

Charter Schools Waivers
2016-17

Charter School Approved Waivers Counts

Statue ID	School Count	Statute Title
Automatic State Waivers		
22-63-403	231	Teacher Employment Act-Describes payment of salaries
22-33-104(4)	230	Compulsory School Attendance-Attendance policies and excused absences
22-63-401	230	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-301	230	Teacher Employment Act-Grounds for dismissal
22-63-402	231	Teacher Employment Act-Certificate required to pay teachers
22-1-112	227	School Year - National Holidays
22-32-110(1)(h)	231	Local Board Powers-Terminate employment of personnel
22-32-110(1)(i)	231	Local Board Powers-Reimburse employees for expenses
22-32-126	231	Employment and Authority of Principals
22-32-110(1)(k)	230	Local Board Powers-Policies relating to inservice training and official conduct
22-32-110(1)(ee)	230	Local Board Powers-Employ teachers' aides and other noncertificated personnel
22-32-110(1)(y)	217	Local Board Powers-Accept gifts, donations, grants
22-32-109(1)(t)	230	Local Board Duties Concerning Textbooks and Curriculum
22-32-109(1)(f)	231	Local Board Duties Concerning Selection of Staff, and Pay
22-32-109(1)(b)	230	Local Board Duties Concerning Competitive Bidding
22-32-110(1)(j)	230	Local Board Powers-Procure life, health, or accident insurance
22-63-302	231	Teacher Employment Act-Procedures for dismissal of teachers
Non-Automatic State Waivers		
22-32-109.1(2)(a)	3	Conduct and discipline code
22-28-111(1)(a)	1	Coordination of district preschool program with extended day services
22-32-109(1)(n)(II)(A)	230	Determine teacher-pupil contact hours

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Non-Automatic State Waivers		
22-1-110.5	2	Education regarding human sexuality - prior written notice to parent - content standards
22-33-107	12	Enforcement of Compulsory School Attendance
22-9-108	1	Evaluator training - universities and colleges - duties
22-32-110(1)(r)	3	Exclude inappropriate or pernicious materials from library
22-32-109.8	14	Fingerprinting
22-1-128	5	Comprehensive human sexuality education
22-32-109(1)(n)(II)(B)	142	Adopt district calendar
22-32-116.5	1	Extracurricular & Interscholastic Activities
22-1-123	2	Comprehensive Human Sexuality Education
22-2-112(1)(q)(I)	141	Commissioner-Duties (reporting performance evaluation ratings)
22-44-112	1	Budget-Transfer of Moneys
22-82.8-103	4	Breakfast After the Bell Nutrition Program
22-32-109.1	2	Board of education - specific powers and duties - safe schools
22-32-109.3	1	Board of education - specific duties - student records
22-32-110.7	1	Board of education - specific duties - drug testing
22-32-120	12	Food Services
22-32-109(1)(cc)	9	Adopt dress code policy
22-33-106	4	Grounds for suspension, expulsion and denial of admission
22-32-109(1)(aa)	1	Adopt and Implement plan for content standards
22-45-103	1	Accounting & Reporting - Funds
22-1-110	21	Alcohol & Controlled Substance Education
22-63-205	37	Teacher Employment Act-Exchange of teachers out of state or foreign

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22-7-1014(2)(a)	88	Preschool individualized readiness plans - school readiness - assessments
22-32-110(1)(jj)	5	Require replacement of damaged textbooks/resources
CCR 301-81	3	Rules governing standards for individual career and academic plans
22-9-107	5	School district personnel performance evaluation councils - duties
22-32-109.7	14	Selection of personnel
22-32-118	2	Summer schools, continuation, evening and community education programs
22-33-105	24	Suspensions, expulsion and denial of admission
22-32-109.9	14	Fingerprinting
22-63-202	214	Teacher Employment Act - Contracts in writing, damage provision
22-32-117	2	Miscellaneous Fees
22-63-204	38	Teacher Employment Act-Receiving moneys from sale of goods
22-63-203	214	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal
22-63-206	214	Teacher Employment Act-Transfer of teachers
22-63-103(10)	4	Teacher Employment-Substitutes
22-63-202(3)	1	Teacher temporarily suspended or contract canceled during decrease in teaching positions
22-61-103	1	Teacher's oath or affirmation
22-45-103 (1)(f)	1	Transportation Fund
22-32-113(5)(a)	1	Transportation of Pupils
22-63-201	216	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate
22-32-109(1)(k)	1	Local Board Duties Concerning Publication of Financial Condition
22-32-134.5	1	Healthy Beverages Policy Required
22-33-108	10	Judicial Proceedings-conduct/discipline

