

Frontier Academy Automatic Waivers:

22-1-112	School Year - National Holidays
22-32-109(1)(b)	Local Board Duties Concerning Competitive Bidding
22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff, and Pay
22-32-109(1)(t)	Local Board Duties Concerning Textbooks and Curriculum
22-32-110(1)(ee)	Local Board Powers-Employ teachers' aides and other noncertificated personnel
22-32-110(1)(h)	Local Board Powers-Terminate employment of personnel
22-32-110(1)(i)	Local Board Powers-Reimburse employees for expenses
22-32-110(1)(j)	Local Board Powers-Procure life, health, or accident insurance
22-32-110(1)(k)	Local Board Powers-Policies relating to inservice training and official conduct
22-32-110(1)(y)	Local Board Powers-Accept gifts, donations, grants
22-32-126	Employment and Authority of Principals
22-33-104(4)	Compulsory School Attendance-Attendance policies and excused absences
22-63-301	Teacher Employment Act-Grounds for dismissal
22-63-302	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402	Teacher Employment Act-Certificate required to pay teachers
22-63-403	Teacher Employment Act-Describes payment of salaries

Frontier Academy Non-Automatic Waivers

22-2-112(1)(q)(l)	Commissioner-Duties (reporting performance evaluation ratings)
22-7-1014(2)(a)	Preschool individualized readiness plans - school readiness - assessments
22-9-106	Local Board Duties Concerning Performance Evaluations
22-32-109(1)(i)	Local Board Duties Concerning Governmental Accounting Principles
22-32-109(1)(k)	Local Board Duties Concerning Publication of Financial Condition
22-32-109(1)(n)(II)(A)	Determine teacher-pupil contact hours
22-33-108	Judicial Proceedings-conduct/discipline
22-63-201	Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate
22-63-202	Teacher Employment Act - Contracts in writing, damage provision
22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal
22-63-206	Teacher Employment Act-Transfer of teachers

Replacement Plan for Waiver from State Statute and Rules

Basic Information:

School Name: Frontier Academy Elementary

School Address: 2560 W. 29th Street, Greeley CO 80631

Prepared by: Dr. Bradford Every

Preparer's Phone Number: 970-330-1780 (ext. 2013)

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Charter School Contact: Dr. Bradford Every

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District Contact: Kathy VanSoest

District Contact Email Address: kvansoest@greeleyschools.org

Statute Description and Rational

State Statute (C.R.S. 22-2-112(1)(q)(I)) Commissioner-Duties (reporting performance evaluation ratings)

Rationale: Frontier Academy Charter School has established performance evaluation system and received a waiver from C.R.S. 22-9-106 enabling its use of that system. Due to this prior waiver, Frontier Academy Charter School should not be required to report their teacher evaluation ratings as part of the commissioner's report as required by CR.S.22-2-112(1)(q)(I).

Plan: If granted this waiver Frontier Academy Charter School will not be required to report their teacher evaluation data. However, the data provided by Frontier Academy Charter School's teacher evaluation system is a critical component in the decision-making process for retention, promotion and placement of school's teachers. In addition, the evaluation data is used to inform professional development decision for each teacher.

Duration of Waiver: Frontier Academy Elementary requests that the waiver be the duration of its contract with the Greeley Evans School District 6. Therefore, the waiver is requested until 2031.

Financial Impact: Frontier Academy anticipates that the requested waiver will have no financial impact upon Weld County School District 6 or Frontier Academy.

Rationale and Replacement Plan for Waiver from State Statute and Rules

Basic Information:

School Name: Frontier Academy Elementary

School Address: 2560 W. 29th Street, Greeley CO 80631

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Statute Description and Rationale

State Statute 22-7-1014(2)(a) which requires each district to administer the school readiness assessment to each student.

Rationale: Frontier Academy Charter School should be granted authority to implement their curriculum, benchmarks, and assessments to ensure student success in learning and achievement. The domains of physical well-being, motor development, social-emotional development, language and comprehension development; and cognition and general knowledge are assessed prior to each school year for every incoming kindergarten student and then daily through established curriculum and assessments. Students are guaranteed support throughout the program via established structures.

Plan: Frontier Academy Elementary has both a full day and half day Kindergarten program that exceeds Colorado Academic Standards. This is achieved by first focusing on the Core Knowledge curriculum and then supplementing and enriching with Common Core and Colorado Academic Standards.

1. Physical well-being and motor development:

- Students participate weekly in a structured physical education class meeting or exceeding state standards. Students are pre-assessed, post-assessed and regularly monitored with regards to motor skills that will be developed throughout the year.

- Students participate weekly in fine arts (drama and theater) meeting or exceeding state standards. Development of gross motor skills is fostered through various physical activities focused around character development and spatial awareness.

