

APPENDIX A

Requested State Statute Waivers

The University Prep Network hereby invokes waivers of the following sections of the Colorado Revised Statutes for each of its schools; replacement policies are available for review by contacting the Network.

Automatic State Waivers.

- 22-32-109 (1)(f), C.R.S. Local board duties concerning selection of personnel and pay
- 22-32-109(1)(t), C.R.S. Determine educational program and prescribe textbooks
- 22-32-110 (1)(h), C.R.S. Local board powers concerning employment termination of school personnel
- 22-32-110(1)(i), C.R.S. Local board duties-Reimburse employees for expenses
- 22-32-110(1)(j), C.R.S. Local board powers-Procure life, health, or accident insurance
- 22-32-110(1)(k), C.R.S. Local board powers-Policies relating the in-service training and official conduct
- 22-32-110(1)(ee), C.R.S. Local board powers-Employ teachers' aides and other non-certificated personnel
- 22-32-126, C.R.S. Employment and authority of principals
- 22-33-104(4), C.R.S. Compulsory school attendance-Attendance policies and excused absences
- 22-63-301, C.R.S. Teacher employment, compensation and dismissal act of 1990; grounds for dismissal
- 22-63-302, C.R.S. Teacher employment, compensation and dismissal act of 1990; procedures for dismissal of teachers and judicial review
- 22-63-401, C.R.S. Teacher employment, compensation and dismissal act of 1990; teachers subject to adopted salary schedule
- 22-63-402, C.R.S. Teacher employment, compensation and dismissal act of 1990; license, authorization or residency required in order to pay teachers
- 22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries
- 22-1-112, C.R.S. School Year- National Holidays

Non-automatic Waivers.

The Network hereby requests waivers from the following additional State Statutes for each of its schools:

- C.R.S. § 22-7-1014(2)(a) School Readiness Assessments
- C.R.S. § 22-9-106 Performance Evaluation System
- C.R.S. § 22-2-112 (1)(q)(1) Commissioner Duties
- C.R.S. § 22-32-109(1)(n)(1) Local Board of Education- School Calendar
- C.R.S. § 22-32-109 (1)(n)(II)(B) Local Board of Education- Adopt District Calendar
- C.R.S. § 22-63-201 Teacher Employment, Compensation and Dismissal Act of 1990
- C.R.S. § 22-63-202- Local Board of Education –Duties- Teacher Employment, Compensation and Dismissal Act of 1990; Employment- License Required- Exception
- C.R.S. § 22-63-203 Teacher Employment, Compensation and Dismissal Act of 1990; Probationary Teachers- Renewal and Nonrenewal of Employment Contract.

- C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of Teachers—Compensation
- C.R.S. § 22-32-110(1)(y) Board of Education Accepting gifts, donations, grants
- C.R.S. § 2-32-109(1)(b) Board of Education Competitive Bidding

