

APPENDIX C

Requested State Statute Waivers

The Highline Academy hereby invokes waivers of the following sections of the Colorado Revised Statutes; replacement policies are available for review by contacting the School.

Automatic State Waivers.

- 22-32-109(1)(b), C.R.S. Local board duties concerning competitive bidding
- 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)(y), C.R.S. Local board powers-Accepting gifts, donations, and grants
- 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

The School hereby requests waivers of the following additional State Statutes:

School Name: Highline Academy Southeast
School Address (mailing): 2170 S Dahlia St Denver CO 80222
Charter School Waiver Contact Name: Christine Ferris
Charter School Waiver Contact's Phone Number: 303-759-7808
Charter School Waiver Contact's Email: cferris@highlineacademy.org

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 school leader of Highline Academy 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, Highline 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: Highline Academy 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. Highline Academy's evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for Highline Academy'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 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 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 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.

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.

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

Rationale: The school year at Highline Academy will total approximately 176 per year which exceeds the current requirement in state statute. Highline Academy 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 Highline Academy 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 Highline Academy and will meet or exceed the expectations in state statute.

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: 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.

Expected Outcome: As a result of these waivers, the school will be able to implement the necessary policies to increase student achievement.

Statutory Citation and Title: C.R.S. 22-32-109(1)(n)(II)(A) Determine teacher-pupil contact hours

Rationale: Highline Academy should have the ability to determine teacher-pupil contact hours, while not reducing the total contact hours to below the minimum (1056) required by state statute. Highline Academy 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 Highline Academy may specify teacher-pupil contact hours that differ from other schools in the district.

Replacement Plan: Highline Academy 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 expectations in state statute.

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: 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.

Expected Outcome: As a result of this waiver, the school will be able to implement the necessary policies to increase student achievement.

Statutory Citation and Title

C.R.S. § 22-63-201 Employment. Certificate required

C.R.S. § 22-63-202 Teacher employment, contracts in writing-duration-damage provision

Rationale: Highline Academy should be granted the authority to hire teachers and principals that will support the school's goals and objectives. The school leader will not function as a traditional district school principal, but rather will be responsible for a wider range of tasks and act as the school's chief executive officer. The 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. All employees of Highline Academy will be employed on an at will basis. All employees of Highline Academy will meet Federal Highly Qualified Requirements (i.e.: hold a degree and demonstrated subject-matter competency).

Replacement Plan: The school will, as appropriate, hire certified teachers and principals. However, in some instances it may be advantageous for the school to be able to hire Highly Qualified teachers and/or administrators without a certificate and who possess unique background and/or skills that fill the need of Highline Academy

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: 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.

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.

Statutory Citation and Title: C.R.S. § 22-63-203 Probationary Teachers -renewal and non-renewal of employment contract

Rationale: Highline Academy 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 in the regular public school will be successful at Highline Academy All employees of the school will be employed on an at-will basis.

Replacement Plan: Highline Academy 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.

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: 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.

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.

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

Rationale: Highline Academy is granted the authority under the Charter School Agreement to select its own teachers. No other school or the Denver Public Schools should not have the authority to transfer its teachers into Highline Academy or transfer teachers from Highline Academy to any other schools, except as provided for in the Charter School Agreement.

Replacement Plan: Highline Academy will hire teachers on a best qualified basis. There is no provision for transfers.

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: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: The school expects that as a result of this waiver it will be able to manage its own personnel affairs. There is no provision for transfers.

Statutory Citation and Title: C.R.S § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments

Rationale: Highline Academy Charter School should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being, motor development, social-emotional development, language and comprehension development; and cognition and general knowledge are assessed daily due to the present curriculum and assessments. Support is readily available through numerous avenues based throughout the program.

