the game! This is going to be epic! Everyone will be scared to play me because of how amazing I am!" You move your piece to this incredible spot, you're rubbing your hands with excitement, ready to collect your Wizard points and tell the whole class that you're ready for the next challenger... and then your opponent captures your Queen. "How could they do that! Didn't they know I was about to win?" Well, if they were using their brains – it really is your strongest tool, by the way- yes, they did see that, and that's why they captured you!

## KEY POINTS

1. Must use "Touch Move" rules when saying "Take Me!" – if the player lets go of their piece before saying the words, the other player doesn't have to do it!
2. Lose all your pieces to win the game – games can end in Stalemates.
3. One of the only game where a King can be captured!

## DEMONSTRATION PUZZLES

Take Me Chess trains Little Wizards to look for the danger zones, squares where their pieces could get captured. The object is very simple: first person to LOSE all their pieces wins. All the pieces move normally. Players move their pieces INTO danger, saying "Take Me" before they let go of their piece. If a player has said "Take Me," the other player must capture one of the first player's pieces... however they can choose which piece to capture, and which piece they use to capture it with, if there are more than one pieces left in danger at the end of the turn. Capturing a piece uses up a turn just like normal, but the capturing player should look for captures that will put their own pieces into danger, saying "Take Me!" before letting go, to avoid their opponent controlling the tempo of play.

**1** Black moves ...d5 and says 'take me!' before letting go of their piece. White must capture.

**2** As White captures, they say 'take me!' Black must capture the d4 pawn with their Queen.

## NOTES FROM THE FIELD

- This game is usually played very quickly. Be ready to switch kids up with different partners, have kids switch colors, and order kids around at a rapid pace.
- You'll need to be moving around the room a lot if this is the first time you are running this activity. This is not an activity to be playing yourself unless the kids have it down and just love playing it- then they'll be challenging you all over the place because they know it is much easier for them to win!
- The Queen is one of the first pieces you want to lose in this game, because of all the ground it covers. This is a good tip to give the kids after they've gotten a few games under their belt- ask the kids about it and see which of them have already figured it out!

# VARIATION GAME – TAKE ME CHESS! CONTINUED

## FUN ACTIVITIES

This game isn't enough? Make things more interesting by calling out a piece that your little Wizards must lose first.



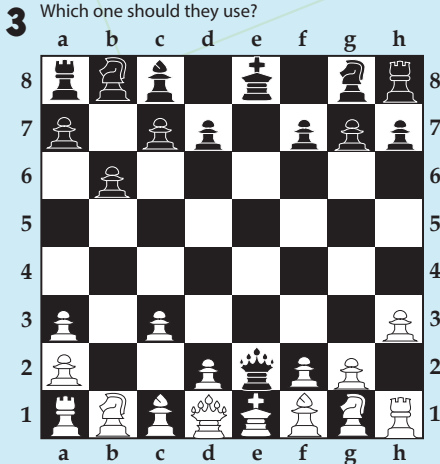
## RIDDLES AND MORE

Jenny throws a water balloon the hardest she can. Even though nothing and no one touched it, it comes back and breaks on her head. How?

## PRESENTATION... CONTINUED

The King is a normal piece in this game, losing it means nothing to the end of the game. The game can end in a draw, if for instance a player has no legal moves when it is their turn, so it is a great intro to the concept of Stalemate. Explain that this is one of the few times in chess that the King can be captured like a normal piece. Pretty soon they are going to be giving up King Take Baby Chess for good, so they need to know that!

Black has just captured Qxe2 and said 'take me.'  
Which three pieces can White recapture with?  
Which one should they use?



## IRL - GET REAL

Being able to look at a situation and figure out the potential dangers and problems is a very important skill to practice. You can't always avoid every danger or problem- why would you want to anyway?- but knowing what can go wrong means you can make a plan to deal with it. In chess, it's always the move you didn't see that gets you, and IRL it isn't much different. Brainstorm with the kids about some of the ways they can apply this to their own lives.

## PUZZLE SOLUTIONS

THREE: White should recapture with their Knight or their King. Black would not be able to put any of their pieces in danger on the next turn. If you captured with the Queen for instance, Black could make any number of moves into danger and say 'Take me.'

She threw it straight up.

# **TAKE HOME EXAMPLES**

# CHECKMATE IN 2 MOVES

## FIND A CHECKMATE IN 2 MOVES!

Hints: Puzzles 1-3 - Try your Queen! 4-6 Try your Rook!  
7-9 Try your other pieces!

ONE - Fernandez Otero vs Kartele, 2002, 1. Qf7+ Kh8 2. Bd4# TWO - Kiran vs Gunt, 2002, 1. ... Qd3+ 2. Ka1 Rc1# If black starts with 1. ... Qd1+ they won't get a checkmate 2. Re1; blocking check THREE - Solovneanu vs Solovev, 2001, 1. Qh8+ Kd7 2. Qd8# FOUR - Hanukov vs Gurevich M., 1973, 1. ... Nc4+ 2. Ke2 Rct# FIVE - Whites turn: 1. Ra7+ Ke8 2. Rf8# If White plays 1. Rf7+ they won't get checkmate 1. ... Kf8! And then Black's turn: 1. ... Rg2+ 2. Kh1 Rth4# 2. Kh3 R4g3# SIX - Gager vs Bryker, 1976, 1. ... Rg2+ 2. Ke3 checkmate 1. ... SEVEN - Mihaylov vs Kantorovich, 1988, 1. f3+ Kf4 2. Bb8# EIGHT - Monteyro vs Vertunelli, 2009, 1. ... g6+ 2. Kxh6 Rh4# NINE - Palero vs Gomes, 2002, 1. Bg7+ Kg8 2. Nh6# (2. Ng6?? Bxf6).