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-9-106: Local Board Duties Concerning Performance Evaluations for Licensed Personnel C.R.S. § 22-2-112(1)(q)(I) Commissioner Duties
Rationale: University Prep uses its own evaluation systems as agreed to in the Charter School Agreement with Denver Public Schools District. University Prep's evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 191. The methods used for University Prep's evaluation system includes quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth/status, and meet the intent of the law. Administrators and evaluators of school personnel will receive training in conducting these performance evaluations. Additionally, University Prep should not be required to report their teacher evaluation ratings as part of the commissioner's report as required by C.R.S. 22-2- 112(1)(q)(I).
Replacement Plan: See the University Prep <i>Teacher and Leader Evaluation Tools</i> in Appendices along with <i>Adult Culture Rubric</i> . University Prep uses its own evaluation system as agreed to in the Charter School Agreement with Denver Public Schools District. University Prep's evaluation system will continue to meet the intent of the law and comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 191. The methods used for University Prep's evaluation system includes quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth/status, and meet the intent of the law. Administrators and evaluators of school personnel will receive training in conducting these performance evaluations. In addition, the evaluation data is used to inform professional development decisions for each teacher. Core course level participation will continue to be reported pursuant to C.R.S. 22-11-503.5, as this is a non-waivable statute.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.
Expected Outcome: With this waiver, the school will be able to implement its program and evaluate its teachers in accordance with its internal expectations and in alignment with the mission and vision of the organization, which is designed to produce greater accountability and be consistent with the school's goals and objectives. This will benefit staff members as well as students and the community.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-32-109(1)(n)(I) Local Board Duties Concerning School Calendar C.R.S. § 22-32-109 (1)(n)(II)(B) Local Board of Education- Adopt District Calendar
Rationale: The school year at University Prep will total approximately 180 days per year, which exceeds the current requirement in state statute. Further, the length of day goes from 7:15 AM – 4:00 PM Monday through Thursday and 7:15 AM – 1:30 PM on Fridays, thus resulting in significantly more hours of instruction throughout the academic year. University Prep will prescribe the actual details of its own school calendar to best meet the needs of its students. The local board will not set these policies and University Prep will have a calendar that differs from the rest of the schools within the district.
Replacement Plan: The final calendar and the school's daily schedule will be designed by University Prep and will meet or exceed the expectations in state statute. See <i>annual calendar</i> and <i>sample daily schedule</i> in appendices for details.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: As a result of these waivers, the school will be able to implement the necessary policies to increase student achievement.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-32-109 (1)(n)(II)(A) Determine Teacher-Pupil Contact Hours
Rationale: University Prep will prescribe the actual details of teacher-pupil contact hours to best meet the needs of students. The local board will not set these policies.
Replacement Plan: University Prep will prescribe the actual details of teacher-pupil contact hours instead of the Denver Public School District Board, and hours will meet or requirements in statute. Given the longer school day and year employed by University Prep, there are no fewer than 1,423 hours for our elementary pupils (It should be noted that there is no half-day K program and K scholars attend school for the full, extended day / extended year).
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background filling all staff needs, and in turn, meeting the goals and objectives of the organization.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title:

C.R.S. § 22-63-201 Teacher Employment, Compensation and Dismissal Act of 1990-

Requirement to Hold a Certificate

C.R.S. § 22-63-202- Local Board of Education – Teacher Employment, Contracts in Writing-
Duration-Damage Provision

Rationale: University Prep should be granted the authority to hire teachers and principals that will support the schools' goals and objectives. The Principal of each University Prep campus will not function as a traditional district school principal, but rather will be responsible for a wider range of tasks and act as the school's chief executive officer. The schools will seek to attract Principals and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with other relevant professional experience. With a significant shortage of educators looming across the state of Colorado in the years ahead, it is essential that University Prep be thoughtful about its talent pipeline as we work to ensure our classrooms and buildings are filled with educators at the teacher and leader level who can support and propel our mission forward.

Replacement Plan: All employees of University Prep will be employed on an at-will basis. All teachers and principals of the schools will at a minimum hold a bachelor's degree and demonstrate subject-matter competency through the passing of the PLACE or PRAXIS exam for elementary educators (and elementary special educators when appropriate). The school will prioritize the hiring of "in-field" teachers and meet or exceed previous expectations set forth under "highly qualified" language within NCLB.

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.

Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background filling all staff needs, and in turn, meeting the goals and objectives of the organization.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title: C.R.S. § 22-63-203 Teacher Employment, Compensation and Dismissal Act of 1990; Probationary Teachers- Renewal and Nonrenewal of Employment Contract

Rationale: University Prep should be granted the authority to develop its own employment agreements and terms and conditions of employment. The schools will be operating differently from other schools with a unique curriculum and academic program for which having the proper teaching staff is essential. Not every teacher who is successful in a traditional public school setting will be successful at University Prep. All employees of University Prep will be employed on an at-will basis.