Replacement Plan:

- *C.R.S § 22-7-1014(2)(a) Preschool Individualized Readiness Plans – School readiness – Assessments requires each district to administer the school readiness assessment to each student.* Highline Academy has a full day Kindergarten program (7:50am-3:30pm, 176 school day) utilizing the Common Core/State Standards as well as REACH for Reading, Eureka Math and other well-vetted curriculums.
1. Physical well-being and motor development:
 - Physical Education is taught as a Special where a dedicated Physical Education teacher instructs each class 2-3 times per week for 50 minutes. Students are assessed on motor-development skills acquired throughout the year. In addition students participate in 2 daily recess periods (20-25 minutes each) that encourages gross motor development.
 - Art is taught as Special where a dedicated art instructor teaches each class 2-3 times per week for 50 minutes. Development of fine motor skills is achieved through of drawing, painting and making objects. Students are 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/orange/yellow/green/blue/purple clip chart where students can move up and down, 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 REACH values (Responsibility, Empowerment, Aspiration, Citizenship, Honesty), which are reflected upon daily.
 - REACH Curriculum – All students participate in a weekly REACH class focused on social emotional development related to our core values. Highline also celebrates these achievements in a monthly REACH assembly where students are recognized and parent/guardians are invited to attend.
 - 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. Highline utilizes the REACH for Reading curriculum for its core literacy program, which includes instruction in language, comprehension, phonological and phonemic awareness and direct phonics instruction. Much of a scholar's day is spent doing small guided reading groups, independent reading (DEAR), online/blended learning literacy work with i-Ready and Reading A-Z, read-alouds, shared reading and writing. We regularly assess children using i-Ready (diagnostic 3x/year and monthly progress monitoring). For our most struggling readers, we utilize both Foundations and LLI for early intervention and to support the development of their literacy skills. 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.
 - The i-Ready literacy diagnostic assessment is given at least 3x a year to monitor status and growth of a student's reading ability. Progress monitoring occurs monthly.
 - Highline also utilizes the DRA2 as an additional literacy measure – assessing students at the beginning and end of the year.

- Any student who is not meet district and state requirements for on grade level reading at any point in the year will be placed on a READ plan, with a plan for interventions as well as frequent progress monitoring.

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.
- Mathematics Instruction - Students receive 70 minutes of math instruction using the *Eureka Math* curriculum. This curriculum is based on the common core/state standards for math. Assessment is given at the mid-module and end of module time frame. There are also daily exit tickets to monitor progress. Students who fall behind are given additional time in small group or 1:1 sessions with the teacher in the area of need.
- Science – In addition to emphasis on literacy and math, scholars will receive specialized science instruction at least two 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. Science is a regularly scheduled part of the student schedule. Highline uses both the TCI Science Alive program as well as supplemental science resources from Scholastic.
- History and Geography – Scholars will receive specialized social studies instruction at least two times per week. Social studies is a regularly scheduled part of the student schedule. Highline uses both the TCI Social Studies Alive program as well as supplemental Social Studies resources from Scholastic.

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 MTSS strategies in small groups or 1:1 instruction. 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 MTSS 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 and/or Enrich.

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 22-7-1014(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 Denver Public Schools 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 Highline Academy’s curriculum and the overall program design.

Expected Outcome: Highline Academy expects that as a result of this waiver, we will be able to continue to provide appropriate assessments and support that ensure student success in higher levels of learning in all academic content areas.

APPENDIX D

Requested District Policy Waivers

The School 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. Replacement policies are available for review by contacting the School.

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
BDFA	District Personnel Performance Evaluation Council
BDFA-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

The School hereby requests waivers of the following additional District Policies:

**Appendix A: Type I DPS Charter Waivers:
Automatic Waivers**

The following DPS policies do not apply to charter schools and are therefore automatic:

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
BDFA	District Personnel Performance Evaluation Council
BDFA-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

Appendix B: Type II DPS Charter Waivers Template

School Name: Highline Academy

Contact: Christine Ferris cferris@highlineacademy.org

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 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 type="checkbox"/>	ADD	Safe Schools
<input type="checkbox"/>	ADF	School Wellness

