

Non-automatic Waivers.

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

- C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System
- C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties
- C.R.S. §22-32-109(1)(n)(I) Board of Education- Specific Duties School Calendar
- C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar
- C.R.S. § 22-32-109(1)(n)(II)(A) Determine teacher-pupil contact hours
- C.R.S. § 22-63-201 Employment. Certificate required
- C.R.S. § 22-63-202 Teacher employment, contracts in writing-duration-damage provision
- C.R.S. § 22-63-103 Teacher Employment, Compensation and Dismissal, Definitions
- C.R.S. § 22-63-203 Probationary Teachers -renewal and non-renewal of employment contract
- C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act – Transfer of Teachers
- C.R.S. § 22-32-109(1)(b) Local board duties concerning competitive bidding
- C.R.S. § 22-32-110(1)(kk) Local board powers- electronic records or signatures
- C.R.S. § 22-32-110(1)(y) Local board powers-Accepting gifts, donations, and grants
- C.R.S. § 22-32-110(r) Local board powers- Excluding materials from school library
- C.R.S. § 22-7-1014(2)(a) Preschool Individualized Readiness Plans- School Readiness-Assessments*

**C.R.S § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments shall only apply to STRIVE Prep elementary schools.*

All waivers requested below shall apply to all STRIVE Prep Schools, with the exception of C.R.S § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments, which shall only apply to STRIVE Prep elementary schools.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: <u>C.R.S. § 22-9-106 Local Board of Education-Duties-Performance Evaluation System</u> <u>C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties</u>
Rationale: The school leader of each STRIVE Preparatory Schools campus, along with the Chief Executive Officer, must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a principal or administrator license, this should not preclude him or her from administering the evaluations under the direction of the head of school. The BOD of STRIVE Prep must have the ability to perform the evaluation for Chief Executive Officer and the Chief Executive Officer shall have the ability to perform the evaluation for each school leader. Additionally, STRIVE Preparatory Schools should not be required to report their teacher evaluation ratings as a part of the commissioner’s report as required by C.R.S. 22-2-112(1)(q)(I).
Replacement Plan: STRIVE Preparatory Schools uses its own evaluation system as agreed to in the Charter School Agreement with Denver Public Schools and therefore should not be required to report their teacher evaluation data. STRIVE Preparatory Schools’ evaluation system will continue to meet

the intent of the law as outlined in statute. The methods used for STRIVE Preparatory Schools' 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, and meet the intent of the quality standards established in SB 10-191. All evaluators will receive training in their school's evaluation system. All teachers will be evaluated annually and the evaluation data will be used to inform professional development and employment decisions for teachers. 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. The school will not be required to report data to meet state requirements, including, but not limited to, its teacher evaluation ratings, but will be required to report data to meet federal requirements, including, but not limited to, in-field/out-of-field teachers and years of experience.

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 Performance Appraisal System, 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) Board of Education- Specific Duties School Calendar

C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties Adoption of District Calendar

Rationale: The responsibility to adopt an academic calendar will be delegated from the district board to the charter board. The charter board will adopt a calendar for the school that meets or exceeds the minimum number of days set in statute. STRIVE Preparatory Schools will prescribe the actual details of its own school calendar to best meet the needs of its students and may have a calendar that will differ from the rest of the schools within the district.

Replacement Plan: The final calendar and the school's daily schedule will be designed by STRIVE Preparatory Schools and the calendar will meet or exceed day and contact hour requirements set forth in state statute.

Duration of Waivers: The duration of the contract.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the 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 appraisal criteria and assessments that apply to the school, 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

<p>Statutory Citation and Title: C.R.S. 22-32-109(1)(n)(II)(A) <u>Determine teacher-pupil contact hours</u></p>
<p>Rationale: STRIVE Preparatory Schools should have the ability to determine teacher-pupil contact hours, while not reducing the total contact hours to below the minimum required by state statute. STRIVE Preparatory Schools will determine the actual details of teacher-pupil contact hours to best meet the needs of its students. The local board will not set these policies, and the school may specify teacher-pupil contact hours that differ from other schools in the district.</p>
<p>Replacement Plan: STRIVE Preparatory Schools will determine teacher-pupil contact hours in accordance with its final daily schedule and calendar. The total number of teacher-pupil contact hours will meet or exceed the days and contact hours requirements as set forth in state statute.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the Denver Public School or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.</p>
<p>Expected Outcome: As a result of this waiver, the school will be able to implement the necessary policies to increase student achievement.</p>