Replacement Plan: University Prep has teacher agreements with the terms of non-renewal and renewal of employment agreements, and payment of salaries upon termination of employment of a teacher.

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing unique skills and/or background, filling all staff needs.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of Teachers
Rationale: University Prep is granted the authority under the Charter School Agreement to select its own teachers. No other school or the Denver Public Schools District should have the authority to transfer its teachers into University Prep or transfer teachers from University Prep to any other schools, except as provided for in the Charter School Agreement.
Replacement Plan: The school will hire teachers on a best-qualified basis. There is no provision for transfers.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs. There is no provision for transfers.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-32-109(1)(b) Board of Education Competitive Bidding
Rationale: University Prep operates a unique education model that is ever-changing to meet the needs of our scholars, families and community. As such, we operate our own process for competitive bidding to ensure we function on a swift timeline and ultimately secure agreements that are in the best interest of those we serve.
Replacement Plan: The University Prep Board of Trustees will adopt policy regarding the competitive bidding process. As part of that policy, the Director of Finance along with the Finance Committee on the Board of Trustees ensures ongoing checks and balances and the fidelity of the competitive bidding process.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: As a result of this waiver, the school will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Agreement.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
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Statutory Citation and Title: C.R.S. § 22-32-110(1)(y) Board of Education Accepting gifts, donations, grants
Rationale: In order to ensure University Prep is able to operate critical aspects of its model outside of its core program (i.e. ongoing alumni support, field trips with families to college campuses, our para to teacher talent pipeline, etc.), the organization engages in fund development efforts. Funds are raised from a wide range of foundations, corporations, and individuals. In addition, the schools occasionally receive gifts, which can be used to further support the program (i.e. physical education equipment and musical instruments). It is the responsibility of University Prep to engage in responsible fundraising efforts and to receive and execute gifts, donations and/or grants in alignment with the donors' wishes along with local, state and federal laws. In cases of giving in which funds are unrestricted, University Prep management, with the support of the Board of Trustee's Fund Development Committee and Finance Committee, determines the most effective use of the funds.
Replacement Plan: Our <i>Fiscal Policies and Procedures Handbook</i> outlines our policies tied to the accepting of gifts, donations and grants. Overall, University prep accepts all gifts, donations and grants that support our organizations' mission/program and the needs of our scholars and families. The organization does not accept gifts from corporations, foundations or individuals that represent moral or ethical misalignment to the values of our organization and the heart of our mission and vision.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.
Expected Outcome: As a result of this waiver, the school will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Agreement.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-7-1014(2)(a) Preschool individualized readiness plans – school readiness – assessments
Rationale: University Prep should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being, motor development, social-emotional development, language and comprehension development; and cognition and general knowledge are assessed regularly (daily, weekly, monthly, quarterly, and annually) due to the present curriculum, assessments, and overall programmatic elements of the school. Support is readily available through numerous avenues within our existing program with a wide variety of teachers, leaders and support staff available to play a role in ensuring all children's needs are met.
Replacement Plan: University Prep has a full day Kindergarten program (7:40 AM – 4:00 PM Monday through Thursday, 7:40 AM – 1:30 PM on Fridays – More than 180 school days) utilizing the Common

Core/CO Academic Standards as a driving force behind all curriculum, instruction and assessment. All students will be instructed in the following domains and assessed on their readiness within the first 60 days, using valid and reliable instruments. The school will use the assessment data in order to inform individualized readiness plans. The school will not use the readiness assessment data in order to deny admission into 1st grade. The school will report assessment data to the District and State, as required by state law.