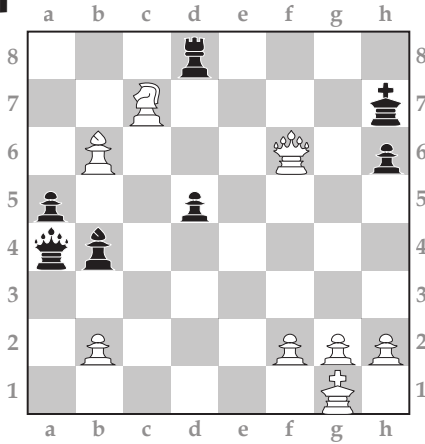
**PUZZLE SOLUTIONS - NO PEKING!**

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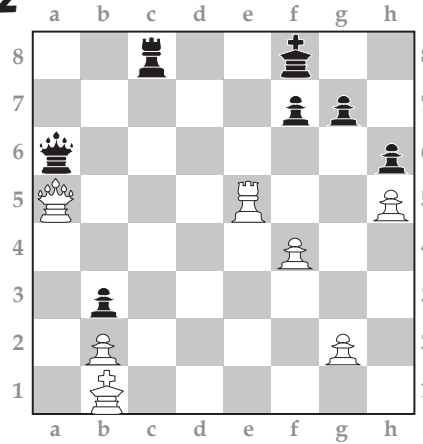
"We have 3 puzzle difficulty levels for each topic of study - 'Easy', 'Harder', and 'My Brain Hurts!'

**"EASY"\***  
**PUZZLES! MATE IN 2...**

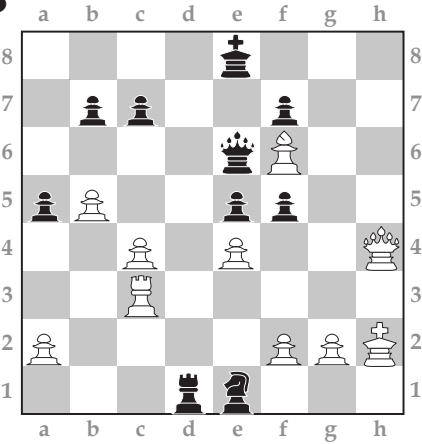
**1** White to move.



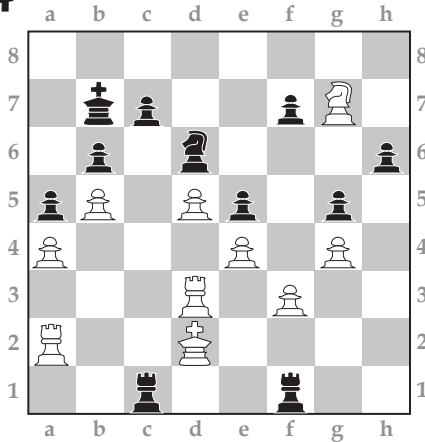
**2** Black to move.



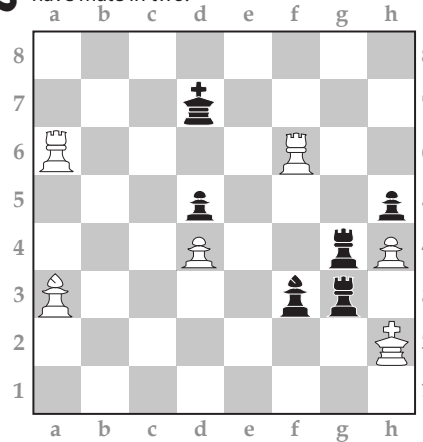
**3** White to move.



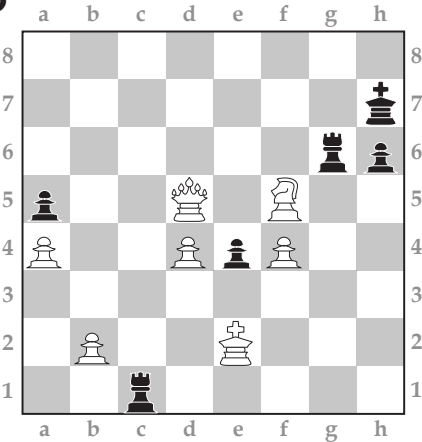
**4** Black to move.



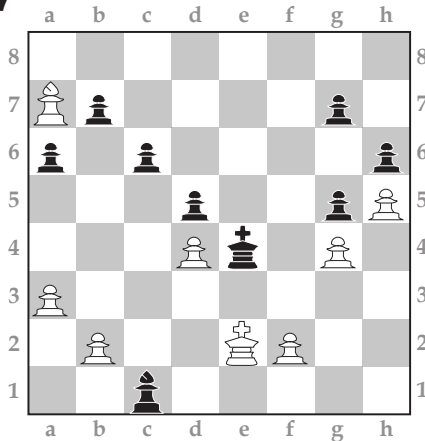
**5** White to move. If it's Black turn they ALSO have mate in two!



