

**Boulder Preparatory High School
Waivers of Colorado State Statutes
Rev. February 2024**

AUTOMATIC WAIVER REQUESTS:

State Statute Citation	Description
<i>22-32-109(1)(f), C.R.S.</i>	Local board duties concerning selection of staff and pay
<i>22-32-109(1)(t), C.R.S.</i>	Determine educational program and prescribe textbooks
<i>22-32-110(1)(h), C.R.S.</i>	Local board powers-Terminate employment of personnel
<i>22-32-110(1)(i), C.R.S.</i>	Local board duties-Reimburse employees for expenses
<i>22-32-110(1)(j), C.R.S.</i>	Local board powers-Procure life, health, or accident insurance
<i>22-32-110(1)(k)(I), C.R.S.</i>	Local board powers-Policies relating to in-service training and official conduct
<i>22-32-110(1)(ee), C.R.S.</i>	Local board powers-Employ teachers' aides and other non-certificated personnel
<i>22-32-126, C.R.S.</i>	Employment and authority of principals
<i>22-33-104(4), C.R.S.</i>	Compulsory school attendance-Attendance policies and excused absences
<i>22-63-301, C.R.S.</i>	Teacher Employment Act- Grounds for dismissal
<i>22-63-302, C.R.S.</i>	Teacher Employment Act-Procedures for dismissal of teachers
<i>22-63-401, C.R.S.</i>	Teacher Employment Act-Teachers subject to adopted salary schedule
<i>22-63-402, C.R.S.</i>	Teacher Employment Act-Certificate required to pay teachers
<i>22-63-403, C.R.S.</i>	Teacher Employment Act-Describes payment of salaries
<i>22-1-112, C.R.S</i>	School Year-National Holidays

NON-AUTOMATIC WAIVER REQUESTS:

***22-32-110(1)(y) – Local Board Powers to accept gifts, donations, and grants**

Rationale: As an independent charter school, it is important for the Charter school Board and administrators to have the authority to apply for grants and solicit gifts/donations that support the mission of the school.

Plan: Boulder Prep shall use any grants or donations in accordance with the conditions prescribe by the donor. If any donations or grants are unspecified, the Board and Administration shall discuss the best use of funds as appropriate to support the mission of the school

Impact and Evaluation: By having control over grants and donations, Boulder Prep can raise additional funds needed to support programming. Boulder Prep’s financials are audited yearly as an additional layer of monitoring for appropriate use of funds.

22-9-106 Performance Evaluations and 22-2-112(1)(q)(I) Reporting Evaluations

Rationale: As an independent charter school, it is important that the school’s leadership have the authority to evaluate all personnel and hold them accountable for meeting the students’ needs and upholding the school’s mission. The Boulder Prep Board of Trustees must have the authority to evaluate the Headmaster and any other staff directly supervised by them as it relates to specific job duties and upholding the mission of the school. Additionally, Boulder Prep should not be required to report their teacher evaluation ratings.

Plan: Boulder Prep uses its own evaluation system which includes required professional development, observation, consultation, and continuous improvement with goals to improve student academic growth. The staff are trained annually regarding the observation tools that will be used and agreed upon performance benchmarks. The standard for evaluation includes a minimum of one peer and one administrator observation each year including debriefs to identify areas for growth and set SMART goals for improvement.

Impact and Evaluation: By having autonomy with regard to staff evaluations and a waiver on reporting evaluation ratings, we can develop a system that aligns with the goals and mission of the school. Overall teacher effectiveness correlates with students’ growth and success which is reported annually for accreditation.

22-63-201 Employment Policies – License Requirement

Rationale: As an independent charter school, it is important that the Administration have the authority to hire individuals with academic and experiential backgrounds that will complement the school’s mission. It is critical to have flexibility with hiring non-licensed personnel in order to meet students’ needs and interests.

Plan: Personnel will be carefully selected by the administration based on their training and experience in the job duties that they are being hired for. The minimum requirement for teachers will be that they are

Highly Qualified In-Field according to state and federal standards. More specifically, they must hold a bachelors degree in the area of assignment, at least 36 credit hours in the core subject area they will teach or a passing score on the Praxis exam for the subject they will teach. Special Education teachers will hold the requisite state license and endorsement. Boulder Prep will report the number of in-field/out-of-field teacher designations, years of experience of teachers, or any other requirements promulgated by CDE.

