

Denver Discovery School



Innovation School Plan

Prepared by

Kristen Atwood, Principal

Fall, 2014



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Cover Page – for Colorado Department of Education (CDE)

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: Denver Discovery School

Location (address): 3480 Syracuse St, Denver, CO 80207

Plan Contact (name and position): Kristen Atwood, Principal

Email: kristen_atwood@dpsk12.org

Phone: 720-424-4790

Please answer the following questions to help us review the innovation plan as efficiently as possible.

Is this plan for a new school or an existing school (*circle one*)? **Existing**

➤ If this plan is a new school, is the new school (*check one*):

- Replacing legacy schools on turnaround status; or
- Part of a district plan to create a portfolio of schools necessary to serve the Act's purpose of improving student performance and addressing the issues identified in chronically failing schools or student populations?

Has the school submitted a request for to CDE for a new school code, grade change, name change, etc.?

N/A

➤ If so, when was the request made and what was it for? _____

Has the school been granted status as an Alternate Education Campus (AEC)? **N**

➤ If the school does not have AEC status, does the school plan on submitting an application for AEC status before opening? (*Please note that the deadline is July 1st.*) **N**

Is the school in Priority Improvement or Turnaround? **N**

➤ Is the school a recipient of the federal School Improvement Grant (10039g)? **N**

Will the school be seeking a waiver for graduation guidelines? **N**

➤ Please indicate in the plan if the school will follow district requirements and include the district graduation policy as an appendix.

LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER



DENVER
DISCOVERY
SCHOOL

3480 Syracuse Street
Denver, CO 80238

Dear Denver Public School Board of Education and Colorado Board of Education Members,

It is with great enthusiasm that we present this innovation plan for Denver Discovery School to you for review and approval. For the past 15 months, this school plan has been in the making. Our team consisting of founding families, parents, students, community members, teachers, and administrators have worked long and hard to design a school that will truly be innovative and push our students to academic greatness.

Through the genuine collaborative process, we believe that the Denver Discovery School will be an exemplar school and model of excellence in Denver Public Schools and throughout the state of Colorado.

We look forward to your thoughts and partnership in making this a great school for all!

Sincerely,

A handwritten signature in black ink, appearing to read 'Kristen Atwood', written in a cursive style.

Kristen Atwood
Principal
Denver Discovery School

EXECUTIVE SUMMARY

Name of Proposed School	Denver Discovery School
School Type	Innovation
Grade Configuration	6-8 th grade
Model / Focus	Innovation Middle School with an emphasis on project-based learning.
Region / Neighborhood for School	GPHS Neighborhood – 3480 Syracuse Street, Denver, CO 80238
Primary Contact Person	Kristen Atwood, Kristen_Atwood@dpk12.org 720-424-4840

Enrollment Projections:

GRADE	2014-2015	2015-16	2016-17	2017-18	2018-19
6	110	120	120	120	120
7		112	120	120	120
8			112	120	120
Total # students	110	232	352	360	360

Student Demographics:

	FRL%	SPED%	ELL%
Demographics	33%	10%	7%

Executive Summary Narrative

I. Culture:

The mission for our DENVER DISCOVERY SCHOOL Middle School is as follows: *We value every child's unique talents through a high level of rigorous experiences grounded in purpose and relevance in order to foster the values of perseverance and intellectual curiosity necessary in meeting 21st century academic and social demands.* We offer an outstanding education for our youth that will provide numerous opportunities for collaboration and critical thinking skills – characteristics pivotal to success in our today's society.

This mission statement evolved after numerous conversations with professionals, school leaders, steering committee members and finally at a 'Dinner and Design' meeting with 14 educational experts, school leaders, teachers and principal mentors.

Outreach efforts have been continuous. Since the onset of my new position as Principal, the leader began efforts to recruit community members to our school. The leader initially sought out a steering committee via our local newspaper, 'The Front Porch', attended and spoke at 5th grade back to school nights, and hosted several meet and greets at neighboring schools and local businesses.

II. Leadership:

Foremost, the school leader is the Instructional Leader of the building. The building principal is responsible for ensuring that every aspect of the school supports a strong learning environment for students. The building principal is responsible for ensuring a data-driven school culture, conducting weekly data-analysis, and meeting weekly with teachers both during data teams as well as during the collaborative planning time.