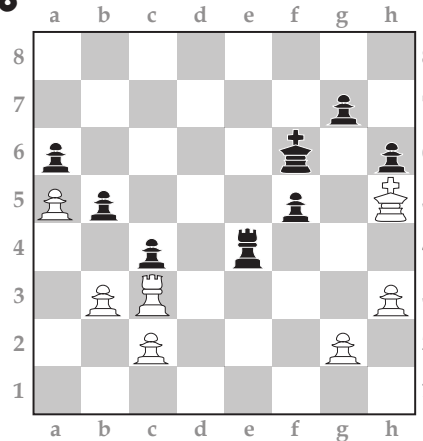
**6** Black to move.



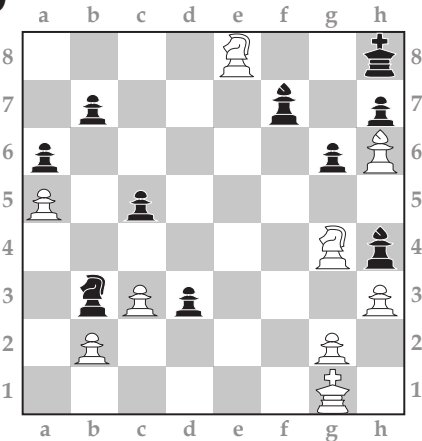
**7** White to move.



**8** Black to move.



**9** White to move.






# CHECKMATE IN 2 MOVES

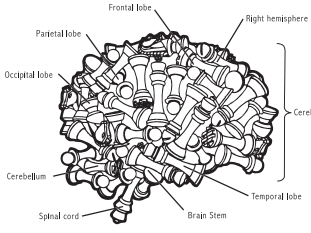
## FIND A CHECKMATE IN 2 MOVES!

ONE - Paris - Dominges, 2002, 1. QxT7+ BxT7 2. BxT7 2. BxT7 # TWO - 1... Qh1+ 2. Bxh1 Rxd1 # THREE - Pales - Dzhindzhishvili, 1982, 1. Qf7+ Rxf7 2. Rxf7 # FOUR - 1... Qf1+ 2. Rxf1 Rxf1 # FIVE - Ivanov - Balakirsky, 1982, 1. Rxd7+ Bxh7 2. Qxh7 # SIX - Neyman - Mihaylov, 1986, 1. Rh5+ gxh 2. Qxh5 # SEVEN - Hankov - Idelchik, 1980, 1. Nd7+! Kh7 2. Qg7 # (1. Ne8+ Kh7 and now White team cannot give checkmate). EIGHT - Domus - Shkonda, 1997, 1. Re8 Bxe8 2. Qg8 # (1... Qxe8 2. Qf6#) NINE - Reit - Kidash, 1928, 1... Nd1+ 2. Kh1 Qf1 #; Whites turn: 1. Bg6+, a discovered check, 1... Kxg8 2. Qh7 #.

**PUZZLE SOLUTIONS - NO PEEKING!**



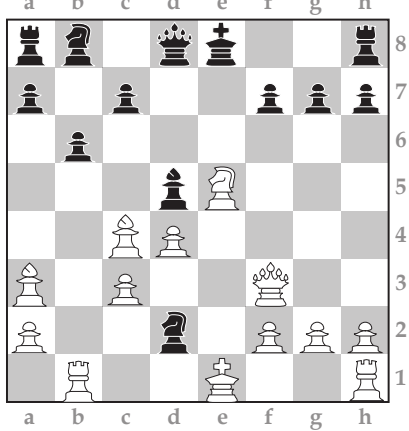
**"HARDER!"\***



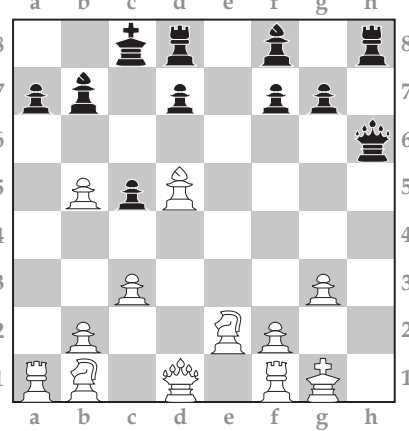
\*We have 3 puzzle difficulty levels for each topic of study - 'Easy', 'Harder', and 'My Brain Hurts!' See if you can master them all!

