



Charter School Rationale and Replacement Plan

Use the template below to list the non-automatic waiver(s) from statute and rule and the related replacement plans that the charter school is requesting.

Contact Information
School Name: Lincoln Academy
School Address (mailing): 7180 Oak Street, Arvada, CO 80004
Charter School Waiver Contact Name: Paul Hurst
Charter School Waiver Contact's Phone Number: 720-456-7204
Charter School Waiver Contact's Email: Paul.Hurstii@jeffco.k12.co.us
Date of Submission: October 1, 2024
Request for Duration of Waivers: Duration of the Charter Contract - 5 years (7/2025-6/2030)

Charter School Automatic 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 staff 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-Terminate employment of 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)(1), 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 Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

Non-Automatic Waivers

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 an administrator license, 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: 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. Teacher Evaluation / Rubric
Duration of Waivers: Duration of the Charter Contract - 5 years (7/2025-6/2030)
Financial Impact: Lincoln Academy anticipates that the requested waivers will have no financial impact upon the school or the District.
How the Impact of the Waivers Will be Evaluated: The impact of the waiver will be measured by the same performance criteria and assessments that apply to all schools, as set forth in the Charter School Agreement.
Expected Outcome: With this waiver, Lincoln Academy will be able to hire, evaluate and retain high quality personnel that align with the school's mission and vision supporting our Charter School Agreement.

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 may differ 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:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the school or the District.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

Lincoln Academy will be able to operate with its own calendar in alignment with its approved educational program as well as meet or exceed required student contact hours.

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 teachers will hold a degree and demonstrated subject-matter competency having received 24-36 hours of college credit in said area.

Replacement Plan:

The intent of the charter school is for all teachers to have, at minimum, a bachelor's degree and either 24 credit hours in the subject matter, or a passing score on a state-approved content examination in the relevant subject area. The school will encourage and explore ways to incentivize teachers to meet 36 or more credit hours in the subject matter and the Colorado state ESSA plan, and acknowledges that it will nevertheless have to report the number of teachers "in-field" and "out-of-field." Special Education Teachers will hold the requisite state license and endorsement. All school employees will meet applicable fingerprinting and background check requirements.

Duration of Waivers:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the school or the District.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

With this waiver, Lincoln Academy will be able to hire, evaluate and retain high quality personnel that align with the school's mission and vision supporting our Charter School Agreement.

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

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. §22-63-205 Teacher Employment, Exchange of Teachers

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:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the school or the District.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

With this waiver, Lincoln Academy will be able to hire, evaluate and retain high quality personnel that align with the school's mission and vision supporting our Charter School Agreement.

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

Statutory Citation and Title:

C.R.S. §22-32-119 Kindergarten

Rationale:

The Jefferson County School Board of Education has granted to the Board of Directors of Lincoln Academy the authority to determine the educational program for the school. Lincoln Academy should be delegated the authority to establish and maintain a kindergarten in accordance with the Charter School Agreement.

Replacement Plan:

The authority to establish, run and develop the educational programming for a kindergarten will be determined by school administration under the oversight of the Board of Directors as described in the Charter School Agreement by and between Lincoln Academy and Jefferson County Public Schools.

Duration of Waivers:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the school or the District.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

As a result of this waiver, the school will determine its own courses of training, study, discipline, and rules and regulations governing the kindergarten program at Lincoln Academy.

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

Statutory Citation and Title:

C.R.S. §22-32-109(1)(b) Competitive Bidding

Rationale:

The Lincoln Academy governing board of directors is responsible for its own financial operations which includes the requirement to comply with competitive bidding laws. The school has established policies and/or protocols for its business office to handle this obligation.

Replacement Plan:

The school maintains a business office that complies with federal and state financial laws as evidenced through policies adopted by the board of directors and/or protocols administered under the guidance of the school administration.

Duration of Waivers:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the District but will allow for best budgeting options for the school.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

Lincoln Academy will be able to conduct its own competitive bidding process, ensuring highest quality and best priced options for the charter school.

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

Statutory Citation and Title:

C.R.S. §22-32-110(1)(y) Accepting gifts, donations or grants

Rationale:

The Lincoln Academy governing board of directors is responsible for its own financial operations which includes the requirement to comply with laws regarding the acceptance and use of donations. The board of directors has established practices for its business office to handle this obligation.

Replacement Plan:

The governing board of directors maintains a business office that complies with federal and state financial laws as evidenced through policy adopted by the board of directors and/or protocols administered under the guidance of the school administration. The school will ensure the process is an open process in compliance with all applicable rules and regulations.

Duration of Waivers:

Duration of the Charter Contract - 5 years (7/2025-6/2030)

Financial Impact:

Lincoln Academy anticipates that the requested waivers will have no financial impact upon the District but will allow for best budgeting options for the school.