During the first year of operation, a Guidance Counselor is also part of the administrative team. This Guidance Counselor supports the student transition from Elementary School to Middle School, and works as the Site Assessment Leader in charge of all assessments as well as student supervision.

Furthermore, Denver Discovery School fosters a culture in which all founding teachers are considered vital contributors to our leadership team. Each of our founding teachers are 'Teacher Leaders'. The four founding teachers: Language Arts, Math, Social Studies and Science have a set of roles and responsibilities outside of classroom instruction, focused on one area of school need including: Data team coordinator, PD coordinator, and technology coordinator. These leadership roles promote our culture of excellence and cultivate teacher leadership, while also filling the needs of a small school that requires staff members to assume multiple roles.

III. Education Plan

DENVER DISCOVERY SCHOOL is an innovative middle school with a Project-Based Learning (PBL) approach. PBL is a research-based model (Thomas, 2000) in which students respond to real-world questions through an extended inquiry process that entails curricular integration

(University of San Diego, 2013). Our school is committed to the following definition of PBL that guides the rationale for all Education Programming discussed in this application: *“Project-Based Learning is an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process. It often involves peer collaboration, a strong emphasis on critical thinking and communication skills, and interdisciplinary learning. The curriculum is teacher-designed and teachers are encouraged to craft lessons and projects that respond to student interests and teacher passion. Many of the teachers have strong global connections and international interests.”* (University of San Diego, 2013)

Teachers work closely together on a weekly basis to conduct collaborative planning time that allows all four content teachers (Math, Science, Social Studies and Language Arts) to align their instruction around ‘Essential Questions’ to ensure consistency in the learning from content to content.

DENVER DISCOVERY SCHOOL utilizes the most up-to-date versions of District approved Language Arts curriculum and Social Studies curriculum and seeks waivers for our Math and Science program.

IV. Teaching

Denver Discovery School seeks teachers who are a mission fit. Teachers must be able to articulate what our mission means to them with specific examples that showcase: appreciation of every child’s unique talents, determination to offer a rigorous program that is purposeful and relevant to a diverse student body, cultivate student perseverance and intellectual curiosity, know the 21st century skills necessary for students to thrive academically and socially.

V. Finance

DESCRIPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
SBB REVENUE	\$577,375	\$1,163,484	\$1,726,633	\$1,763,543	\$1,763,543
OTHER - DPS Start Up and Year-0 Carry over	\$240,000	\$150,000	\$ -	\$ -	\$ -
TOTAL REVENUE	\$817,375	\$1,313,484	\$1,726,633	\$1,763,543	\$1,763,543
ADMINISTRATIVE FULL TIME STAFF	\$169,800	\$185,175	\$185,175	\$185,175	\$185,175
TEACHING FULL TIME STAFF	\$518,123	\$973,751	\$1,369,558	\$1,384,848	\$1,384,848
CLERICAL FULL TIME STAFF	\$44,599	\$44,599	\$44,599	\$44,599	\$44,599
FT ACCOUNTS TOTAL	\$732,522	\$1,203,525	\$1,599,332	\$1,614,622	\$1,614,622
PT ACCOUNTS TOTAL	\$0	\$16,030	\$39,113	\$39,113	\$39,113
NON-SALARY BUDGET TOTAL	\$84,853	\$93,929	\$88,188	\$109,808	\$109,808
DISTRIBUTED BUDGET TOTAL	\$817,375	\$1,313,484	\$1,726,633	\$1,763,543	\$1,763,543
REMAINING BALANCE TO DISTRIBUTE	\$0	\$0	\$0	\$0	\$0

In this DDS innovation plan, the following areas are highlighted as areas where the school needs the greater autonomies granted through innovation status in order to implement the previously proposed school design and to effectively serve its students.

- **Curriculum:** DDS needs the ability to implement a curriculum that integrates core content into meaningful project based learning that is aligning to the Common Core, and flexibility to use non-adopted curricular resources;
- **Professional Development:** DDS needs flexibility to direct more PD time for teachers and administrators to effectively implement a project based learning program;
- **Time:** DDS needs to extend the annual calendar for staff so they can access a more intensive PD offering that will help ensure successful execution of the school’s plan;
- **Governance/Leadership:** DDS needs flexibility in the school’s organizational structure to effectively streamline leadership decisions with input from the CSC;
- **Human Resources:** DDS needs flexibility to recruit and select teachers that demonstrate characteristics of successful project based learning. DDS needs flexibility for coaching and evaluation that provides the school with peer observations and evaluations. Annual contracts for all teachers will provide a way to ensure the school is attracting and retaining the right teachers during the early implementation phase. The school will provide appropriate supports to address poor performance. Teachers will be afforded due process for mid-year dismissals.
- **Budget:** DDS needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and will be able to budget on actual teacher salaries. As the school grows to full enrollment and staffing budgeting on actual teacher salaries will provide an estimated cost savings of \$108,000 annually in salary savings that can be directed to the school’s instructional priorities. The school also needs the ability to seek school based sponsorships.