(1) Physical Well Being and Motor Development

- Students participate in physical education class on a weekly basis meeting or exceeding state standards. Students are assessed on motor---development skills acquired throughout the year with the physical education teacher frequently progress monitoring their growth against developmentally appropriate end of year expectations. In addition students participate in a structured recess program daily that encourages gross motor development.
- Students participate in art education class on a weekly basis meeting or exceeding state standards. Development of fine motor skills is achieved through drawing, painting and the creation of objects (pottery, weaving, sculpting, etc.). Further motor skills are developed and refined through interdisciplinary projects that blend multiple artistic genres into one. Students are assessed on fine motor skills acquired throughout the year by the art teacher who tracks progress towards developmentally appropriate end of grade level standards.
- Students utilize technology daily, learning keyboarding and how to manipulate the various functions of the computer (i.e. the mouse). Further, through multiple online, adaptive curriculum, scholars also learn how to manipulate tablets, i.e. iPads as well as chrome books. Students are assessed throughout the year on their development with these technology tools.
- Assessment information is gathered by observation protocols based on appropriate developmental guidelines and CO Academic Standards in the area of physical well-being and motor development.

(2) Social-Emotional Development (based on State Standards)

- Students are instructed in the positive behavior support system designed by the school. This includes classroom, cafeteria, recess and hallway expectations. Students are rewarded for the positive behaviors they demonstrate and lose privileges when negative behaviors are demonstrated. The full system is used consistently by all adults involved in the education of our kindergarten students. The system is also focused on the choices students make and fully understanding the impact of those choices tied to natural consequences as a result (whether positive or negative in nature).
- Various classroom behavior management techniques are implemented to ensure the social- --emotional development of our kindergarten students. These include, but are not

limited to: a color system (red/yellow/green/blue), individual behavior charts and systems, and whole class rewards/incentives. This is to strengthen self-regulation and executive---function that help students pay attention, develop self-control and remember directions.

- Students are taught social---emotional skills through our PREP values (Professionalism, Responsibility, Enthusiasm, and Perseverance), which are reflected upon daily at least two times per day in whole group discussions and more frequently with children in need of greater supports.
- Weekly character education using curriculum from such sources as Dovetail Learning helps ensure our scholars develop tools needed for effective and healthy social emotional growth (i.e. empathy, grit, self-regulation, personal identity, etc.)
- Assessment information is gathered by observation protocols by the classroom teacher and support staff based on appropriate developmental guidelines and Colorado State Academic Standards.

(3) Language and (4) Literacy (based on Common Core State Standards and Colorado Academic Standards)

- Our reading program uses a scientific, research-based approach. A students' day is spent in small, targeted guided reading / reading comprehension groups, engaged in independent reading, utilizing online programs such as i-Ready, being instructed in Read Alouds, participating in small group Reading Mastery instruction (phonics, phonemic awareness, fluency, rate, and accuracy), and delving into shared reading and writing. Overall, our scholars spend more than 3 hours a day engaged in language and comprehension development. Further, our English Language Learners participate in a daily 40-minute English Language Development block tied to the WIDA "Can Do" standards – this additional support furthers language acquisition and comprehension. We regularly assess children on the STEP Literacy Assessment and the i-Ready assessment. From the earliest grades it is our scholars, not our teachers, who are the primary people wrestling with challenging questions derived from diverse texts and using sophisticated language to persuade others of their interpretations. Scholars are trained specifically on the development of Habits of Discussion, which provide them the tools to engage in meaningful, text-based conversations with their peers. Texts are purchased to ensure cultural responsiveness/relevance and allow ample opportunity for children to explore their interests along with the world well outside of their own realm.
- The STEP Literacy Assessment from the University of Chicago is administered at least 5 times per year to ensure literacy growth across all domains of reading development.
- Further, University Prep utilizes the WIDA ACCESS test (once/year) and NWEA MAP (min. of 2 times / year) to ensure we assess all children, including Kindergarten students, on their literacy, language and comprehension development (note that the ACCESS

assessment is an additional test specifically for the four domains for reading, listening, speaking and writing and is given solely to our ELL students).

- Finally, University Prep currently runs the STAR assessment in accordance with the state's READ ACT recommendations – for students who perform below grade level on this diagnostic assessment, READ Plans are developed as per state statute, additional/targeted supports are put in place, and the child's progress is monitored closely while ensuring families are well informed and frequently communicated with. (it should be noted that University Prep may choose to use a different literacy assessment from those available through the READ ACT's list of recommended assessment tools, i.e. i-Ready, i-Station, etc.).