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
<p>Statutory Citation and Title: C.R.S. § 22-63-201 <u>Employment. Certificate required</u></p>
<p>Rationale: STRIVE Preparatory Schools should be granted the authority to hire teachers and principals that will support the school’s goals and objectives. The school leader 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 school will seek to attract school leaders 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 business or professional experience.</p>
<p>Replacement Plan: All employees of STRIVE Preparatory Schools will be employed on an at-will basis. STRIVE Prep will, as determined by the CEO of STRIVE Prep, hire teachers and administrators, including principals that hold an initial or professional teachers license or certificate. STRIVE Prep will seek to attract employees 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 or administrative experience in a setting not requiring a license, as well as persons with business or professional experience. In some instances it may be advantageous for the school to hire qualified teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of STRIVE Preparatory Schools. STRIVE Prep will prioritize the hiring of in-field Core Content teachers as defined by the Colorado State Board and the Colorado state ESSA plan, while retaining the ability to hire “out of field” teachers. STRIVE Prep recognizes that it is required to report data to meet federal requirements, including, but not limited to, in-field/out-of-field teachers and years of experience. All in-field teachers and administrators will at a minimum hold a bachelor’s degree and demonstrate subject-matter competency by meeting at least one of the following guidelines set forth in the Colorado state ESSA plan, specifically (1) endorsement on a Colorado teaching license; (2) holding at least a BA or higher in the relevant subject area; (3)</p>

completing 36 semester credit hours in the subject matter in which s/he teaches; or (4) passing a State Board approved content exam in the relevant subject area. Special Education Teachers and all special education employees will hold the requisite state license and endorsement.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on the Denver Public School or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, 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. § 22-63-103(5),(10) and (11) <u>Teacher Employment Act- Definitions</u> C.R.S. § 22-63-202 <u>Teacher employment, contracts in writing-duration-damage provision</u> C.R.S. § 22-63-203 <u>Probationary Teachers –renewal and non-renewal of employment contract</u> C.R.S. § 22-63-206 <u>Teacher Employment, Compensation and Dismissal Act – Transfer of Teachers</u>
Rationale: STRIVE Prep should be granted the authority to develop its own employment agreements and terms and conditions of employment and administrator and teacher definitions, to allow those definitions to align with the approved District and State Waivers. The school will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful at a traditional public school will be successful at STRIVE Prep. In addition, STRIVE Prep is granted the authority under the Charter School Agreement to select its own teachers. No other schools or the Denver Public Schools should have the authority to transfer its teachers into the school or transfer teachers from STRIVE Prep to any other schools, except as provided for in the Charter School Agreement.
Replacement Plan: STRIVE Prep will issue employment offers in writing that include all relevant details of the employment. All employment is on an at-will basis. STRIVE Prep will hire teachers on a best qualified basis in accordance with the needs of STRIVE Prep. There is no provision for transfers. Consistent with state and district waivers granted, including 22-63-201, to STRIVE Prep that allow autonomy and authority regarding its employment policies, STRIVE Prep’s definition of staff positions and hiring decisions may differ from Denver Public Schools, including the definition of “teacher”, “nonrenewal” and “substitute teacher.” STRIVE Prep has authority to determine the individual qualifications, consistent with unwaived State and District policy, needed to hire and retain teaching staff positions, and STRIVE Prep uses the terms “teacher”, “nonrenewal” and “substitute teacher” in accordance with its employment policies and granted waivers.
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on the Denver Public School or the school.
How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, 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.

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

Statutory Citation and Title:

C.R.S. § 22-32-109(1)(b) Local board duties concerning competitive bidding

C.R.S. § 22-32-110(1)(y) Board of Education Accepting gifts, donations, grants

Rationale: In order to manage its own budget and finances, STRIVE Prep must be granted the authority to develop its own financial policies and practices.

Replacement Plan: STRIVE Prep, rather than the District, will be responsible for determining whether or not to accept gifts, donations and grants. The School will ensure the process is an open process in compliance with all applicable rules and regulations.

Additionally, STRIVE Prep, rather than the District, is in the best position to know what goods and services are needed and which vendors and providers may be available. The School will be responsible for establishing procedures for competitive bidding, as required by applicable law, and for selecting successful bidders on projects/contracts. The School will ensure the process is open, transparent, and in compliance with all applicable rules and regulations.

Duration of Waivers: The duration of the contract.

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

How the Impact of the Waivers Will be Evaluated: Since this area 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: 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. § 22-32-110(r) Local board powers- Excluding materials from school library

C.R.S. § 22-32-110(1)(kk) Local board powers- electronic records or signatures

Rationale: In order to manage its own operations and academic programming, STRIVE Prep must be granted the authority to develop its own policies on the use of electronic records or signatures and adopt rules pursuant to applicable laws. STRIVE Prep should be granted the authority to determine what materials should be excluded from each STRIVE Prep school and school library, in the judgment of the Chief Executive Officer of STRIVE Prep and STRIVE Prep governing board, on the basis of immoral or pernicious nature.