- Students participate weekly in Art education meeting or exceeding state standards. Development of fine motor skills is fostered through student production of drawings, paintings, and creation of other 3 dimensional art work. Students are pre-assessed, post-assessed and regularly monitored with regards to motor skills that will be developed 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 pre-assessed, post-assessed and regularly monitored with regards to motor skills and rhythm techniques that will be developed throughout the year.

- Students participate weekly in technology education meeting or exceeding state standards. Development of fine motor skills is fostered through students' learning keyboarding and other computer functions. Students are pre-assessed, post-assessed and regularly monitored with regards to fine-motor skills.

2. Social-emotional development

- Students are instructed using systems of positive behavior support. *8 keys of Excellence* is the character education program taught and reinforced in the classroom setting, as a whole school, hallways, cafeteria, and recess. Students are rewarded when they demonstrate skills observed.

- Classrooms have behavior charts with purple, green, yellow, and red. Rewards are given to individuals as well as whole class accordingly. Charts used to help kids develop classroom appropriate behaviors, self-regulation, and focus. Assessment is done thru teacher observation.

- Students receive weekly fine arts instruction where they explore and learn to identify and manage emotions in a variety of social contexts.

- Classroom and specials teachers use observational protocols in order to gather assessment information that informs socio-emotional readiness and appropriate development. Protocols and benchmarks are based on developmental guidelines identified by Colorado State Standards.

3. Language and comprehension development

- Full time and part time students receive 60 minutes of instruction each day using *Reading Mastery* curriculum. *Reading Mastery* is a direct instruction curriculum to help students master letter sounds essential decoding and comprehension skills. Mastery tests are given every five instructional days these include oral mastery tests, written tests, and rate and accuracy tests.

- *Dibels Next* assessment is administered three times per year. All students who do not meet benchmark are progress monitored every week or two to monitor growth. If a student is "red" by *Dibels* standards after two assessments the student is put on an RTI plan and placed in a small intervention group receiving additional 20 minutes of instruction. All data is saved on *MClass Dibels*.

- Part time students receive 20 minutes, full time receive 40 minutes of instruction in Language Arts daily using the *McGraw Hill Wonders* curriculum. Students are instructed and expected to express themselves in written language by writing a sentence when given a word or prompt. Students are instructed in the proper use of nouns, verbs, adjectives, pro-nouns, and prepositions.

4. Cognition and General Knowledge

- Part time students receive 20 minutes, full time receive 45 minutes of math instruction using *Saxon* curriculum. Assessing is done every 10 lessons to monitor progress. *Aims Web Math* is administered three times per year to monitor student

growth. Any student that doesn't meet grade level benchmark is progress monitored every two weeks to monitor growth. If the student is below benchmark in two areas they are pulled for small group math instruction for 20 minutes each day.

- Students receive instruction in History including: The voyage of Columbus, Pilgrims, Native Americans, Famous Americans (Jane Goodall, George Washington Carver, the Write Brothers), Presidents (Lincoln, Washington, Roosevelt, and Jefferson), and American Symbols (White House, Flag, Statue of Liberty, Mount Rushmore, Democracy).
- Students receive instruction in Geography including: The Seven Continents and notable facts including rivers, mountains, lakes, and deserts. Students also receive instruction on the Globe, Oceans, Maps and Community.
- Students receive instruction in Science including: Magnetism, Animals and their Needs, Plants and Farming, Weather, Recycling and Conservation, and the Human Body.
- Assessments, including written, oral, and teacher observation, are given at the end of each unit.

All methods and assessments used are clear and relevant. The goals for all are to improve student growth and adhere to the standards established by the State Statute.

Response to Intervention strategies will be given to any student on a 1:1 basis or through small group that is not making appropriate growth. The RTI plans will have adequate documentation and data support through DIBELS, benchmarks, assessments, classroom projects and assignments, and observations.

After receiving an intervention for six weeks, a team of specialists will look over all data and request more information or develop a plan where the student can be successful. Students not making adequate growth may be referred to Physical/Occupational Therapist; Psychologist; Speech/Language Therapist, Special Education Teacher, Counselor or Mental Health Therapist, or Reading Interventionist for further assessment or support.

Methods and assessments meet the intent of the quality standards established in State Statute 22-7-1014(2)(a). They are clear, relevant, and focused on improving student growth and achievement.

Duration of the Waiver: Frontier Academy Elementary requests that the waiver be for the duration of its contract with Greeley Evans School District 6. Therefore, the waiver is requested until 2031.

Financial Impact: Frontier Academy anticipates that the requested waiver will have no financial impact upon Weld County School District 6 or Frontier Academy.

How the Impact of the Waiver will be evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to Frontier Academy Elementary School's curriculum and program design.

Expected Outcomes: Frontier Academy Elementary expects that they will be able to continue providing appropriate assessments and support that assure student success and high levels of achievement in all academic areas as a result of this waiver.