Impact and Evaluation: By being able to hire non-licensed teachers, the school will be able to access individuals with more diverse backgrounds and expertise. Ultimately, all staff will be evaluated annually for effectiveness by the administration.

22-63-202 & 203 Employment Policies – Contracts & Renewal

Rationale: As an independent charter school, it is important that the Administration have the authority to hire individuals under contracts terms and conditions that meet the needs of the school and promote retention and accountability for high quality staff.

Plan: All Boulder Prep staff will serve on an “at-will” basis where performance is closely monitored. All new staff will be hired on a probationary status and will be offered renewal based on their performance evaluation. Contract terms that may be unique to Boulder Prep are professional development expectations and additional benefits being offered to the employee.

Impact and Evaluation: By being able to set our own contract terms and renewal process for probationary teachers, Boulder Prep will be able to recruit and retain high quality staff with more diverse backgrounds and expertise. Evaluation of hiring practices will be reviewed by the Board and administration during charter contracting.

22-63-206 Employment Policies – Transfer of Teachers

Rationale: Boulder Preparatory High School has a unique mission and student population. Teachers are selected carefully based on the school’s needs. No other school nor school district should have the authority to transfer its teachers into or from Boulder Prep High School.

Plan: Boulder Prep will not accept transfers from the district or other schools nor will we attempt to transfer our staff to other schools.

Impact and Evaluation: This waiver will allow us to manage our personnel without influence from outside parties. This practice will be reviewed by the Board and administration during charter contracting.

22-32-109(1)(bb)(I), 22-32-109.1(2), 22-33-105, and 22-33-106 Conduct and Discipline Codes, and Requirements for Suspension, Expulsion, and Denial of Admission.

Rationale: As an independent charter school founded to serve high-risk students, it is important for the Charter School Board and administrators to have the authority to determine student conduct and discipline policies that best fit the mission of the school. The responsibility for developing and

implementing related conduct, discipline, and related policies is being delegated from the Boulder Valley School District to Boulder Prep.

Plan: Student conduct is based on the following four agreements:

1. Respect everyone's educational opportunity
2. Respect the entire building
3. Respect each others belongings
4. Respect everyone's right to make amends

Any conduct or behavior that does not follow these agreements is addressed on an individual basis by the administration and in consultation with faculty and any other appropriate parties and/or agencies. Student discipline will also be addressed on an individual basis. Any necessary disciplinary action is taken in accordance with the student's individual rights and in consideration of student's academic best interest and the community's best interest.

Impact and Evaluation: By individualizing our interventions and discipline practices, we can ensure that each student is given every possible opportunity to pursue his or her education in a manner that does not jeopardize the safety or learning of the other students.

Boulder Preparatory High School Waiver of Boulder Valley School District Adopted Policies

Boulder Preparatory High School request waivers of all District policies which fall under waivers of State Statutes (items 1-5) and waivers of District policies that are not aligned with Boulder Prep operations (items 6-9).

1. Personnel Employment, Evaluation, Training and Salaries

- a. BVSD Policies: All GC and GD policies.

Rationale: As an independent charter school with less than 15 full-time staff, it is important for the Charter school Board and administrators to have the authority to work with teachers individually to determine their specific job descriptions, determine professional development, and employee trainings that best fit the mission of the school.

Plan: Boulder Prep is an “at-will” employer, and minimum requirements for employment will be specified in each staff member’s contract. The school administration will review and decide on a professional development program in collaboration with the staff each year.

2. Establishment of a school calendar

- a. BVSD Policies: IC-ICA

Rationale: As an independent charter school, it is important for the Charter school Board and administrators to have the authority to set its own calendar independent of the school district schedule that best fits the mission of the school.

Plan: Boulder Prep administration will review and decide on the following year’s year-round school calendar in collaboration with the staff in the spring of each year. Boulder Prep will comply with statutory requirements for the minimum hours of school attendance.

3. Educational Programming and Curriculum

- a. BVSD Policies: IF, IFB-E1&2, IF-E1, IF-R, IGA, IJ

Rationale: As an independent charter school, it is important for the Charter school Board and administrators to have the authority to establish its own courses and complementary learning materials that best fit the mission of the school.