With these innovations in mind, DDS includes a list of waivers and replacement policies to operate the school under innovation status. Waiver requests for DDS, along with detailed replacement policies and procedures, are described in the innovation plan.

- I. **Expected Outcomes:** While there currently is not a comparable measure for schools using the new PARCC assessments, DDS expects to meet or exceed district averages in all core content areas on PARCC and CMAS assessments. Flexibilities around curriculum, school schedule, PD are necessary to target time and resources to ensure this goal is achieved.

	Expected PARCC (MGP) Median Growth Percentile (if available)	Expected PARCC % Proficient (if available)	Expected CMAS % Proficient - Science (tests 5 th & 8 th)	Expected CMAS % Proficient – Social Studies (tests 4 th & 7 th)	Expected MGP on WIDA-Access
Year 1	Reading MGP: 70; Writing MGP: 65; Math MGP: 70	Reading: 90%; Writing: 90%; Math: 90%	N/A	N/A	ACCESS MGP: 75
Year 2	Reading MGP: 60; Writing MGP: 60; Math MGP: 60	Reading: 92%; Writing: 92%; Math: 92%	N/A	90%	ACCESS MGP: 75
Year 3	Reading MGP: 65; Writing MGP: 65; Math MGP: 65	Reading: 93%; Writing: 93%; Math: 93%	90%	90%	ACCESS MGP: 60
Year 4	Reading MGP: 60; Writing MGP: 60; Math MGP: 60	Reading: 94%; Writing: 94%; Math: 94%	90%	90%	ACCESS MGP: 75

Section I. CULTURE

A. Mission Statement

The mission for our DENVER DISCOVERY SCHOOL is: We value every child’s unique talents through a high level of rigorous experiences grounded in purpose and relevance in order to foster the values of perseverance and intellectual curiosity necessary in meeting 21st century academic and social demands.

B. Targeted Student Population

DENVER DISCOVERY SCHOOL serves the Greater Park Hill Stapleton Neighborhood including SchoolChoice access to students outside of this enrollment boundary. The Denver Public Schools (DPS) “Call for Quality Schools” identified the Near North East Region as projecting an enrollment increase of 1,800-2,000 students by 2015 with a high need for quality Middle School seats. DENVER DISCOVERY SCHOOL addresses the District and Neighborhood need for middle school relief. The current maximum student enrollment based on facility space is 360 students, which is a reasonable number for the capacity of the shared space location. Full enrollment will be achieved by year three of build out as depicted below:

GRADE	2014-2015	2015-16	2016-17	2017-18	2018-19
6	110	120	120	120	120
7		112	120	120	120
8			112	120	120
Total # students	110	232	352	360	360

The current student demographics in regards to Free and Reduced Lunch (FRL), Special Education (SPED), and English Language Learners (ELL) is as follows:

	FRL%	SPED%	ELL%
Student Demographics	33%	10%	7%

The above-targeted population is a reflection of the Greater Park Hill Stapleton feeder elementary schools FRL, SPED, and ELL actual percentages informed the above projections. These schools serve a range of demographics that include the following:

Elementary School	FRL%	SPED%	ELL%
Ashley Elementary	96%	7.2 %	57.5%
Hallett Fundamental Academy	91.9%	15%	16.2%
Park Hill Elementary	28.6 %	14.1%	6%
Smith Renaissance School	98%	12.8%	44.2%
Stedman Elementary	84.2%	10.5%	22.6%
Swigert International School*	4%	6.51%	2.5%
Westerly Creek*	17%	7.8%	6.6%
Mean	69.3%	10.5%	22.2%

Furthermore, the neighboring middle schools, their targeted FRL percentages, and demographics of two area middle schools phasing out – Venture Prep and Smiley Middle