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Statue ID	School Count	Statute Title
Non-Automatic State Waivers		
22-32-119	28	Kindergarten
22-9-101	1	Licensed Personnel Evaluations
22-32-109(1)(h)	7	Local Board Duties Concerning Bonding of Staff Members
22-32-109(1)(a)	1	Local Board Duties Concerning Bylaws
22-32-109(1)(z)	9	Local Board Duties Concerning Child Abuse and Neglect Training
22-32-109(1)(i)	1	Local Board Duties Concerning Governmental Accounting Principles
22-35-101	1	Postsecondary Enrollment Options Act provides for dual enrollment credit option
22-9-106	221	Local Board Duties Concerning Performance Evaluations
22-61-105	1	Penalty
22-32-109(1)(n)(I)	164	Local Board Duties Concerning School Calendar
22-32-109(1)(n)(II)	9	Local Board Duties Concerning Teacher-Pupil Contact Hours & adopting district calendar
22-32-109(1)(bb)(I)	6	Local Board Duties Concerning Tobacco use
22-24-105(1)(d)	1	Local Board Duties-ELL Student Programs
22-32-109(1)(jj)	2	Local Board Duties-identifying principals that require further training
22-24-105	1	Local Board-powers and duties-ELL Students
22-9-106(4)	2	Local boards of education - duties - principal or administrator license required for evaluations
22-60.5-301	3	Types of principal licenses issued - term
22-32-109(1)(e)	1	Local Board Duties Concerning Minutes of Proceedings Open To Public

**Charter Schools Report of Approved
Waivers**

5229	Littleton Academy	0140	LITTLETON 6			6/30/2033
	22-1-112	22-2-112(1)(q)(l)	22-32-109(1)(b)	22-32-109(1)(bb)(l)	22-32-109(1)(f)	
	22-32-109(1)(n)(l)	22-32-109(1)(n)(ll)(A)	22-32-109(1)(t)	22-32-110(1)(ee)	22-32-110(1)(h)	
	22-32-110(1)(i)	22-32-110(1)(j)	22-32-110(1)(k)	22-32-110(1)(y)	22-32-119	
	22-32-126	22-33-104(4)	22-33-105	22-33-107	22-63-201	
	22-63-202	22-63-203	22-63-206	22-63-301	22-63-302	
	22-63-401	22-63-402	22-63-403	22-7-1014(2)(a)	22-9-106	

C.R.S. 22-2-112(1)(q)(I) Commissioner-Duties

Rationale: LITTLETON ACADEMY has established a performance evaluation system and received a waiver from CRS 22-9-106 enabling its use of that system. Due to this prior waiver, LITTLETON ACADEMY 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: If granted this waiver LITTLETON ACADEMY will not be required to report their teacher evaluation data through the Teacher Student Data Link collection process. However, the data provided by LITTLETON ACADEMY's teacher evaluation system is a critical component in the decision-making process for retention, promotion and placement of the school's teachers. 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 the Waiver: LITTLETON ACADEMY requests that the waiver be for the duration of its contract with LITTLETON PUBLIC SCHOOLS. Therefore, the waiver is requested through June 30, 2033.

Financial Impact: LITTLETON ACADEMY anticipates that the requested waiver will have no financial impact on the LITTLETON PUBLIC SCHOOLS or the LITTLETON ACADEMY budget.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in LITTLETON ACADEMY charter school contract.

Expected Outcome: With this waiver, LITTLETON ACADEMY will be able to spend more time reviewing the teacher evaluation data for important, internal use to promote good teaching.

Rationale and Replacement Plan for Waiver from State Statute and Rules

STATUTE DESCRIPTION AND RATIONALE

State Statute 22-7-10 14(2)(a) which requires each district to administer *the* school readiness assessment to each student.

Rationale: Littleton Academy Charter School should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. In addition to pedagogically appropriate school readiness assessments given individually to incoming Kindergarteners prior to the first day of Kindergarten, the implementation of Core Knowledge and the Colorado Academic Standards ensures that each student is prepared for higher learning or appropriate intervention plans have been put in place as appropriate per student individual needs. The domains of physical well-being, motor development, social-emotional development, language and comprehension development and cognition and general knowledge are assessed daily in the present curriculum and assessments. Support is readily available through numerous avenues based throughout the program.

Plan: Littleton Academy Charter School has a half-day academic Kindergarten program utilizing the Core Knowledge curriculum and the Colorado Academic Standards. Littleton Academy also offers Kindergarten Extended Day.