**PUZZLES! MATE IN 2...**

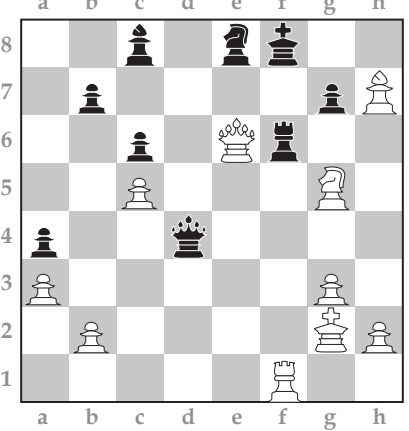
**1** White to move



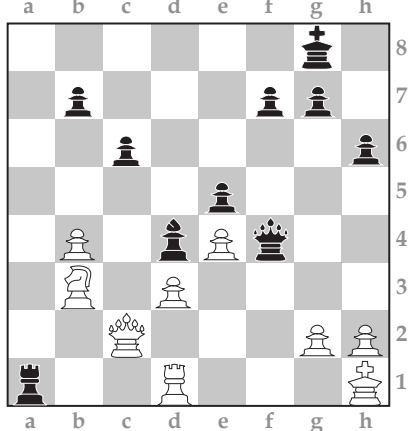
**2** Black to move



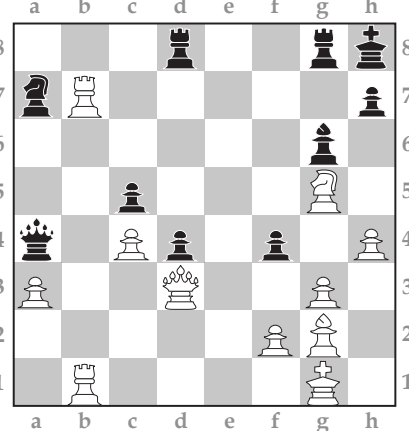
**3** White to move



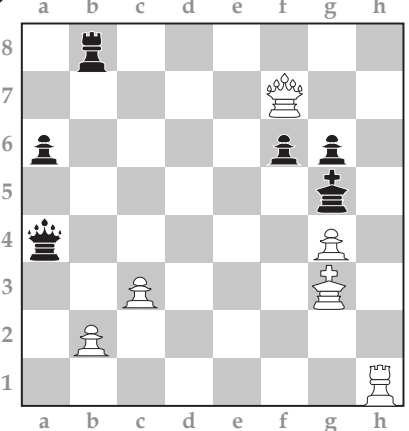
**4** Black to move



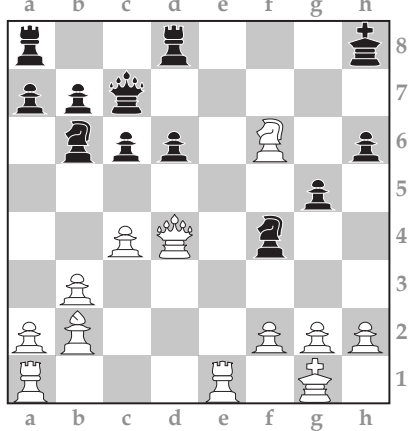
**5** White to move



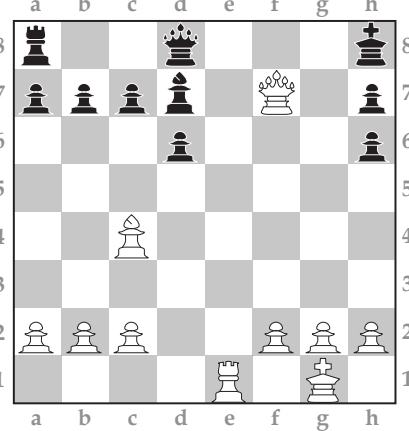
**6** White to move



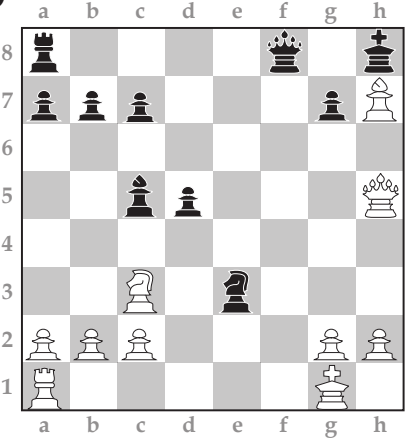
**7** White to move



**8** White to move



**9** Black to move. If it's Whites turn they ALSO has mate in two!



# CHECKMATE IN 2 MOVES

**FIND A CHECKMATE IN 2 MOVES!**

TEN - M. KRAVEL, 1900. 1. Rg4! zuzugzwang. 1... Bxg4 2. Qb1#. 1... Kc1 2. R4#. 1... Kd3 2. Qe4# ELEVEN - S. LOYD, 1878, edited. 1. Qh8! zuzugzwang. 1... Nb4 Qd3# THIRTEEN - A. GAITSIKY, 1894. 1. Ba1! zuzugzwang. 1... Kxe4 2. Bc6#. 1... Bxa4 2. Qd3#. 1... Bxe4 2. Bd1#. 1... Nc3 (or any other move with knight b1) through diagonal h2-b8) zuzugzwang 1... Rxa1 2. Bb1#. 1... Ra2 2. R2#. 1... Ra8 2. Bg8#. 1... f2 2. Qx8! FIFTEEN - V. SHINKMAN, 1909. 1. Rf1, threatening Qe3#. 1... ex=N (or any other piece) 2. Qb2#. 1... Ng3 2. Qf4#. 1... g5 2. Qe3#. SIXTEEN - S. LOYD, 1876. 1. Nf2! threatening 2. Nkx3#. 1... Kd6 2. Nk3#. 1... Kd2 2. R2#. 1... Bxb2 2. R4#. 1... Nc8! EIGHTEEN - L. KUBBEL, 1928. 1. Ne8! threatening 2. Qx6#. 1... Ra4 2. c4#. 1... Ra3 2. c3#. 1... Re4 2. Ng7#. 1... Re3 2. Rk4#. 1... Rd2#. 1... Bxb2 2. R4#. 1... Nc8!