Plan: Boulder Prep administration will work collaboratively with teachers in the development of new courses and approval of learning materials. Courses and learning materials will meet or exceed BVSD content standards as evaluated by the school’s administration.

4. Student Conduct and Discipline

- a. BVSD Policies: JDC, JDD, JDDA/JDDA-R, JDHD/JDHD-R, JD/JR, JDSE/JDSE-R,

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5. Local Board Duties to Adopt Policies and Prescribe Rules and Regulations including competitive bidding

a. BVSD Policies: DJ-DJE

Rationale: As an independent charter school, it is important for the charter school Board and administrators to have the authority to adopt policies and regulations that best fit the mission of the school including expenditure and procurement policies. Boulder Prep's adopted spending and procurement policy is attached.

Plan: The Boulder Prep Board and administrators follow the process outlined in the "Trustee Handbook" for adopting policies. Powers to adopt policies shall be determined based on the following chart from the "Trustee Handbook" published by the National Association of Independent Schools.

6. Field Trips

a. BVSD Policies: IICA, IICA-R

Rationale: As an independent charter school it is important for the Charter school Board and administrators to have the authority to determine its own policies regarding field trips that best fit the mission of the school and limits the school’s liability in the event of any problems.

Plan: The staff member who is sponsoring a field trip or activity shall have the activity approved by administration prior to the event. The staff member will be responsible for collecting parent/guardian permission for all participants under the age of 18 prior to the event. There must be at least one adult for every six students for after school activities and at least one adult for every 13 students on a class field trip.

7. Grading

a. IKA-IKAA-IKAB through IKB-R

Rationale: As an independent charter school it is important for the Charter school Board and administrators to have the authority to determine its own grading system that best fits the mission of the school and meets or exceeds the BVSD grading standards.

Plan: Boulder Prep will only give credit for 70% or higher. D or F grades will not be given. Instead, students will receive a No Credit or NC. The Boulder Prep grading system is as follows:

A+	4.0
A	3.75
A-	3.5
B+	3.25
B	3.0
B-	2.75
C+	2.25
C	2.0
C-	1.75
NC	0
IP	In Progress

8. Graduation Requirements

a. BVSD Policies: IKF

Rationale: As an independent charter school it is important for the Charter school Board and administrators to have the authority to set graduation requirements that best fit the mission of the school and meet or exceed the BVSD standards.

Plan: Graduation requirements for Boulder Prep are as follows:

Students need a total of 220 Academic Credits as outlined below.

<p>Language Arts - 40 Credits Required: Autobiography - 5 Credits (Language Arts Capstone) Required: Advanced Language Arts - 5 Credits</p>
<p>Social Studies - 30 Credits Required Social Studies: Civics or US Government</p>
<p>Mathematics - 20 Credits Required: 10 Credits Beyond Algebra I Required: Math Capstone (1 of the following options)</p> <ul style="list-style-type: none"> • Financial Literacy • Data Science • Math for Life • Algebra 2 or higher • ACT Math Score of 19
<p>Science - 25 Credits Required: 2.5 Computer Science Credits Required: 2.5 Environmental Science Credits</p>
<p>Physical Education/Health - 10 Credits</p>
<p>Fine Arts & Humanities - 20 Credits</p>
<p>World Languages - 10 Credits</p>
<p>Service Learning - 10 Credits (combination of options below) Required: Service Learning Classes – 2.5 Credits Outside Volunteer or Paid Work Volunteer - 25 hours for 2.5 credits (approved by advisor) Internship - 50 hours plus paper for 2.5 credits (approved by advisor) Paid Work - 100 hours for 2.5 credits (submit copies of pay stubs)</p>
<p>Life Skills Credit – 15 credits</p>
<p>Stories Credit – 15 credits</p>
<p>Senior Portfolio – 5 Credits (as part of the college life skills class) Personal Essay Autobiography Slices (5) ACT Scores 4-Year College Applications (3) College Acceptance Letter Free Application for Federal Student Aid (FAFSA) Scholarship Applications (5) Graduation Acknowledge Speech Miscellaneous: Academic Achievements, Extracurricular Activities, Resume, Awards, Letters of Recommendation, etc.</p>

9. Enrollment

b. BVSD Policies: JEC, JECC, JECC-R, JECD, JECD-R, JECE-R, JEC-R

Rationale: As an independent charter school it is important for the Charter school Board and administrators to have the authority to determine its own policies regarding enrollment that best fits the mission

Plan: New or returning students may enroll at any time by completing the following process:

Step 1: Fill out the initial [INQUIRY FORM](#) to reserve a seat at Boulder Prep.