How the Impact of the Waivers Will be Evaluated:

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

Expected Outcome:

Lincoln Academy will be able to follow its own procedures for the acceptance and use of donations.

LINCOLN Academy

Professional Preparation

Purposeful planning for lesson design and instruction as evidenced by:

- Knowledge of current District curriculum and school goals
- Knowledge of subject matter
- Knowledge of research-based best practices

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Demonstrates accurate, up-to-date knowledge of subject(s)	Actively seeks and implements current research and resources through professional organizations, colleagues, or the community to improve knowledge base and enhance teaching effectiveness	Accesses and uses current research, district/school professional development, and professional resources within subject area(s) to increase and apply knowledge in order to teach timely and accurate content	Accesses a few resources to teach timely and accurate content	Teaches outdated, inaccurate, or inadequate content
b. Demonstrates knowledge of how to integrate subject matter/disciplines and literacy across content areas	Purposely creates and intentionally provides connections and relevancy with other subject areas, previous/successive learning, life experiences, and future careers	Provides consistent connections and relevancy to literacy skills, other subject areas, previous/successive learning, life experiences, and future careers	Occasionally provides connections and relevancy to other subject areas, previous/successive learning, life experiences, or future careers	Rarely provides connections or relevancy to other subject areas or life experiences
c. Plans and Implements research-based best practices	Knows content and instructional practices in such a thorough way to plan for possible student conceptions and misconceptions of particular topics and adjusts depth of content to meet varying learning needs of students	Purposefully aligns instructional practices with content knowledge in the planning process which accomplishes instructional goals to meet student needs	Occasionally aligns instructional practices with content knowledge and instructional resources to teach instructional goals	Displays limited understanding of instructional practices and content knowledge

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
d. Develops lesson plans incorporating effective lesson design	Incorporates, adapts and refines elements of an effective lesson design, including a stated learning goal, a variety of guided and independent practices, differentiation, closure and assessment	Incorporates elements of an effective lesson design resulting in a coherent, appropriately sequenced lesson including a stated learning goal, guided and independent practices, differentiation, closure and assessment	Demonstrates evidence of incorporating elements of an effective lesson design	Demonstrates little or no evidence of the elements of an effective lesson design
e. Plans and Implements district-adopted curriculum through alignment of resources and assessments	Collaboratively utilizes the pacing guides to develop course outline and for lesson planning and assessments	Consistently utilizes district curriculum and the pacing guide for development of course outline, lesson planning and assessments	Occasionally utilizes district curriculum and the pacing guide for lesson planning	Rarely utilizes district curriculum in instruction or planning
f. Aligns content within course and with previous and succeeding grades/courses	Collaboratively aligns content within own grade level(s) and course(s) to coordinate with previous and/or succeeding grade level(s) and course(s)	Aligns content within own grade level(s)/course(s) with some reference to previous and/or succeeding grade level(s) and course(s)	Displays limited understanding of content at own and previous and/or succeeding grade level(s) and course(s)	Rarely displays understanding of content at own and previous and/or succeeding grade level(s) and course(s)

Professional Techniques

- Utilizes effective teaching strategies and assessments that enhance student learning
- Establishes a classroom environment conducive to learning

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Communicates to students expectations for learning	Students are able to articulate the lesson goal in a broader context	Clearly communicates learning goals so that students are able to articulate goals	Inconsistently identifies learning goals for students	Does not communicate learning goals to students
b. Models and facilitates higher-level thinking, problem solving, creativity, and flexibility	Models and creates structures that facilitate the transfer of higher-level thinking to new and/or unpredictable situations resulting in high levels of student engagement and student-generated questions	Models strategies to promote higher-level thinking for students to interact with the rigorous and challenging content in a meaningful way that elicits thoughtful responses from students	Inconsistently provides opportunities for higher level thinking and engagement and student responses do not demonstrate the transfer of higher level thinking	Focuses on low-level thinking skills, drill/practice
c. Adapts instruction to meet the instructional needs of all students	Consistently demonstrates and adapts appropriate and varied research based teaching strategies, lessons, and techniques to meet the needs of all students, allowing all students to learn to greatest ability	Consistently demonstrates appropriate and varied research based teaching strategies, lessons, and techniques that meet the needs of all students, supporting students to learn to greatest ability	Implements some research based, effective strategies and techniques to accommodate the learning needs of students, supporting some students to learn to greatest ability	Uses strategies that rarely meet the needs of students and a limited understanding of how to support students to learn to greatest ability
d. Uses a variety of formative and summative assessments to make instructional decisions	Uses multiple data points and on-going data analysis to plan and modify whole-group and individualized instruction	Uses a variety of assessment data to modify instruction for all students based on periodic data analysis	Occasionally uses assessment results to adjust instruction	Rarely uses assessment results to adjust instruction
e. Provides varied opportunities for student demonstrations of learning	Provides frequent and varied opportunities for demonstration of student learning including student choice	Provides frequent and varied opportunities for demonstration of student learning	Provides frequent opportunities for demonstration of student learning	Does not regularly provide opportunities for demonstration of student learning
f. Explicitly communicates criteria for student success	Performance criteria is utilized by students to assess and adapt their performance	Provides clear performance criteria and guidance for students to determine performance levels (i.e. rubrics, exemplars, student self-assessment etc.)	Occasionally provides performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.)	Rarely provides students with performance criteria (i.e. rubrics, exemplars, student self-assessment, etc.)
g. Provides meaningful and constructive feedback to students	Provides students with timely and meaningful feedback to scaffold future learning, self-assess and set goals	Provides students with timely and meaningful feedback	Supports summative information with meaningful feedback	Provides students with summative information but seldom provides meaningful feedback