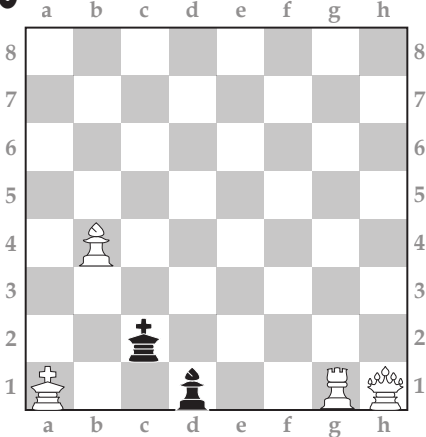
**PUZZLE SOLUTIONS - NO PEEKING!**

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Strategies for Life

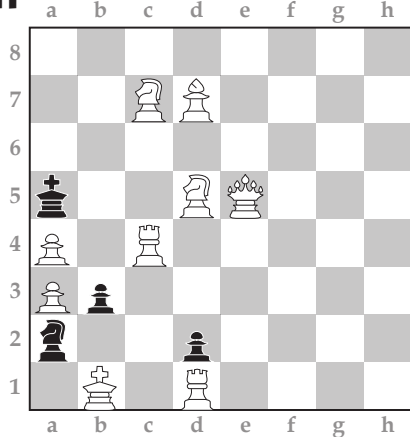
"We have 3 puzzle difficulty levels for each topic of study - 'Easy', 'Harder', and 'My Brain Hurts!' See if you can master them all!"

**PUZZLES! MATE IN 2...  
"MY BRAIN HURTS #2"\***

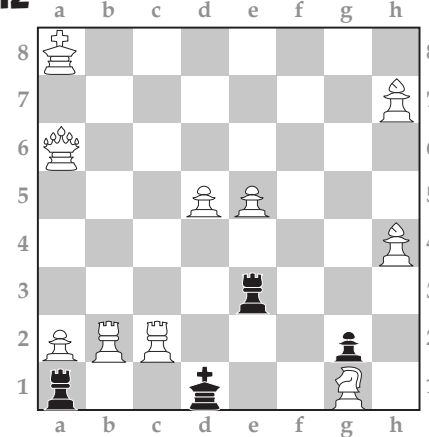
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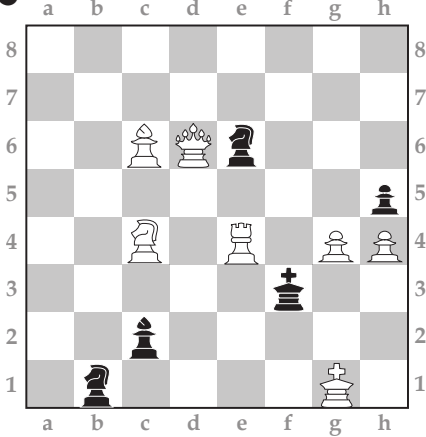
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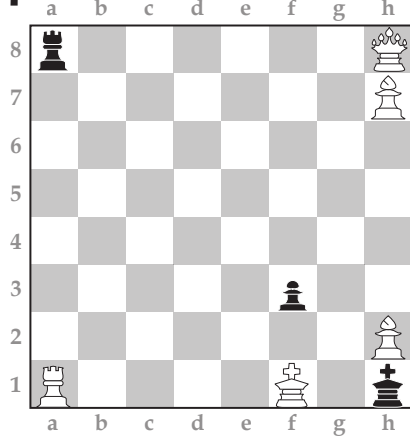
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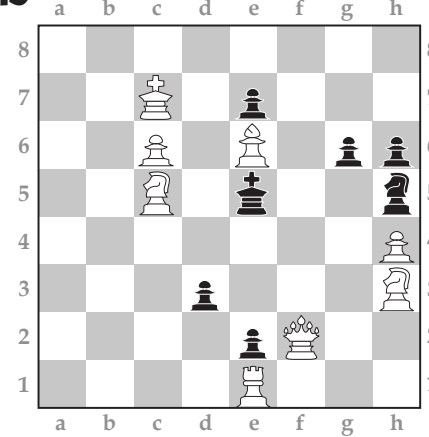
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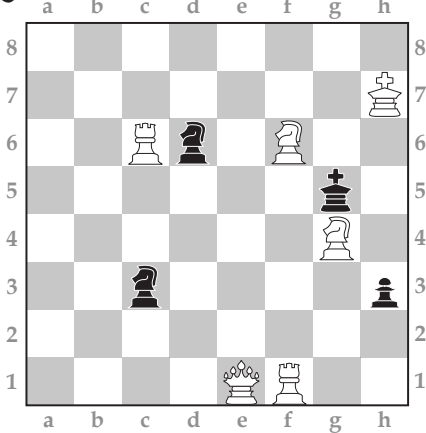
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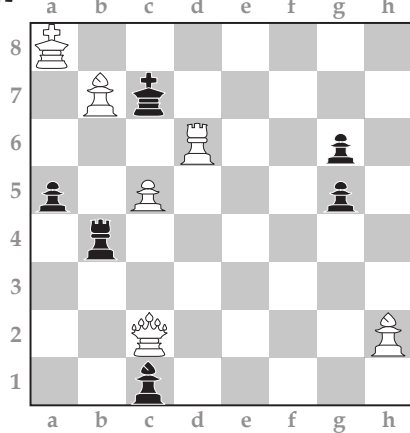
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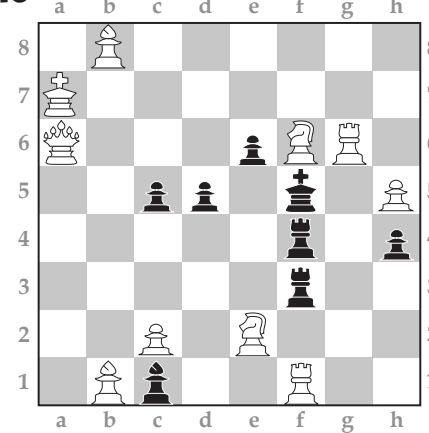
**16** White to move



