

APPENDIX A - Requested State Statute Waivers

The 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. § 22-9-106 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. § 22-63-203 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)(y) Local board powers-Accepting gifts, donations, and grants
- C.R.S § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
Statutory Citation and Title: C.R.S. § 22-9-106 <u>Local Board of Education-Duties-Performance Evaluation System</u> C.R.S. § 22-2-112(1)(q)(I) <u>Commissioner-Duties</u>
Rationale: The school leader of Rocky Mountain Prep must have the ability to perform the evaluation of all personnel. Should any other designated administrator not have a Type D certificate, this should not preclude him or her from administering the evaluations under the direction of the head of school. The BOD must also have the ability to perform the evaluation for the school leader. Additionally, Rocky Mountain Prep 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: Rocky Mountain Prep 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. Rocky Mountain Prep’s evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for Rocky Mountain 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, and meet the intent of the quality standards established in SB 10-191. All evaluators will receive training in their school’s evaluation system. In addition, the evaluation data is used to inform professional development and

<p>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.</p>
<p>Duration of Waivers: The duration of the contract.</p>
<p>Financial Impact: The school anticipates that the requested waiver will have no financial impact upon Denver Public Schools or the school.</p>
<p>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.</p>
<p>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.</p>

<p>Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan</p>
<p>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</p>
<p>Rationale: The school year at Rocky Mountain Prep will total approximately 184 per year which exceeds the current requirement in state statute. Rocky Mountain 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 Rocky Mountain Prep will have a calendar that differs from the rest of the schools within the district.</p>
<p>Replacement Plan: The final calendar and the school’s daily schedule will be designed by Rocky Mountain Prep and the calendar will meet or exceed day and contact hour requirements 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 Schools 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 these waivers, 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. 22-32-109(1)(n)(II)(A) <u>Determine teacher-pupil contact hours</u></p>
<p>Rationale: Rocky Mountain Prep 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. Rocky Mountain Prep 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: Rocky Mountain Prep 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: The school should be granted the authority to hire teachers and administrators who support the school’s goals and objectives. The school will seek to attract administrators 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 as set forth in this application. All employees of Rocky Mountain Prep will be employed on an at-will basis.</p>
<p>Replacement Plan: Though this statute by its terms does not apply to charter school employees, Rocky Mountain Prep seeks a waiver to make it unmistakably clear that it is not bound by the statute and to identify the qualification criteria is applies for hiring teachers. All employees of Rocky Mountain Prep will be employed on an at-will basis. Rocky Mountain Prep will, as determined by the CEO of Rocky Mountain Prep, hire teachers and administrators, including principals, that hold an initial or professional teachers license or certificates. Rocky Mountain 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/license, 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 license or certificate and who possess valuable professional experiences and/or skills or unique backgrounds that fill the need of Rocky Mountain Prep. Rocky Mountain Prep will prioritize the hiring of in-field teachers as defined by the Colorado State Board, while retaining the ability to hire “out of field” teachers. Rocky Mountain Prep recognizes that it is</p>

<p>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) 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.</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 these waivers, the school will be able to employ professional staff possessing unique skills and/or background filling all staff needs.</p>

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan
<p>Statutory Citation and Title: 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></p>
<p>Rationale: Rocky Mountain Prep should be granted the authority to develop its own employment agreements and terms and conditions of employment. 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 Rocky Mountain Prep. In addition, Rocky Mountain 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 Rocky Mountain Prep to any other schools, except as provided for in the Charter School Agreement.</p>
<p>Replacement Plan: Rocky Mountain Prep has employment agreements with the terms of nonrenewal and renewal set forth in the agreement, including payment of salaries upon termination of employment. Employment offers will be given in writing and will be at an at-will basis. Rocky Mountain Prep will hire teachers on a best qualified basis. There is no provision for transfers.</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>

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, Rocky Mountain Prep must be granted the authority to develop its own financial policies and practices.

Replacement Plan: Rocky Mountain 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, Rocky Mountain 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 § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments

Rationale: Rocky Mountain 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. Rocky Mountain 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.

Replacement Plan: Rocky Mountain Prep has a full day Kindergarten program (8:00am-4:00pm, 187 school days) utilizing the Common Core/State Standards as well as Core Knowledge and other vetted curriculum.

1. Physical well-being and motor development:
 - Students participate daily in a physical dance class or exceeding state standards. Students are assessed on motor-development skills acquired throughout the year.
 - Art will be taught as Special where a dedicated art instructor teaches each class 3-4 times per week for 45 minutes. Development of fine motor skills is achieved through of

drawing, painting and make objects. Students will be assessed on fine motor skills acquired throughout the year.