B Policies: School Board Governance and Operations

<input 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 type="checkbox"/>	DK	Stewardship of Funds
<input 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 Procedure

E Policies: Support Services

<input type="checkbox"/>	ECA	Building Safety and Security Policy
<input type="checkbox"/>	EFEA	Nutritious Food Choices
<input type="checkbox"/>	EGAEA	Electronic Mail and Internet Policy
<input type="checkbox"/>	EGAEA-R1	Regulations of Use of Electronic Mail and Internet Systems
<input type="checkbox"/>	EGAEA-R2	Regulation of Social Media Use
<input type="checkbox"/>	EHB	Records Retention

I Policies: Instructional Program

<input type="checkbox"/>	IHAM	Health and Family Life/Sex Education
<input type="checkbox"/>	IHBK	Preparation for Postsecondary and Workforce Success
<input type="checkbox"/>	IHBK-R	Regulations for Preparation for Postsecondary and Workforce Success
<input type="checkbox"/>	IKA	Grading/Assessment Systems

<input 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 type="checkbox"/>	ILBC	Early Literacy and Reading Comprehension
<input type="checkbox"/>	ILBC-R	Procedures to Implement the Colorado READ Act
<input checked="" type="checkbox"/>	IMDB	Flag Displays

J Policies: Students

<input checked="" type="checkbox"/>	JICA	Student Dress Code
<input type="checkbox"/>	JICDE	Bullying Prevention and Education
<input type="checkbox"/>	JICEA	School-Related Student Publications
<input type="checkbox"/>	JICEA-R	Regulation regarding School-Related Student Publications
<input type="checkbox"/>	JICEC	Student Distribution of Noncurricular Materials
<input type="checkbox"/>	JICEC-R	Regulation for Student Distribution of Noncurricular Materials
<input type="checkbox"/>	JICF	Secret Societies/Gang
<input type="checkbox"/>	JICG	Use of Tobacco by Students
<input type="checkbox"/>	JICH	Drug and Alcohol Use by Students
<input type="checkbox"/>	JICH-R	Regulations for Drug and Alcohol Use by Students
<input type="checkbox"/>	JIH	Student Interviews, Interrogations, Searches and Arrests
<input 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
<input type="checkbox"/>	JKA	Restraint of Students
<input type="checkbox"/>	JKC	Staff Use of Physical Intervention of Force/Student Discipline
<input type="checkbox"/>	JLC	Student Health Services and Records
<input type="checkbox"/>	JLCDA	Students with Food Allergies
<input type="checkbox"/>	JLF	Child Abuse and Reporting
<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-R	Reporting Child Abuse and Child Protection
<input type="checkbox"/>	JLI	Student Safety
<input type="checkbox"/>	JQ	Student fees, Fines and Charges (if not waived, "area superintendent approval" will be read as "charter school leader approval")
<input type="checkbox"/>	JRA/JRC	Student Records/Release of Information on Students
<input type="checkbox"/>	JRA/JRC-R	Regulation Regarding Student Records and Release of Student Information

G Policies: Personnel

<input type="checkbox"/>	GBA	Equal Employment Opportunity and Nondiscrimination
<input type="checkbox"/>	GBA-R1	Procedures for the Investigation of Employee Complaints of Discrimination or Harassment

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

K Policies: Instructional Program

<input type="checkbox"/>	KB	Family Engagement (Including Title I Family Engagement)
<input type="checkbox"/>	KB-R	Regulation for Family Engagement (Including Title 1 Family Engagement)
<input type="checkbox"/>	KDB	Public's Right to Know - Freedom of Information
<input type="checkbox"/>	KDB-R	Regulation regarding Public's Right to Know - Freedom of Information
<input type="checkbox"/>	KDE	Emergency Management
<input type="checkbox"/>	KFA	Public Conduct on School Property
<input type="checkbox"/>	KFA-R	Regulation regarding Public Conduct on School Property
<input type="checkbox"/>	KHB	Advertising in Schools
<input type="checkbox"/>	KI	Visitors to Schools