**17** White to move



**18** White to move



# **BUSINESS REGISTRATION INSURANCE CERTIFICATE**

Form **BCA-2.10** | **ARTICLES OF INCORPORATION**

(Rev. Jan. 1999)

Jesse White  
 Secretary of State  
 Department of Business Services  
 Springfield, IL 62756  
 http://www.sos.state.il.us

This space for use by Secretary of State

Filed 8/22/2002

Jesse White Secretary of State

**SUBMIT IN DUPLICATE!**

This space for use by Secretary of State

Date

Franchise Tax \$ 25.00

Filing Fee \$ 75.00

Approved BE \$100.00

Payment must be made by certified check, cashier's check, Illinois attorney's check, Illinois C.P.A.'s check or money order, payable to "Secretary of State."



CP0445120

62412607

1. CORPORATE NAME: CHES WIZARDS, INC .JDP

(The corporate name must contain the word "corporation", "company," "incorporated," "limited" or an abbreviation thereof.)

2. Initial Registered Agent: DMITRIY MELESHKO  
 First Name Middle Initial Last name  
 Initial Registered Office: 914 N. Milwaukee Ave. 300  
 Number Street Suite #  
Wheeling IL LAKE 60090  
 City County Zip Code

3. Purpose or purposes for which the corporation is organized: 44  
 (If not sufficient space to cover this point, add one or more sheets of this size.)

**THE TRANSACTION OF ANY OR ALL LAWFUL PURPOSES  
 FOR WHICH CORPORATIONS MAY BE INCORPORATED  
 UNDER ILLINOIS BUSINESS CORPORATION ACT OF 1983, AS AMENDED**

4. Paragraph 1: Authorized Shares, Issued Shares and Consideration Received:

Class	Par Value per Share	Number of Shares Authorized	Number of Shares Proposed to be Issued	Consideration to be Received Therefor
COMMON	\$ NONE	1,000	100	\$ 1,000

**TOTAL = \$ 1,000**

Paragraph 2: The preferences, qualifications, limitations, restrictions and special or relative rights in respect of the shares of each class are:  
 (If not sufficient space to cover this point, add one or more sheets of this size.)

(over)

5. OPTIONAL: (a) Number of directors constituting the initial board of directors of the corporation: \_\_\_\_\_  
 (b) Names and addresses of the persons who are to serve as directors until the first annual meeting of shareholders or until their successors are elected and qualify:
- | Name | Residential Address | City, State, ZIP |
|------|---------------------|------------------|
|      |                     |                  |
|      |                     |                  |
|      |                     |                  |

6. OPTIONAL: (a) It is estimated that the value of all property to be owned by the corporation for the following year wherever located will be: \$ \_\_\_\_\_  
 (b) It is estimated that the value of the property to be located within the State of Illinois during the following year will be: \$ \_\_\_\_\_  
 (c) It is estimated that the gross amount of business that will be transacted by the corporation during the following year will be: \$ \_\_\_\_\_  
 (d) It is estimated that the gross amount of business that will be transacted from places of business in the State of Illinois during the following year will be: \$ \_\_\_\_\_

7. OPTIONAL: **OTHER PROVISIONS**  
 Attach a separate sheet of this size for any other provision to be included in the Articles of Incorporation, e.g., authorizing preemptive rights, denying cumulative voting, regulating internal affairs, voting majority requirements, fixing a duration other than perpetual, etc.

8. **NAME(S) & ADDRESS(ES) OF INCORPORATOR(S)**

The undersigned incorporator(s) hereby declare(s), under penalties of perjury, that the statements made in the foregoing Articles of Incorporation are true.