(5) Cognition and general knowledge (based on Common Core State Standards and Colorado Academic Standards)

- Science – In addition to emphasis on literacy and math, scholars receive specialized science instruction at least four times per week. Meaningful science education is rare in elementary schools, but we believe that a hands on, experiment-based foundation in science dramatically increases critical thinking abilities.
- History and Geography (Social Studies) – University Prep utilizes the Colorado Academic Standards as well as Core Knowledge resources and integrates thematic units into literacy instruction including read alouds, guided reading, reading comprehension and writing (combination of targeted, small group and whole group instruction). One, integrated content (tying Social Studies to other content areas throughout the day) has a far better success rate when it comes to depth of student understanding and retention of key content. Two, many students from low-income backgrounds are held back by a lack of content knowledge in their literacy experiences, i.e. if I've never been exposed to subject matter it is far more difficult to tackle a complex text related to it). As such, we aim to ensure the Social Studies program really introduces our children to a wealth of knowledge they would not otherwise be exposed to. Three, Social Studies is another opportunity that we use to engage with more culturally responsive and relevant content.

Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and in alignment with the Common Core State Standards and Colorado Academic Standards. Further, in grades 2 through 5, University Prep has partnered with the Achievement Network to ensure our interim assessments (every 6 – 8 weeks) are 100% aligned with the expectations of the CCSS and the format of PARCC/CMAS.(6) Mathematics --- Using Cognitively Guided Instruction (CGI) as the cornerstone philosophy for our math program, we promote mastery of both fluency/automaticity and conceptual understanding. We believe that children should first develop a confidence in problem- solving by using whichever strategies they can to access the content. Further, they should be required to explain their thinking to support the strategy selected and compare and contrast their work with the approach of their peers. We use daily discussion to highlight and promote diverse strategies so scholars understand connections and differences between various

approaches. By articulating and defending their strategies through Socratic questioning, scholars also develop critical oral language and communication skills. Above all, we believe in putting the tough work of solving a problem and explaining one's thinking onto the scholars. In addition to CGI, which serves as the guiding principles to our math program, the school leverages Investigations, Zearn (blended), ST Math (blended), and Everyday Counts as curricular supports to develop a fully robust mathematics program. Students, at minimum, spend 85 minutes a day starting in kindergarten engaged in math instruction. Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and in alignment with the Common Core State Standards and Colorado Academic Standards. Further, in grades 2 through 5, University Prep has partnered with the Achievement Network to ensure our interim assessments (every 6 – 8 weeks) are 100% aligned with the expectations of the CCSS and the format of PARCC/CMAS.

Any student not making adequate growth in any of the above areas receives Response to Intervention strategies in small groups or 1:1 instruction. RtI plans are developed with the support of classroom teachers and members of the Scholar Advancement Team (Scholar Advancement Teachers are SPED certified). The information built into RtI plans includes, but is not limited to: results of formal assessments, informal assessments and developmental checklists. This information is housed in Kickboard, which is an internet based achievement data management system. The 'warehouse' function of this program brings together achievement data from many sources, generates student and summary reports and allows for distribution to appropriate adults engaged in the RtI process.

If students do not respond with adequate growth following this intervention they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist, SPED Teacher; Counselor or Mental Health Therapist for further assessment. Students may engage in Tier 2 or Tier 3 supports as part of their RtI experience with staff members engaging in frequent progress monitoring to ensure supports in place are truly effective. These assessment results are held in appropriate data warehousing systems such as Illuminate and Infinite Campus.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth, and meet the intent of the quality standards established in State Statue 22-7- 1014(2)(a).

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.

Expected Outcome: University Prep expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas (without our teaching staff "doubling" efforts to assess our students).