Step 2: Complete the following forms:

- [STUDENT QUESTIONNAIRE](#)
- [PARENT/GUARDIAN QUESTIONNAIRE](#)
- [SKILLS ASSESSMENT](#) to help us with course placement.
- [INDIGO SURVEY](#). The Indigo Survey is a tool that we use to help get to know a student's strengths, personality style, and motivators.

Step 3: Once we receive the completed forms, our team will reach out to schedule an Orientation Meeting. This meeting will give us an opportunity to get to know the student better and review Boulder Prep's programs and services. Families will have 30 days to complete a new student orientation/enrollment meeting before your seat is released for another student. Families may also release your seat after the orientation meeting if they decide Boulder Prep is not what they're looking for.

Step 4: Once the orientation is completed and all parties agree that a transfer would be appropriate, we will move forward with enrollment. Families within the Boulder Valley School District need to formally check-out with the registrar at their home schools. Families coming from outside of the school district will need to complete an enrollment form online through the Boulder Valley School District. Click [HERE for the ONLINE ENROLLMENT LINK](#).



Spending Policy

No Board approval needed for spending up to \$5,000 per project/program/related item or any amount already budgeted as long as it is being spent according to the spending category. Spending category is defined as the sections of the budget such as personnel, supplies and materials, purchased services, etc. Line item is defined as the detail within each spending category.

Board approval needed to move more than \$5,000 between operating and personnel categories. A written record of re-allocations over \$1000 will be provided to the Board as part of the regular finance report during a board meeting.

Board approval needed to spend any surplus or unrestricted funds.

Reserve Policy

Expenditures from the general reserve account will be only for emergencies. One example is, major structural issues with the building that are not covered by insurance and that we cannot afford out of the regular budget. (i.e. HVAC, asbestos, concrete shifting). Another example would be to settle with the school district if we are over-spent. Expenditures from a specific reserve category (i.e. Building) must be approved by the Board.

Procurement Policies

Informal Bid Procedure – The informal bid procedure is used in those instances where the value of goods or services is expected to be less than \$5,000. It is used to speed delivery and to reduce administrative costs.

The following policies apply:

Purchases from \$1 - \$4,999: Purchases within this range may be made without requisitions, phone quotes or written quotes; except as otherwise specified; however staff members are expected to obtain materials/services at competitive prices.

Purchases from \$5,000 - \$9,999: Purchases within this range must have a minimum of three telephone or written quotes. Telephone quotes should be documented on the telephone quote form.

Purchases from \$10,000 - \$14,999: Purchases within this range must have a minimum of three written quotes (fax or electronic quotes allowed) must be requested by staff and submitted with requisition.

Purchases \$15,000 and above will require following the BVSD RFP process.

Observation Look-Fors



What can coaches give teachers feedback on?

Use of Time



- Transitions from one activity to another
- Time spent with individual students or small groups
- Time spent getting lesson/class started

Pacing



- Too fast, too slow?
- Time spent in each lesson component

Strategic Questioning

- Connect to lesson target/objective
- Assess understanding
- Stretch student thinking beyond yes/no



Clarity of Presentation

- Modeling
- Clarifying
- Providing clear directions



Student Movement



- Positive: quickly transitioning, following directions, taking initiative
- Negative: getting out of seat frequently, fidgeting, interfering with others

Differentiation

- Scaffolding of lesson to meet diverse student needs



Material Management

- Student and teacher materials organized to support flow of lesson
- Handouts are clear, meaningful and appropriate



Classroom Arrangement

- Furniture placement
- Visual supports on walls
- Environment for learning
- Provision for multiple uses of space



Monitoring/Checks for Understanding

- Monitoring student progress during independent work time
- Pauses at appropriate points in lesson to check for student understanding



Participation Strategies

- Use of cold call to ensure variety of student voices
- Use of discussion protocols
- Opportunities for partner or small group collaborative work



Student Engagement

- Positive: volunteering responses, on task student-student interaction, listening, carrying out roles
- Negative: speaking out while off task, off task student-student interaction, interrupting, interfering