Dated August 2, 2002  
 (Month & Day) Year

<p>1. <u>Valentina Lokhova</u>          Signature  <u>Valentina S. Lokhova</u>          (Type or Print Name)</p> <p>2. _____          Signature          (Type or Print Name)</p> <p>3. _____          Signature          (Type or Print Name)</p>	<p>1. <u>1412 N. Elk Grove Apt #8</u>          Address  <u>Chicago, IL 60622</u>          Street City/Town State ZIP Code</p> <p>2. _____          Street          City/Town State ZIP Code</p> <p>3. _____          Street          City/Town State ZIP Code</p>
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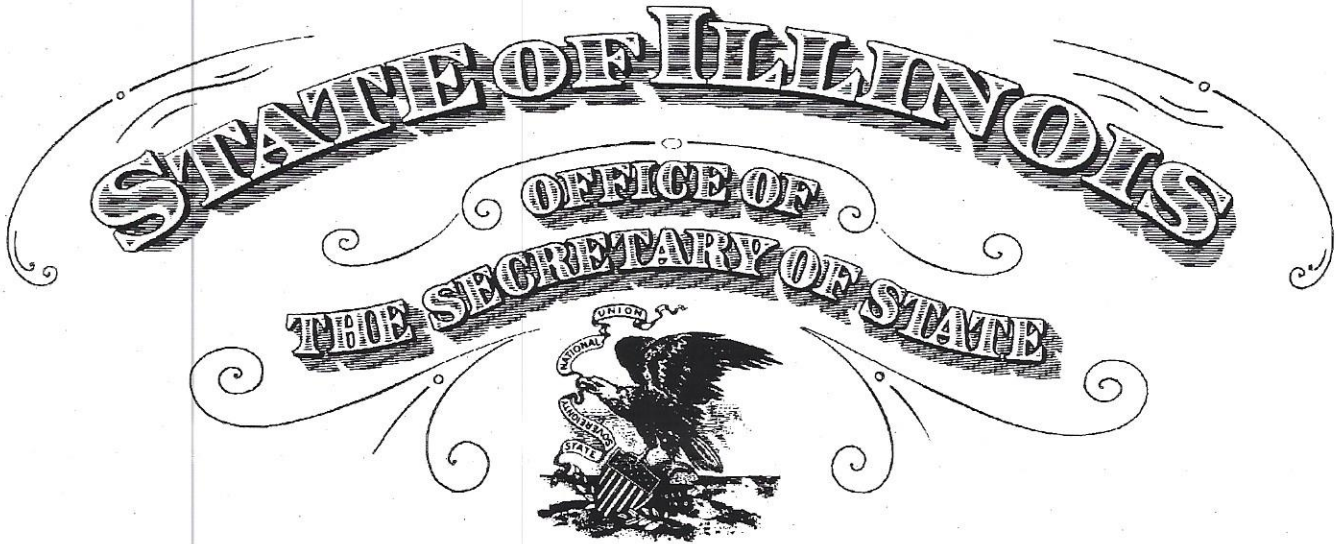
(Signatures must be in **BLACK INK** on original document. Carbon copy, photocopy or rubber stamp signatures may only be used on conformed copies.)

NOTE: If a corporation acts as Incorporator, the name of the corporation and the state of incorporation shall be shown and the execution shall be by its president or vice president and verified by him, and attested by its secretary or assistant secretary.

**FEE SCHEDULE**

- The initial franchise tax is assessed at the rate of 15/100 of 1 percent (\$1.50 per \$1,000) on the paid-in capital represented in this state, with a minimum of \$25.
  - The filing fee is \$75.
  - The minimum total due (franchise tax + filing fee) is \$100.  
 (Applies when the Consideration to be Received as set forth in Item 4 does not exceed \$16,667)
  - The Department of Business Services in Springfield will provide assistance in calculating the total fees if necessary.
- Illinois Secretary of State Springfield, IL 62756  
 Department of Business Services Telephone (217) 782-9522 or 782-9523

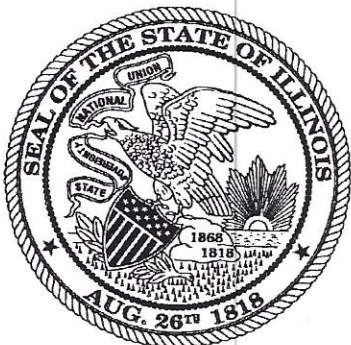
C-162.20



**To all to whom these Presents Shall Come, Greeting:**

*I, Jesse White, Secretary of State of the State of Illinois, do hereby certify that I am the keeper of the records of the Department of Business Services. I certify that*

ATTACHED HERETO IS A TRUE AND CORRECT COPY, CONSISTING OF 2 PAGE(S), AS TAKEN FROM THE ORIGINAL ON FILE IN THIS OFFICE FOR CHESS WIZARDS, INC..



**In Testimony Whereof,** I hereto set my hand and cause to be affixed the Great Seal of the State of Illinois, this 22ND day of MAY A.D. 2017 .

*Jesse White*

SECRETARY OF STATE

Authentication #: 1714201341 verifiable until 05/22/2018.  
Authenticate at: <http://www.cyberdriveillinois.com>





**Westside Community Center Campus  
Contract Program or Service Provider Proposal**

**\*This proposal form and all information contained within will be made public during the Westside Community Center Working Committee review process.\***

Organization or Provider Name: Clear Springs Health Care  
Contact Name: Doug Veillon  
Contact Email: doug.veillon@ClearSpringsHealthCare.com  
Contact Phone: 720-885-2393  
Type of Organization:  Individual  For Profit  Non-Profit  Other: \_\_\_\_\_

What type of program or service are you proposing?

- Program (Defined as an ongoing, multi-session offering that builds on skills or learning from session to session, typically lead by an individual or instructor)
- Service (Defined as an offering providing a community good, either for no or nominal cost, to enhance community understanding of a particular topic or be a resource or service for the community)
- Other: NO COST BINGO / MUSIC BINGO

**Organization and Proposed Program Information**

*(please attach additional pages as needed)*

Please describe your proposed contract program or service. Include the title, description, populations served, anticipated attendance per class and general participant fees (if applicable). Please also include how this program or service is of value to the Westside Community, list goals and objectives of the program or service, and describe how you intend to make this program successful.