APPENDIX B

Requested District Policy Waivers

The University Prep Network has requested and obtained Denver Public Schools Board of Education waivers of the following sections of the Denver Public Schools Policies and Procedures for Public Schools for each of its schools. Replacement policies are available for request by contacting the Network.

Automatic District Policy Waivers

A Policies: Foundations and Basic Commitments

A	Policy Framework for Accelerating Gains in Academic Achievement for All Students
ACE	Equitable and Inclusive Contracting Policy
AD	Educational Philosophy/School District Mission
ADE	Innovation in Education

B Policies: School Board Governance and Operations

BBA	School Board Powers and Responsibilities
BC	Board Member Conduct
BCB	Board Member Conflict of Interest
BDB	Board Officers
BDF	Advisory Committees/Councils
BDF-R1	Career and Tech Ed Council
BDF-R2	Preschool Program Council
BDF-R3	Drug-Free Schools Advisory Council
BDFA	District Personnel Performance Evaluation Council
BDFA-R	Procedures for District Personnel Performance Evaluation Council
BDFB	Finance and Audit Committee
BDFB-E	Exhibit - Finance and Audit Committee Charter
BDFG	District Accountability Committee
BDFG-R	Procedures for District Accountability Committee
BE	School Board Meetings
BG	School Board Policy Adoption Process
BID/BIE	Board Fiscal Policy/Board Member Compensation and Expenses/Liability

C Policies: General School Administration

CBA/CBC	Powers and Responsibilities of Superintendent
CBI	Evaluation of Superintendent

D Policies: Fiscal Management

DEA	Mill Levy Distribution
DFA	Investment and Cash Management Policy

DFB	Debt Policy
DFC	Derivatives Policy
DH	Bonded Employees and Officers
DIA	Online Schools and Online Programs
DIE	Audits/Financial Monitoring
DJGA	Sales Calls and Demonstrations
EBAB	Hazardous Materials and Asbestos Management
EEA	Student Transportation
EEA-R1	Regulation for Transportation of Students in School Buses
EEA-R2	Student Transportation in Private Vehicles
EEAFB	Use of School Vehicles by Community Groups
EEAFB-R	Regulations of Use of School Vehicles by Community Groups

F Policies: Facilities Development

FB	Historical Designation of Facilities
FF	Naming of Facilities <i>(unless in District facility, then unwaivable)</i>

J Policies: Students

JFABB	Admission of Foreign Exchange Students
JFABB-R	Regulation for Admission of Foreign Exchange Students
JIBA	Student Government
JIBA-R	Student Government (Student Board of Education)
JJIB	Interscholastic Sports
JICC	Student Conduct on Buses <i>(unless using DPS transportation, then unwaivable)</i>
JICC-R	Regulation for Student Conduct on School Buses <i>(unless using DPS transportation, then unwaivable)</i>

G Policies: Personnel

G	DPS Employee Handbook
GBEBA	Staff Dress Code
GBEBA-R	Regulation for the Enforcement of the Staff Dress Code
GDQD	Dismissal of full-time Classified Employees, Specialized Service Providers, and Teachers in Schools with a Waiver of Statutory Dismissal Procedures
GDQD-R	Regulation regarding Procedures for Dismissal of full-time Classified Employees, Specialized Service Providers, and Teachers in Schools with a Waiver of Statutory Dismissal Procedures

K Policies: School – Community Relations

KE	Public Concerns and Complaints
KF	Community Use of School Facilities <i>(unless in District facility, then unwaivable)</i>

KF-R	Regulation regarding Community Use of School Facilities (<i>unless in District facility, then unwaivable</i>)
KHBA	Sponsorship Programs
KCD	Public Gifts Donations to Schools
KCD-R	Regulation regarding Public Gifts/Donations and Grants

Non-automatic District Policy Waivers

The Network hereby requests waivers of the following additional District Policies for each of its schools.