School—were considered. Additionally, the move of McAuliffe International School, with a 2012-2013 enrollment of 179 students from the Stapleton area to the Park Hill Smiley campus creates further need for quality middle school seats in the Greater Park Hill Stapleton neighborhood. The middle schools that informed projected demographics are shown below:

Middle or Secondary (6-12 school)	FRL%	SPED%	ELL%
Bill Roberts	17.1%	7.3%	5%
Denver School of the Arts	14.7%	2.5%	1.1%
DSST Stapleton	46.6%	6.0%	13.5%
Odyssey	40%	4.4%	1.3%
McAuliffe International*	21.8%	6.7%	6.1%
Smiley Middle School	81.6%	28.6%	10.2%
Venture Prep	96.2%	14.2%	30.3%
Mean	45.4%	9.95%	9.6%

The combined means of FRL, SPED and ELL demographics from feeder elementary schools and area middle schools is as follows: *57.4% FRL, 10.23% SPED, and 15.9% ELL*

Although we have put extensive recruitment efforts into the Park Hill area, the Stapleton location has drawn a higher portion of students. The immediate surrounding demographics of Stapleton schools include Swigert Elementary*, which is housed in the same building as the proposed DENVER DISCOVERY SCHOOL and Westerly Creek Elementary* which is in close proximity to the DENVER DISCOVERY SCHOOL campus. In addition, DENVER DISCOVERY SCHOOL has taking over the space of McAuliffe International School* as they moved to the Park Hill neighborhood. This has shown to draw demographics similar to the Stapleton McAuliffe campus.

Annually the school leader will develop enrollment priorities with the Office of Choice and Planning. Children of staff members will have a priority in the SchoolChoice Enrollment priorities for the school.

C. Parent/Guardian & Community Participation in Application Process

(Appendix A – Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee)

(Appendix B – Evidence of Support from Parents/Guardians, and Community Groups)

In August, 2013, a steering committee was created as a result of attending back to school nights at the various neighboring Elementary schools mentioned in above, media coverage in the Front Porch, joining of the Stapleton Mom’s group, and Park Hill family web page outreach. Our August and early September meetings were whole group as we conducted a series of protocols to facilitate input from each member around their ideal school under 5 categories: School Culture, Leadership, Educational Programming, Governance, and Teachers. Furthermore, a ‘Dinner and Design’ meeting occurred in early September to also facilitate input from 14 different educational leaders, teachers, and community members. This meeting focused on how this new school should look based on initial thoughts and interests of the Principal. This

meeting resulted in a well-articulated draft mission statement that best represents the leader’s and community vision.

In September 2013, the steering committee branched into four separate sub-committees around major topics within the new school application. Over 35 people were part of the initial school design steering committee. Steering committee sub-groups consisted of: School Culture (6 members), Leadership (3 members), Education Program (9 members), Governance and Finance (3 members). Division into sub-groups allowed our work to be more intentionally focused around people’s interest and expertise. Other members who were not part of a sub-group received regular school proposal updates and offered input as needed. Steering committee subgroups were involved in weekly efforts of attending meetings, continuing outreach efforts to other parents, soliciting input from parents and supporting the Principal at neighborhood ‘Meet and greets’. The sub-groups met anywhere between two to four times based on the sub-group, to gather input and answer questions from the application.

‘Meet and greets’ occurred to reach out to the community, garner support and input. After reaching out to families on Stapleton Mom’s and Park Hill Facebook pages, parents and guardians requested both daytime and weekend meetings. During these meetings the principal presented her background and expertise, introduced the preliminary plans around education programming and character education, and engaged in Q & A with attendees. In September, 2013, two ‘meet and greets’ occurred:

1. Saturday, September 21st, 2013 at Mici’s in Stapleton
2. Tuesday, September 24th, 2013 at Cake Crumbs in Park Hill

Additional ‘meet and greets’ took place throughout the 2013-14 school year. In addition, input and support has been solicited during after school chats at neighboring Elementary Schools. The following list of Elementary School meetings has occurred:

Date	School	Attendees	Other information
August 27 th , 2013	Swigert International	4 th grade students and parents/guardians	24 attendees
August 28, 2013	Westerly Creek Elementary	5 th grade students, parents/guardians	25 attendees
August 29 th , 2013	Westerly Creek Elementary	3 rd and 4 th grade students, parents/guardians	75 attendees
September 5 th , 2013	Park Hill Elementary	5 th grade students	12 attendees
September 25 th , 2013	Smith Renaissance School	5 th grade students	6 attendees
October 7 th , 2013	Smith Renaissance School	5 th grade students, parents/guardians	60 attendees
October 10 th , 2013	Stedman Elementary	5 th grade students and parents/guardians (about 46 attendees)	46 attendees
October 27, 2013	Ashley Elementary	5 th grade students	
October 28, 2013	Hallet Fundamental Academy	5 th grade students, parents/guardians	2 current 5 th grade parent leaders are scheduling