- Students utilize technology daily, learning keyboarding and how to manipulate the various functions of the computer. Students are assessed throughout the year.
 - Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State 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 reward for the positive behavior they demonstrate.
 - Various classroom positive behavior techniques are implemented. These include red/yellow/green/purple clip stick, individual behavior charts, and whole class rewards. This is to strengthen self-regulation and executive-function that help them pay attention, remember directions and control their behavior.
 - Students are taught social-emotional skills through our PEAK values (Perseverance, Excellence, Adventure, Kindness), which are reflected upon daily.
 - 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 (based on State Standards)
- Our reading program is a scientific, research-based approach. Much of a scholar's day is spent doing small guided reading groups, independent reading, online literacy work with Reading A-Z, read-alouds, shared reading and writing. We regularly assess children on the STEP Literacy Assessment and use Jolly Phonics to teach phonics directly. 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. Texts are purchased to ensure cultural responsiveness and allow ample opportunity for children to explore their interests, with lots of texts focused on environmental sustainability.
 - 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.
4. Cognition and general knowledge (based on State Standards)
- Using Cognitively Guided Instruction, we promote mastery of efficient mathematic algorithms; however, we do not scholars solving problems “the right way” just to get the right answer. Rather, we believe that children should first develop a confidence in problem-solving by using whichever strategies they can access and explain. We use daily discussion to highlight 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, the school's ultimate mathematicians.
 - Science – In addition to emphasis on literacy and math, scholars will 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. On our schedule, Science shows up as a “special,” meaning that it taught by a dedicated science teacher.

- History and Geography – RMP uses Colorado State and Core Knowledge content standards and integrate into literacy instruction, read-alouds, and writing. Core Knowledge is a specific, sequenced body of content standards. The idea is that many low-income students are held back by a lack of content knowledge in their literacy. We also integrate social studies into our art and dance classes by exploring history and different cultures through the arts.

Assessments information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas receive Response to Intervention strategies in small groups or 1:1 instruction. RtI plans are developed with the support documentation attached. The information includes results of formal assessments, informal assessments and developmental checklists. This information is housed in Illuminate, 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 RtI personnel.

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. These assessment results are held in 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 Statute 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.

APPENDIX B - Requested District Policy Waivers

The 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
B DFA	District Personnel Performance Evaluation Council
B DFA-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
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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 checked="" 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 checked="" type="checkbox"/>	DK-R5	Gift Card Purchasing Procedures

E Policies: Support Services

<input checked="" type="checkbox"/>	ECA	Building Safety and Security Policy
<input checked="" 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 checked="" type="checkbox"/>	EHB	Records Retention

G Policies: Personnel

<input checked="" 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 checked="" type="checkbox"/>	GBGB	Personal Safety and Security
<input checked="" type="checkbox"/>	GCF/GDF	Staff Recruiting/Hiring

I Policies: Instructional Program

<input checked="" type="checkbox"/>	IHAM	Health and Family Life/Sex Education
<input checked="" 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 checked="" type="checkbox"/>	IMDB	Flag Displays

J Policies: Students

<input type="checkbox"/>	JICA	Student Dress Code
<input checked="" 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 checked="" type="checkbox"/>	JICEC	Student Distribution of Noncurricular Materials
<input checked="" type="checkbox"/>	JICEC-R	Regulation for Student Distribution of Noncurricular Materials
<input checked="" type="checkbox"/>	JICF	Secret Societies/Gang
<input checked="" type="checkbox"/>	JICG	Use of Tobacco by Students
<input type="checkbox"/>	JICH	Drug and Alcohol Use by Students
<input checked="" type="checkbox"/>	JICH-R	Regulations for Drug and Alcohol Use by Students
<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

	JLC	Student Health Services and Records
<input checked="" type="checkbox"/>	JLCDA	Students with Food Allergies
<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 checked="" type="checkbox"/>	JRA/JRC	Student Records/Release of Information on Students
<input checked="" type="checkbox"/>	JRA/JRC-R	Regulation Regarding Student Records and Release of Student Information

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 checked="" type="checkbox"/>	KDB	Public's Right to Know - Freedom of Information
<input checked="" type="checkbox"/>	KDB-R	Regulation regarding Public's Right to Know - Freedom of Information
<input checked="" type="checkbox"/>	KFA	Public Conduct on School Property
<input checked="" type="checkbox"/>	KFA-R	Regulation regarding Public Conduct on School Property
<input checked="" type="checkbox"/>	KHB	Advertising in Schools
<input checked="" type="checkbox"/>	KI	Visitors to Schools

By signing the charter contract, the School/Network affirms that it has replacement policies that comply with the intent of the policy for each of the non-automatic waivers sought above that are legally required.

Type III DPS Charter Waivers

The school seeks the following non-automatic waivers and has attached the replacement policy for DPS review:

<input type="checkbox"/>	GBEA	Conflicts of Interest
<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 type="checkbox"/>	IKF-R	Graduation Requirements for Class of 2021 and Beyond - Supporting Details
<input type="checkbox"/>	IKF	IKF - Requirements for Graduating class of 2021 and beyond
<input type="checkbox"/>	IKF	IKF - Graduation Requirements (Up to Class of 2020)
<input type="checkbox"/>	JB	Equal Educational Opportunity and nondiscrimination
<input type="checkbox"/>	JB-R1	Procedures for the Investigation of Student Complaints of Discrimination or Harassment
<input type="checkbox"/>	JB-R2	Regulation for Implementing Section 504 of the Rehabilitation Act of 1973 ("Section 504") and Section 504 Grievance Procedures
<input type="checkbox"/>	JIH	Student Interviews, Interrogations, Searches and Arrests
<input type="checkbox"/>	JK	Student Discipline (note: provisions related to expulsion cannot be waived)
<input type="checkbox"/>	JK-R	Student Conduct and Discipline Procedures (note: provisions related to expulsion cannot be waived)
<input type="checkbox"/>	JKA	Restraint of Students
<input type="checkbox"/>	JKA-R	Restraint of Students Regulation
<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

By signing the charter contract, the Network affirms that they have submitted replacement policies for any of the above waived policies to the Portfolio Management Team.