- ~~bi-monthly~~
- ~~2x~~ / month
- NO COST - free to attend
- We are looking to increase our brand-base.

(proposal form continues on next page)

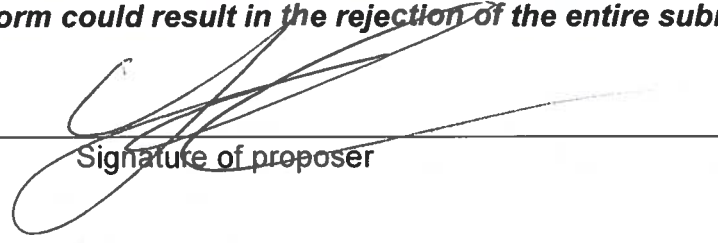




*Optional: You may submit a cover letter further expressing your interest in offering this contract program or service at the Westside Community Center Campus.*

**Statement of Understanding**

*I understand that this is a proposal to offer contract programs and services at the Westside Community Center Campus. I understand that this form and all information contained within will be made public during the Westside Community Center Working Committee review process. I acknowledge that the City is subject to the Colorado Open (Public) Records Act, C.R.S. § 24-72-201 et. seq. I further understand that, if selected to discuss an agreement, I will be contacted by a member of the City of Colorado Springs Parks, Recreation and Cultural Services Department. **Failure to sign and return this form could result in the rejection of the entire submission.***

  
\_\_\_\_\_  
Signature of proposer

1-19-24  
\_\_\_\_\_  
Today's Date

- Westside
- Meadows Park
- Deerfield Hills



**Westside Community Center Campus  
Contract Program or Service Provider Proposal**

**\*This proposal form and all information contained within will be made public during the Westside Community Center Working Committee review process.\***

Organization or Provider Name: Dr Madhav Gramke

Contact Name: Dr Madhav Gramke

Contact Email: DrM@IntegrateChiro.com

Contact Phone: 321-652-9046

Type of Organization:  Individual  For Profit  Non-Profit  Other: \_\_\_\_\_

What type of program or service are you proposing?

- Program (Defined as an ongoing, multi-session offering that builds on skills or learning from session to session, typically lead by an individual or instructor)
- Service (Defined as an offering providing a community good, either for no or nominal cost, to enhance community understanding of a particular topic or be a resource or service for the community)
- Other:

**Organization and Proposed Program Information**

*(please attach additional pages as needed)*



Please describe your proposed contract program or service. Include the title, description, populations served, anticipated attendance per class and general participant fees (if applicable). Please also include how this program or service is of value to the Westside Community, list goals and objectives of the program or service, and describe how you intend to make this program successful.

I am both a chiropractor and an educator, specifically of human anatomy, and I would like to offer a class for each of those two topics. Both of these classes would speak to people of all ages and backgrounds. This material will be helpful for anyone with a body (everyone!).

Attached is a description of each class and why they would be valuable to the community.

I have no idea what an anticipated attendance would be, but the more the merrier!

I would be happy for this to be a free class, but if it turns out to be better with a small fee that would be fine.

(proposal form continues on next page)



CITY OF COLORADO SPRINGS  
DEPARTMENT OF PARKS, RECREATION AND CULTURALS SERVICES

*Optional: You may submit a cover letter further expressing your interest in offering this contract program or service at the Westside Community Center Campus.*

**Statement of Understanding**

*I understand that this is a proposal to offer contract programs and services at the Westside Community Center Campus. I understand that this form and all information contained within will be made public during the Westside Community Center Working Committee review process. I acknowledge that the City is subject to the Colorado Open (Public) Records Act, C.R.S. § 24-72-201 et. seq. I further understand that, if selected to discuss an agreement, I will be contacted by a member of the City of Colorado Springs Parks, Recreation and Cultural Services Department. **Failure to sign and return this form could result in the rejection of the entire submission.***

DocuSigned by:

*Madison Gramke*

Signature of proposer

1/24/2024

Today's Date

"Welcome to Your Body" would be a basic overview class of the human form. I would talk about the different body systems - how they work, why they are important, and how cool they are! My goal is to give people a basic understanding of their bodies, and more importantly a sense of confidence, trust, and awe in them. One detail that would make this unique is that whereas essentially all traditional education on human anatomy is from a "regional" perspective, focusing on the various "parts" as separate and distinct, what I would deliver is more of an "integral" perspective, or a holistic perspective, which instead focuses on the interconnectivity, continuity, cooperation, and interdependence of all these so-called "parts." Since we all have one, learning about the human body is quite useful and powerful, especially when the takeaway message is that it's awesome!

"What is Chiropractic" would be an overview class on a few topics related to the title: the history of spinal bodywork, the current state of affairs of chiropractic, what is happening during an adjustment, what the current research says about why adjustments are helpful or not helpful, and how chiropractic can be a great tool for pregnancy and children as well as all people in general. Educating people on this topic would be beneficial because there is a lot of hearsay, confusion, mixed feelings, and misinformation regarding the chiropractic profession. I would like our community to have a more solid and thorough understanding because for better or for worse, chiropractic is a part of our culture, and it would be better if we had a better understanding of it.