TYPE II DPS POLICY WAIVERS

A Policies: Foundations and Basic Commitments

<input type="checkbox"/>	AC	Nondiscrimination and Equal Opportunity
<input checked="" type="checkbox"/>	AC-R1	Procedures for the Investigation of Public Complaints of Discrimination or Harassment
<input checked="" type="checkbox"/>	AC-R2	Procedures for Public Requests for Reasonable Accommodations and Procedures for the Investigation of Public Complaints Regarding the Provision of Requested Accommodations
<input type="checkbox"/>	ADC	Tobacco and Marijuana-Free Schools
<input type="checkbox"/>	ADD	Safe Schools
<input checked="" type="checkbox"/>	ADF/ ADF-R	School Wellness

B Policies: School Board Governance and Operations

<input checked="" type="checkbox"/>	BDF-R4	Collaborative School Committees
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D Policies: Fiscal Management

<input checked="" type="checkbox"/>	DJ	Purchasing
<input checked="" type="checkbox"/>	DJA	Purchasing Authority
<input checked="" type="checkbox"/>	DJA-R	Regulations for Purchasing Authority
<input checked="" type="checkbox"/>	DJB	Purchasing Procedures
<input checked="" type="checkbox"/>	DJD	Cooperative Purchasing
<input checked="" type="checkbox"/>	DJE	Bidding Procedures
<input checked="" type="checkbox"/>	DJG	Vendor Relations
<input checked="" type="checkbox"/>	DK	Stewardship of Funds
<input checked="" type="checkbox"/>	DK-R	Propriety of Expenses Procedures
<input checked="" type="checkbox"/>	DK-R1	Travel Expenses
<input checked="" type="checkbox"/>	DK-R2	Food Purchases Procedure - Non-Student Meal Related
<input checked="" type="checkbox"/>	DK-R3	District Cell Phone Procedures
<input checked="" type="checkbox"/>	DK-R4	Payroll/Deductions/Direct Deposit/Expense Reimbursements
<input type="checkbox"/>	DK-R5	Gift Card Purchasing Procedures

E Policies: Support Services

<input checked="" type="checkbox"/>	ECA	Building Safety and Security Policy
<input type="checkbox"/>	EFEA	Nutritious Food Choices
<input checked="" type="checkbox"/>	EGAEA	Electronic Mail and Internet Policy
<input checked="" type="checkbox"/>	EGAEA-R1	Regulations of Use of Electronic Mail and Internet Systems
<input checked="" type="checkbox"/>	EGAEA-R2	Regulation of Social Media Use
<input type="checkbox"/>	EHB	Records Retention

I Policies: Instructional Program

<input type="checkbox"/>	IHAM	Health and Family Life/Sex Education
<input type="checkbox"/>	IHAM-R	Regulation for implementing Health and Family Life/Sex Education
<input checked="" type="checkbox"/>	IHBK	Preparation for Postsecondary and Workforce Success
<input checked="" type="checkbox"/>	IHBK-R	Regulations for Preparation for Postsecondary and Workforce Success
<input checked="" type="checkbox"/>	IKA	Grading/Assessment Systems
<input checked="" type="checkbox"/>	IKA-R	Regulation for Grading/Assessment Systems
<input checked="" type="checkbox"/>	IKE	Promotion, Retention and Acceleration of Students
<input checked="" type="checkbox"/>	IKE-R	Procedure for the Promotion, Retention, and Acceleration of Students
<input checked="" type="checkbox"/>	ILBC	Early Literacy and Reading Comprehension
<input checked="" type="checkbox"/>	ILBC-R	Procedures to Implement the Colorado READ Act
<input type="checkbox"/>	IMDB	Flag Displays