1. Physical well-being and motor development:

- Students participate weekly in a structured physical education class meeting or exceeding state standards. Students are assessed on motor-development skills acquired throughout the year. In addition students participate in a recess program daily that encourages gross motor development.
- Students participate weekly in Art education meeting or exceeding state standards. Development of fine motor skills is achieved through drawing, painting and creating objects. Students are assessed on fine motor skills acquired throughout the year.
- Students participate weekly in music education meeting or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year.
- Students participate in weekly technology classes 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, Core Knowledge and Colorado Academic Standards in the areas of physical well-being and motor development.

2. Social-emotional development

- Students are instructed in the Core Virtues positive behavior support system designed by the school. This includes classroom, cafeteria, recess and hallway expectations. Students are rewarded for the positive behavior they demonstrate.
- Classrooms use the Core Virtues positive behavior techniques. These include class charts, individual behavior charts, and whole class rewards. These strengthen self-regulation and executive-function to help students pay attention, remember directions and control their behavior.
- Students develop social-emotional skills such as making friends, managing emotions and solving problems to set them on the path for social success and academic readiness.
- Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado Academic Standards.

3. Language and comprehension development

- Students receive instruction 45 minutes each day in ability-grouped reading class and 45 minutes each day in heterogeneous language arts class using the Open Court Reading, Riggs and other phonics based spelling and decoding programs, and Core Knowledge Language Arts. These are comprehensive programs for reading, writing, listening and speaking that build vocabulary, fluency, skills and knowledge. Students master sounds and letters for fluent decoding and encoding and build knowledge, language and vocabulary that are essential for comprehension. Assessments are administered every week to monitor growth.

- STAR Early Literacy assessment is administered three times per year.. Students not making adequate growth are assessed through our Response to Intervention team with tools such as the Burst assessment to determine the literacy area most in need of improvement and are monitored through the Elementary Academic Coach every 3 weeks. If the student is far below benchmark on two consecutive administrations the student may be placed on a READ plan.

4. Cognition and general knowledge

- Math-- Students receive 45 minutes of math instruction using Saxon Math curriculum.

Assessment is given every two weeks to monitor progress. Students who fall behind are given additional time in small group or 1:1 sessions with the teacher or the Elementary Academic Coach in the area of need.

- Science - Students are instructed on various topics including: Plants and Animals; Animals and Their Needs; Human Body (including taking care of their body with exercise, cleanliness, healthy foods and rest); Introduction to Magnetism; Seasons and Weather; and Taking care of the Earth, Assessments are administered with each topic to measure content mastery.

- History and Geography - Students are instructed on various topics including: Geography- Spatial Sense (working with maps and globe students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans and North and South Pole.); the seven continents; Native American Peoples, Past and Present; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day), Presidents, Past and Present (including Washington, Jefferson, Lincoln, Theodore Roosevelt, and current United States President), and symbols and Figures (including the American Flag, Statue of Liberty, Mount Rushmore and The White House); Financial Literacy (including coin and dollar images and value). Assessments are administered with each topic to measure content mastery.

- Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines, Core Knowledge, and Colorado Academic 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. Response to Intervention plans are developed with the support documentation attached. The information includes results of formal assessments, informal assessments and developmental benchmarks and checklists. 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; or Mental Health Specialist for further assessment. These assessment results are housed in SEAS and plans 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 Statue 22-7-1 0 14(2)(a).

22-7-1014(2)(a). Preschool individualized readiness plans=sschool readiness=assessments

Rationale: LITTLETON ACADEMY should be granted the authority to assess the readiness of incoming kindergarten students and to develop individualized plans for meeting the needs of those incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals as established in its charter school contract.

Replacement Plan: LITTLETON ACADEMY, if granted this waiver, WILL IMPLEMENT A BATTERY OF KINDERGARTEN READINESS ASSESSMENTS PRIOR TO THE FIRST DAY OF SCHOOL, AND WILL IMPLEMENT THE ABOVE CURRICULAR PLAN DURING THE KINDERGARTEN SCHOOL YEAR.

Duration of the Waiver: LITTLETON ACADEMY requests that the waiver be for the duration of its contract with LITTLETON PUBLIC SCHOOLS. Therefore, the waiver is requested through JUNE 30, 2033.

Financial Impact: LITTLETON ACADEMY anticipates that the requested waiver will have no financial *impact* on the LITTLETON PUBLIC SCHOOLS or the LITTLETON ACADEMY budget.

How the Impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to the school as set forth in LITTLETON ACADEMY charter school contract.

Expected Outcome: With this waiver, LITTLETON ACADEMY will be able to align the school readiness assessment and individualized plans to the principles, curriculum, and educational goals specific to LITTLETON ACADEMY as defined in its charter school contract. This alignment will lead to a more streamlined experience for the students and provide more usable data to teachers for educating each individual student in accordance with the school's mission,