Professional Techniques - Levels of Performance

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
h. Maximizes available instructional time	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period and modifies based on student need	Matches appropriate instructional time for content, incorporates appropriate pacing, has smooth transitions between activities, engages students in rigorous learning for the entire time period	Matches appropriate instructional time for content, pacing is inconsistent, transitions between activities are sometimes awkward, and students are inconsistently engaged during instructional time	Inappropriately allocates time for content with pacing that is too slow or too rushed, transitions between activities that are not well planned and executed, students frequently not engaged in the learning
i. Develops relationships with students that fosters a culturally responsive learning environment	Fosters strong relationships with students consistently and demonstrates the value of student/family background, student self-identity, as well as student strengths, interests and abilities	Builds relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities	Occasionally develops relationships with students, valuing the importance of student/family background, student self-identity, as well as student strengths, interests and abilities	Teacher doesn't take the time to develop relationships with students, rarely valuing the importance of student/family background
j. Develops a safe and welcoming learning environment	Creates an environment which promotes genuine caring and respect among students	Creates an environment which promotes polite and respectful interactions and does not tolerate negative interactions	Addresses negative student interaction	Inconsistently addresses negative interaction among students
k. Collaboratively develops, models, and communicates clear expectations for student behavior within a learning environment	In collaboration with students, teacher teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Teaches and models behavior and learning standards, procedures, and routines that contribute to an effective learning environment	Some behavior and learning standards, procedures, and routines are established, but few are taught and modeled leading to student confusion and loss of instructional time	Behavior and learning standards, procedures, and routines are missing or vague leading to student confusion and loss of instructional time
l. Implements classroom and building rules and procedures	Students self-regulate and implement building and classroom standards, procedures and consequences with minimal teacher intervention	Implements classroom and building standards, procedures and consequences	Occasionally implements classroom and building standards, procedures and consequences	Rarely implements classroom and building standards, procedures and consequences

Professional Responsibilities

Demonstrates lifelong learning as evidenced by:

- Aligned professional learning
- Effective goal setting

Demonstrates effective communication and collaboration as evidenced by:

- Effective communication with stakeholders
- Collaboration with colleagues

Indicator	Highly Effective	Effective	Partially Effective	Ineffective
a. Participates in professional learning opportunities and applies what is learned	Consistently produces evidence of learning and applying new skills while continuously refining and seeking additional effective strategies	Shows clear evidence of learning and applying new skills (ex. lesson plans, reflection journal, professional dialogue with others)	Occasionally demonstrates evidence of learning and applying new skills	Does not show evidence of learning and applying new skills
b. Establishes and maintains professional communication which is clear, responsible, and respectful	Models for others, using precise, accurate language appropriate to the situation and audience	Uses language that is precise, accurate, and appropriate to the situation and audience	Expresses ideas clearly and is appropriate to the situation and audience	Does not express ideas clearly and disregards the needs and perspective of others and/or is disrespectful
c. Establishes and maintains meaningful two-way communication in a timely manner with students and guardians	Utilizes communication to proactively engage students and guardians as full partners in academic and social/emotional success	Utilizes multiple avenues for communication with students and guardians and proactively communicates as needed	Occasional or limited communication with guardians and students	Fails to communicate with guardians and students in a timely or effective manner
d. Collaborates to accomplish team, school-wide, and district-wide goals and practices	Makes a substantial contribution by providing leadership through collaboration with others to establish and accomplish team, school, and district goals	Actively collaborates to establish and accomplish team, school, and district goals	Participates as requested in accomplishing team, school, and district goals	Does not actively participate in accomplishing team, school, and district goals
e. Maintains up-to-date records of student progress according to District policy and school norms	Maintains and uses information of student completion of assignments, assessments, and attendance in an organized, understandable, and timely manner	Maintains timely information on student completion of assignments, assessments, and attendance in an organized, understandable system	Maintains information on student completion of assignment, assessments, and attendance in a partially organized or understandable system	Fails to maintain information on student completion of assignments, assessments, and attendance in an organized and understandable system