<p>Replacement Plan: STRIVE Prep will be responsible for adopting rules, standards, policies and procedures for the operation of each school, including the use of electronic records or signatures, consistent with applicable law. STRIVE Prep will be responsible for creating procedures and policies regarding the appropriateness of all school and library materials, including books, magazines, papers or other publications (“Publications”). The STRIVE Prep governing board shall have the ultimate responsibility for determining, which publications, in the judgment of the board, are of immoral or pernicious nature, and are therefore excluded from a STRIVE Prep school.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waivers will have no financial impact on the Denver Public School or the school.</p>
<p>How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to the school, as per this Charter School Agreement.</p>
<p>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.</p>

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan	
<p>Statutory Citation and Title: C.R.S § 22-7-1014(2)(a) <u>Preschool Individualized Readiness Plans – School readiness – Assessments</u></p>	
<p>Rationale: STRIVE Prep is a data driven school that is constantly evaluating and assessing students’ academic readiness, character development, and physical well-being in order to ensure student success. STRIVE Prep already has strong programs and assessments in place that assess students’ physical well-being, social-emotional development, language and comprehension development, cognition, and knowledge.</p>	
<p>Replacement Plan: STRIVE Prep elementary schools will operate a full day Kindergarten program, implementing Common Core and state standards. The school will implement assessments that are already in place for its data driven model, including the following:</p>	
<p>(1) Physical well-being and motor development based on state standards. Kindergarten students will participate in specials daily in Physical Education, Art, and/or Music. All specials incorporate movement, rhythm, music, and the development of fine and gross motor skills. Student growth will be assessed throughout the year in each special via three Interim Assessments, as well as others. Physical Education (P.E.) will use a curriculum select to encourage growth in motor development, and student progress will be assessed via observation protocols (which are based on appropriate development guidelines and state standards). Students will have daily choice time (free play block) where they can interact with friends and explore block, games, puppets, or a variety of other materials to improve their gross and fine motor skills.</p>	
<p>(2) Social-emotional development A strong positive behavior support system with high expectations for student behavior and character development will be utilized throughout the school. Students will be assessed daily on their behavior and receive a color (red/orange/yellow/green/blue chart). This color is daily communicated to parents, and clear steps are developed for students that continue to not receive “green” on the behavior chart. This strengthens students’ self-regulation and executive-function that help them pay attention, remember directions, and control behavior.</p>	

Students will receive character education throughout the year on a daily basis, through morning meetings, weekly community meetings, and through character and education lessons in their classrooms.

All educators will give students grades on how they demonstrate each core value (Love, Lead, Achieve, Grow, Persevere), and discuss character development growth with parents in monthly positive phone calls home.

The Student Service Team monitors student social-emotional development and evaluates student progress throughout the year. This includes small “lunch bunches” where students with high needs learn targeted social-emotional skills.

Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado State Standards.

(3) Language and comprehension development

Students participate daily in three 40 minutes blocks of Small Group Reading, which includes an explicit phonics program (currently Reading Mastery) and guided reading and reading comprehension lessons. This is a comprehensive program for reading, writing, listening and speaking that builds vocabulary, and knowledge. Students master sounds and letters for fluent decoding and encoding and build knowledge, language, and vocabulary that are essential for comprehension.

Students will participate in 20 minute Read Aloud Time daily. This provides students with time to speak, listen, and build comprehension. Students will also participate in 45 minutes of ELD daily to practice language development.

Assessments are administered weekly to progress monitor growth in reading.

STEP will be administered five times a year. Teacher analyze STEP data independently and also with their Coach, and make plans for both their specific reading groups, and for individual students.

Students that are not making growth or falling behind are monitored through the MTSS process and are placed in other interventions as necessary to support their growth.

(4) Cognition and general knowledge

Assessment information will be gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Students will be instructed on various topics in the Core Program. Current units include: Life Science (needs of plants and animals, how plants and animals change and grow, and where plants and animals live); Citizenship (how to be a good helper in and out of school); Earth Science (how do we use land, water and air, weather in each season); Problem Solving (why important to solve a problem, four steps to solve a problem, situations where you need an adult to solve problems); Physical Science (description of items, objects that give heat and light); Neighborhood (comparing and contrasting own and differing neighborhoods); World (Identify city, state, locate on map, country, distinguish land and water on globe and map, identifying traditions in other countries); Space and Technology (Differences between day and night, how to use machines); and Recycling (recycle, reuse, reduce).

Any student not making adequate growth in any of the above areas receive interventions in small groups or 1:1 instruction. MTSS plans are developed with teachers, administrators, and student support staff. The information includes results of formal assessments, informal assessments, and developmental checklists. This information is housed and monitored within in-house trackers.

If students do not respond with adequate growth to increased intervention through the MTSS process they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist, SPED Teacher; Counselor or Mental Health Therapist for further assessment.

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 CRS 22-7-1014(2)(a).
Duration of Waivers: The duration of the contract.
Financial Impact: The school anticipates that the requested waivers will have no financial impact on the Denver Public School or the school.
How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the School.
Expected Outcome: As a result of this waivers, the school will be able to implement the necessary policies to increase student achievement within existing structures.