End of October 2013 and November 2013	Park Hill Elementary	5 th grade students, parents/guardians	A Park Hill Elementary parent is on DENVER DISCOVERY SCHOOL steering committee is working with 5 th grade teachers to schedule further meetings
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Similar to the restaurant ‘meet and greets’, the principal presented her background and expertise, introduced the preliminary education programming and character education plans. She and steering committee members engaged in extensive Q & A with participants. The principal met with five of the neighboring elementary school principals (Rob Malling, Jason Kraus, Tonda Potts, Jill Corcoran, Amy Gile, Charmaine Keeton and John Clark). Elementary school outreach efforts are planned to continue until school choice applications are in and full enrollment is reached. In addition to the level of support garnered through community meetings, an engaged steering committee that primarily consists of prospective families, and attendance at elementary school meetings, the principal in in the process of gathering ‘Intent to Enroll’ forms showing the level of community support. Community support includes teachers, students, parents, consultants, and area organizations.

In August, 2014 the school’s CSC officially began meeting. The CSC is made up of parents/guardians, teachers, and administrators. The founding CSC reviewed the initial school plan, developing the innovation school plan including determining specific waivers and replacement policies. This founding CSC has met several times in addition to individual commitments to draft and seek input into the plan outside of the CSC. The following CSC meetings were dedicated to developing this innovation plan:

Innovation Plan Development CSC Meetings	Date/Location
Initial CSC Meeting Innovation Plan Session 1 Governance, Finance & Culture	Tuesday, August 12- 3:15-4:45; DDS
Innovation Plan Session 2 Teaching/Educational Program	Tuesday, August 26 - 4:15-5:30; DDS
Innovation Plan Session 3 Leadership	Tuesday, September 9 - 4:15-5:30; DDS
Innovation Plan Session 4 Plan Revisions & Editing	Tuesday, September 23 -4:15-5:30; DDS
Innovation Plan Session 5 Plan Revisions & Editing	Tuesday, October 14 - 4:15-5:30; DDS
Innovation Plan Session 6 Plan Revisions & Editing	Tuesday, October 28 - 4:15-5:30; DDS

The core innovation school development planning members of this CSC that dedicated significant time and talents to developing this innovation plan include: Laura Hogue, Mandy Abbott, Jenny Sickle, Eric Hilty, Scott Esserman, Kerstin Rowe, Eve Cohen-Porter, Alyson Probst, Rachel Stutzman, and Kristen Atwood. All planning meetings have been open to the public and have meeting notes and agendas have been shared with the larger school community.

D. School Culture & Student Engagement

The DENVER DISCOVERY SCHOOL culture aims to promote a positive and rigorous academic environment that reinforces student intellectual and social development. In addition, our goal is to align with the Denver Plan aims of achieving a culture of high expectations, service, empowerment, and responsibility for all stakeholders. Students, families, teachers, staff, administration and community members are all held to shared school culture norms and expectations. DENVER DISCOVERY SCHOOL aims to be inclusive of all students and we put systems into place to ensure that students with special needs, those receiving special education services, English Language Learners, and any students at-risk of academic failure thrive in our environment. This model begins with our community expectations and lead into our staff, student, and parent expectations around excellence for all. In addition, a positive academic environment is fostered by a rigorous curriculum combined with a small group of students where each student is known by all teachers and staff.

DDS is committed to building and maintaining positive relationships with our entire school community. As part of this innovation planning process we determined a need for greater outreach to families and community members. In particular we identified a need to build relationships between the school and families of a diversity of backgrounds. As a result we targeted resources toward onboarding this year a Dean of Students who has a primary responsibility along with the Principal to build relationships with all families and prospective families. Also, we have partnered with Denver Kids to provide targeted mentoring to students that could benefit from additional social and emotional support. A third area of growth that we are identifying as part of our ongoing outreach to our diverse community is regular family tours to build trust and comfort with our school staff as parents/guardians consider whether to enroll their child in our school.

