



Mountain Phoenix Community School Waiver Request Addendum

Contact Information
School Name: <i>Mountain Phoenix Community School (MPCS)</i>
School Address (mailing): 4725 Miller St. Wheat Ridge, CO 80033
Charter School Waiver Contact Name: Maggie Payne
Charter School Waiver Contact's Phone Number: 303-728-9100 x304
Charter School Waiver Contact's Email: mpayne@jeffco.k12.co.us

Charter School Automatic Waivers	
Statutory Citation	Description
<i>22-32-109(1)(b), C.R.S.</i>	Local board duties concerning competitive bidding
<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), C.R.S.</i>	Local board powers-Policies relating the in-service training and official conduct
<i>22-32-110(1)(y), C.R.S.</i>	Local board powers-Accepting gifts, donations, and grants
<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)</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 Waivers: Statute Description and Rationale and Replacement Plan

Statutory Citation and Title

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

Rationale: The charter school leader 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 school leader. The BOD must also have the ability to perform the evaluation for the school leader or designated head of school. Additionally, the charter school 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: The charter school uses its own evaluation system as agreed to in the Charter School Agreement with its authorizer and therefore should not be required to report their teacher evaluation data. The charter school’s evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for the school’s evaluation system includes quality standards that are clear and relevant to the administrators’ and teachers’ roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. In addition, the evaluation data is used to inform hiring practices and professional development decisions.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with Jefferson County School District R-1. Therefore, the waiver is requested through June 30, 2022.

Authorizer

Date

Financial Impact: MPCs anticipates that the requested waiver will have no financial impact upon the Jefferson County School District or the MPCs budget.

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 the Charter School Agreement with its authorizer.

Expected Outcome: These waivers will permit the school to implement its program and evaluate its teachers in accordance with its Employee Evaluation Policy, 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

C.R.S. §22-32-109(1)(n)(II)(A) Board of Education – Determine Teacher-Pupil Contact Hours

Rationale: The charter school will prescribe the actual details of its own school calendar to best meet the needs of its students. The authorizing board will not set these policies and the charter school will have a calendar that differs from the rest of the schools within the district.

Replacement Plan: The final calendar and the school’s daily schedule will be designed by the charter school and will meet or exceed the expectations in state statute.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with <u>Jefferson County School District R-1</u> . Therefore, the waiver is requested through <u>June 30, 2022</u> .	
Authorizer	Date
Financial Impact: MPCS anticipates that the requested waiver will have no financial impact upon the Jefferson County School District or the MPCS budget.	
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 set forth in the Charter School Agreement with the school's authorizer.	
Expected Outcome: These waivers will permit the school to design a yearly calendar and daily schedule that promotes the success of its educational program. This will benefit staff members as well as students and the school community.	

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan	
Statutory Citation and Title	
C.R.S. § 22-63-201 Employment-Certificate required	
Rationale: The charter school leader should be granted the authority to hire teachers and school leaders that will support the schools goals and objectives. The charter 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. However, all employees will comply with the Federal Highly Qualified requirements (i.e.: hold a degree and demonstrated subject-matter competency).	
Replacement Plan: The charter school will commit to hiring certified teachers and school leaders, as defined by the federal highly qualified requirements under NCLB. For example, through a thorough screening process the teaching staff will be required to submit the necessary paperwork to establish their highly qualified status.	
Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with <u>Jefferson County School District R-1</u> . Therefore, the waiver is requested through <u>June 30, 2022</u> .	
Authorizer	Date
Financial Impact: MPCS anticipates that the requested waiver will have no financial impact upon the Jefferson County School District or the MPCS budget.	
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 set forth in the Charter School Agreement with the school's authorizer.	
Expected Outcome: As a result of these waivers, the school will be able to employ professional staff possessing the unique skills and/or background best suited to our unique educational program.	

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

C.R.S. §22-63-202 Teacher Employment, Compensation and Dismissal Act-Contracts in writing, damage provision

C.R.S. §22-63-203 Teacher Employment, Compensation and Dismissal Act, Probationary Teachers-Renewal and non-renewal of employment contract

C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act

Rationale: The charter school should be granted the authority to develop its own employment offer letters 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. The charter school is granted the authority under the Charter School Agreement to select its own teachers. The authorizer should not have the authority to transfer its teachers into the charter school or transfer teachers from the charter school to any other schools, except as provided for in the Charter School Agreement.

Replacement Plan: Offer letters are submitted to staff at the time of their employment. The charter school has teacher agreements with the terms of non-renewal and renewal of employment agreements, and payment of salaries upon termination of employment of a teacher. The school will hire teachers on a best qualified basis. There is no provision for transfers.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with Jefferson County School District R-1. Therefore, the waiver is requested through June 30, 2022.

Authorizer

Date

Financial Impact: MPCs anticipates that the requested waiver will have no financial impact upon the Jefferson County School District or the MPCs budget.

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 set forth in the Charter School Agreement with the school’s authorizer.

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs and provide instruction in accordance with school philosophy and mission.

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

Statutory Citation and Title

C.R.S. § 22-63-206 Preschool individualized readiness plans - school readiness - assessments.