J Policies: Students

<input checked="" type="checkbox"/>	JICA	Student Dress Code
<input type="checkbox"/>	JICDE	Bullying Prevention and Education
<input checked="" type="checkbox"/>	JICEA	School-Related Student Publications
<input checked="" type="checkbox"/>	JICEA-R	Regulation regarding School-Related Student Publications
<input type="checkbox"/>	JICEC	Student Distribution of Noncurricular Materials
<input checked="" type="checkbox"/>	JICEC-R	Regulation for Student Distribution of Noncurricular Materials
<input type="checkbox"/>	JICF	Secret Societies/Gang
<input type="checkbox"/>	JICG	Use of Tobacco by Students
<input type="checkbox"/>	JICH	Drug and Alcohol Use by Students
<input type="checkbox"/>	JICH-R	Regulations for Drug and Alcohol Use by Students
<input type="checkbox"/>	JIH	Student Interviews, Interrogations, Searches and Arrests
<input checked="" type="checkbox"/>	JJH	Student Travel and Field Trips (if not waived, "superintendent" approval will be replaced by "charter school leader" approval)
<input checked="" type="checkbox"/>	JJH-R	Regulation regarding Student Travel and Field Trips

<input type="checkbox"/>	JKC	Staff Use of Physical Intervention of Force/Student Discipline
<input type="checkbox"/>	JLC	Student Health Services and Records
<input type="checkbox"/>	JLCDA	Students with Food Allergies
<input type="checkbox"/>	JLCDB	Administration of Medical Marijuana to Qualified Students
<input type="checkbox"/>	JLCDB-E	Written Plan: Administration of Medical Marijuana to Qualified Students
<input type="checkbox"/>	JLF	Child Abuse and Reporting
<input type="checkbox"/>	JLF-R	Reporting Child Abuse and Child Protection
<input checked="" type="checkbox"/>	JLI	Student Safety
<input checked="" type="checkbox"/>	JQ	Student fees, Fines and Charges (if not waived, "area superintendent approval" will be read as "charter school leader approval")
<input type="checkbox"/>	JRA/JRC	Student Records/Release of Information on Students
<input type="checkbox"/>	JRA/JRC-R	Regulation Regarding Student Records and Release of Student Information

G Policies: Personnel

<input type="checkbox"/>	GBA	Equal Employment Opportunity and Nondiscrimination
<input checked="" type="checkbox"/>	GBA-R1	Procedures for the Investigation of Employee Complaints of Discrimination or Harassment
<input checked="" type="checkbox"/>	GBA-R2	Procedures for Employee Requests for Reasonable Accommodations and Procedures for the Investigation of Employee Complaints Regarding the Provision of Requested Modifications or Accommodations
<input checked="" type="checkbox"/>	GBEBC	Gifts to and Solicitations by Staff
<input type="checkbox"/>	GBEC	Drug, Alcohol and Tobacco-Free Workplace (Use by Staff Members)
<input type="checkbox"/>	GBEC-R	Regulation for the Enforcement of the Drug, Alcohol and Tobacco-free Workplace Policy
<input checked="" type="checkbox"/>	GBGB	Personal Safety and Security
<input checked="" type="checkbox"/>	GCF/GDF	Staff Recruiting/Hiring

K Policies: Instructional Program

<input checked="" type="checkbox"/>	KB	Family Engagement (Including Title I Family Engagement)
<input checked="" type="checkbox"/>	KB-R	Regulation for Family Engagement (Including Title 1 Family Engagement)
<input type="checkbox"/>	KDB	Public's Right to Know - Freedom of Information
<input type="checkbox"/>	KDB-R	Regulation regarding Public's Right to Know - Freedom of Information
<input type="checkbox"/>	KDE	Emergency Management
<input type="checkbox"/>	KFA	Public Conduct on School Property
<input type="checkbox"/>	KFA-R	Regulation regarding Public Conduct on School Property
<input checked="" type="checkbox"/>	KHB	Advertising in Schools
<input type="checkbox"/>	KI	Visitors to Schools

By signing below, the school affirms that it has replacement policies that complies with the intent of

the policy for each of the non-automatic waivers sought above that are legally required.

/s/
School Board President

/s/
School Official