1. **COMMUNITY:** The foundation of Denver Discovery School’s positive culture and climate starts with the community-created shared vision that sets a high standard for student and staff performance. During the course of the steering committee meetings and other various community input, feedback overwhelmingly indicates that the DENVER DISCOVERY SCHOOL must provide rigorous academic institution that educates and celebrates the whole child. We devote our efforts to ensuring that each and every key player upholds this expectation of themselves and others – both academically and socially. Community members are knowledgeable of student, staff, and parent/guardian expectations and uphold these same rituals and routines when engaged with the school. These systems, rituals, and routines are described below.

2. **STAFF RESPONSIBILITIES:** The staff at Denver Discovery School play an important role in establishing and maintaining a culture of high expectations and excellence. Teachers and support staff take part in a 60-hour summer onboarding and a 24-hour staff retreat before each school year. Along with professional development on curriculum and instructional planning, this summer training will align thinking around school culture and high expectations for all. This training takes place prior to the start of school, over the summer and more specifically around how to implement and support the structures necessary for creating and maintaining a culture of excellence. Staff training and professional development around instructional programming

are elaborated in Section 3 of this proposal. In addition to the time spent together in summer training, the resource “Teach Like a Champion” by Doug Lemov is read over the summer by all staff and serve as a springboard for creating and maintaining a culture of excellence. Summer onboarding encompasses the following:

Hours	Topics	Goals & Action Steps
24 in summer	-Relationship & team building -Developing a shared interpretation of school mission	-This retreat will result in a cohesive team that has build the foundation to establish systems to meet the school mission goals including a culture of high expectations and excellence for all.
16	Retreat follow up: -Debrief of “Teach Like a Champion” -Norm setting: “living the 7 Norms of Collaboration” - “Strengths finder” - DPS Student Discipline Ladder -Planning for a culture of inclusive excellence -Establishing a Connected Community Reading: “Personal Best” by Gawande	-Establishing systems and protocols to support of culture of inclusive excellence -Ensure systems that are differentiated, build off of student strengths & are inclusive of disabilities, cultural and linguistic differences, and offer the Least Restrictive Environment
8	Positive Behavior Support Systems	- Understanding PBIS principals and plans for school-wide implementation
8	Restorative Justice	- RJ principals and plan for school-wide implementation
8	Putting School Culture into Place	- Teachers will have a full self-facilitated workday to focus on implementation & incorporation of all school culture & student discipline elements.
16	Backwards Design and Curriculum Mapping	-Unpacking Common Core Standards -Annual Curriculum Map -Unit Planning through Backward Design -Essential Question Development
8	Backwards Design and Curriculum Mapping	- Teachers will have a self-facilitated workday to further develop curriculum maps, essential questions, and backward design first interdisciplinary units.
16	Project Based Learning	- Understanding PBL, planning for school implementation
8	Project Based Learning	- Teachers will have a self-facilitated workday to further develop Project Based Learning experiences tied to interdisciplinary units.
16	Spring Board Literature Curriculum & Interdisciplinary Unit Design	-Understanding Spring Board curriculum - Exemplars of Interdisciplinary Unit Design adaptations -DENVER DISCOVERY SCHOOL interdisciplinary unit planning
16	Subject Specific Training- Social Studies, Math, English Language Arts, Science, Electives, Special Education, ELL Singapore Math	-Understanding & planning for implementation of District Curricula -Connecting to DENVER DISCOVERY SCHOOL instructional program. -Understanding & planning for implementation of Singapore Math curriculum. -Connecting to DENVER DISCOVERY SCHOOL instructional program.

The above onboarding set the stage for the expectation that teachers hold each other accountable and to be the best teacher they can be. This foundation is set through our early readings and resulting systems development inspired by Gawande’s “Personal Best” article that emphasizes the need for lifelong learning, benefits of coaching, and peer accountability. In

addition, Lemov's "Teach Like a Champion" offers tried and true teacher effectiveness techniques that support academic excellence in urban youth.

In addition to team data analysis and instructional planning time, teachers partake in bi-weekly peer observations that are elaborated upon in Section 3. This professional and strongly collaborative effort will be evident to students and spill over into student culture. In future school years, we anticipate a 40-hour new teacher onboarding, led by the building administration, teacher leaders, and student leaders along with another 40 hours of whole-staff summer institute to plan for the upcoming year.