Rationale: Mountain Phoenix Community School should have the authority based upon their charter to implement appropriate and relevant curriculum pedagogy and Assessments in addition to Jeffco Public School required assessments that will ensure the students success for higher learning. The areas of development which include: physical well-being, motor development, social-emotional development, language and comprehension development as well as cognition and general knowledge are assessed throughout the year with informal and formal assessment. The students receive concrete experiences that are interwoven with the curriculum in all the listed developmental areas. Response to Intervention (RTI) is incorporated to support children in first grade readiness.

Replacement Plan: Mountain Phoenix Community School provides a half day and full day Kindergarten Program. Our kindergartens are play based and inspired by Waldorf Education. We provide a curriculum that is a foundation for academic learning and cognitive development.

Physical Well Being: The students participate and learn life skills that are necessary for school age readiness on a daily basis. Examples include: Dressing, toileting, tying shoes, hygiene, and self-regulation, etc.

Motor Development: The children have 2 recesses in the morning program and three in the full day program. This provides opportunities for gross and fine motor development. They participate in movement journeys throughout the week which support large motor development. The journeys are designed to work with the components of Sensory Integration which also include Vestibular and Proprioceptive activities which support the development of the sensory system and right/left brain integration. This is an important part of the foundation for academic learning based upon child development. The children participate in circle time which also incorporates large motor development, vertical and horizontal midline crossing, bilateral movement, spatial and body awareness, and proprioceptive and vestibular movement activities. These activities are done daily and are an integral part of the Waldorf curriculum.

Fine Motor development and Art Education is integrated in the daily and weekly curriculum. The children paint, draw, sew, finger knit, sculpt with clay type materials, cook, and bake, garden and participate in household type activities.

The daily circle provides singing and music education. The circle incorporates right/left brain integration by providing /movement and singing simultaneously through the use of circle games, verses, nursery rhymes, clapping games, etc.

The children receive a comprehensive informal school age readiness assessment with observation protocols bi-annually during the school year which includes motor development, right/left brain integration, fine motor development and development of vestibular, proprioceptive and tactile senses as well as integration of foundational reflexes, social/emotional development, speech and language development, and cognitive development. This assessment is based upon appropriate child development guidelines using appropriate observation protocols in the area of physical well-being and motor development using the Waldorf curriculum.

The children receive ongoing teacher observation protocols in Art and Music Education as well.

Social Emotional Development: The children receive positive behavioral support and instruction of healthy social/emotional development with an integrated program that includes guidelines for meal times, recess, free play, cubby room, hallways, etc.

The children are given daily opportunities for developing skills such as sharing, taking turns, asking for what you need, developing impulse control, self-regulation as well as being able to listen and follow directions and make appropriate transitions and develop friendships. These developmental skills are supported through teacher modeling and stories that support emotional well-being. This incorporates healthy social/emotional development for positive language, managing their emotions and learning cooperation. These areas provide a program for social success and academic readiness.

Assessment is gathered through observation protocols by the classroom teacher based upon appropriate age appropriate developmental guidelines.

Language and Comprehension Development: The children experience language and vocabulary development, comprehension and sequencing skills with daily storytelling including a concrete experience of stories through puppetry. This provides the opportunity to experience character development, sequencing and the beginning of inferencing.

The children act out stories and rhymes which develop greater levels of comprehension and long and short term memory skills. The daily circle time incorporates nursery rhymes, poetry, finger plays, circle games, clapping games and songs which also increase vocabulary, receptive and expressive language, sentence structure, pronunciation, verb tense usage, sequencing, phonemic awareness, and auditory processing.

The DIBELS Assessment is administered according to Jeffco requirements. Students who do not reach benchmark are progress monitored per READ Act guidelines. RTI is initiated based on assessment results to determine the literacy areas in need of improvement. In addition, components of the Early Literacy Assessment by CR Success will be coupled with the Waldorf curriculum to determine necessary skills in the learning continuum, i.e. phoneme identification, blending, and segmenting.

Cognition and General Knowledge: Math instruction is woven into the curriculum providing a concrete understanding of the quality and quantity of the number. This is incorporated through finger plays, counting the children, counting games, practical life skills body awareness, etc. An example is, please bring me four bowls. This also helps develop a concrete awareness of basic addition and subtraction with games and song. These skills provide a foundation for first grade when the four basic arithmetic processes are introduced in the Waldorf curriculum.

Science is introduced through the natural world with experiences in gardening which include planting, weeding, watering, harvesting, etc. The observation of insects, animals, plants, trees, etc. provide a basic knowledge and experience of nature. Other practical hands on activities include care for an animal, nature walks, nature crafts which also provide sensory experiences of natural substances. The children also observe and experience the seasons and weather in outside free play and on daily walks. The children's hands on experiences are enhanced through nature stories, songs and music.

The informal observational assessment given bi-annually includes areas of cognitive development such as memory, sequencing, correct verb tenses, and the ability to retain information, inferencing, and developmental executive functioning which are part of first grade readiness.

Duration of Waivers: We formally request the waiver be in effect for the duration of our contract with Jefferson County School District R-1. Therefore, the waiver is requested through June 30, 2022.

Authorizer

Date

Financial Impact: MPCS anticipates that the requested waiver will have no financial impact upon the Jefferson County School District or the MPCS budget.

How the Impact of the Waivers Will be Evaluated: The impact of this waiver will be measured by the performance standards and assessments that apply the school's curriculum and overall program design.

Expected Outcome: As a result of this waiver, the school will be able to continue to provide appropriate assessments and student support that ensure higher levels of learning and success within the school's Waldorf educational program.