During the school year, staff are evaluated on how well they contribute to a positive school culture at Denver Discovery School by using the 'Professionalism' section of the LEAP framework and including elements such as how well staff members a) encourage students to be the best they can be, b) hold students accountable in a consistent fashion, c) create connections with both students and their parents on a consistent basis. Ongoing formative feedback from both the school principal and through a peer observation critical friends protocol occur through a weekly coaching cycle that is detailed in Section 3.

3. STUDENTS: Students are held accountable for their actions and ensure that they are invested in our agreed upon character values. Our values include students and adults upholding the rigorous academics and character traits established in our programming.

The DDS Character Values were developed by the founding staff and consist of:

- Perseverance
- Collaboration
- Leadership
- Gratitude
- Curiosity and Discovery
- Compassion

These character values are the foundation for a positive behavior system in which students and staff recognize and reward student accomplishments in relation to shared values. These values will be posted and referred to in every classroom, hallways, and other shared spaces. Students are held accountable in their classrooms through a 'refocus' system held afterschool and facilitated by the building principal, for unfinished work or discipline issues. They are held accountable as a whole school through weekly 'morning meetings' that address student celebrations and needs as they arise. Morning meetings, occur daily during the first 15 minutes of the day, support student leadership as we focus on student stories around personal success and failures through a reflective process. This also allows for students to get to know each other's strengths, encourage those strengths, and further validate each student's contribution to the learning community. Specific routines for hallway transitions, rewards systems, cafeteria rewards, playground behavior, peer mediation, and other school-wide behavioral expectations were developed during the first week of staff 'on-boarding' to ensure team input, shared design and ownership of rituals and routines that ensure all students are engaged and behaving appropriately.

When students require additional support maintaining positive behavior and academics they are required to attend after school “College Prep” which will reinforce the school’s expectations of excellence and holding ourselves to high standards. This intervention is also utilized for students that violate the school’s dress code policy and homework policy.

ORGANIZATIONAL SKILLS: Often times, middle school students are left with no choice but to act out when they feel overwhelmed, unsuccessful or even undervalued. To support a productive and proactive culture of working with middle school students, our community ‘Morning Meetings’ incorporate organizational and leadership skills. We include a locker checklist and routine locker checks to ensure expectations around locker organization are being met, a backpack organizational checklist with backpack checks to ensure organization there as finally, similar planner checks to ensure planners are being used to the highest level. This time is also used to support collaboration between peers as we share experiences that have helped with success both academically as well as positive experiences with our character values – particularly around leadership.

STUDENT LEADERSHIP: The students at DENVER DISCOVERY SCHOOL play a central role in maintaining a culture of high expectations and excellence. Students serve in a range of leadership roles including facilitation of morning meetings, supporting organizational skills mentioned above, hallway monitors, and serving as internal experts in a variety of areas which can include: bike safety, conflict resolution and mediation, peer tutoring, and sharing of/peer tutoring in academic and creative interests and talents. Students have opportunities to lead projects in the project based learning portion of our instructional programming. The principal has prioritized engaging with students on a daily basis and knowing each student. This helps her learn about student strengths and interests and leverage leadership opportunities that are inclusive of everyone. Student voice is central to an evolving model of student leadership opportunities and systems.

Furthermore, starting in 2015, student leadership groups will be counted on to lead school tours, information sessions for prospective families, and serve as mentors during the initial transition into middle school for incoming 6th grade students. 7th graders and from there on, 8th graders will act as ‘Ambassadors’ to incoming students. Each new school year, incoming sixth graders will begin school three days prior to the official first day. During this ‘onboarding’ 7th and 8th grade student ambassadors will talk about school culture, rituals, routines, and expectations. This will include a range of topics including organizational expectations, character, daily schedule, homework, projects, morning meetings, PBIS, refocus protocols, and more. Each incoming student will then be assigned a 7th or 8th grade mentor who will support student onboarding. Beginning year 2, student mentors will meet with their assigned mentee for a pre-determined block of 20 minutes, three times per week to check in and offer support. DENVER DISCOVERY SCHOOL staff will guide student mentors in this endeavor.

DRESS CODE: Another way to be a school that works more proactively than reactively, we have decided to implement a dress code at DENVER DISCOVERY SCHOOL. This includes student uniforms, which was overwhelmingly supported by the steering committee. Students wear

school-issued collared shirts along with khaki, black or navy pants, shorts, dresses, or skirts. This will keep distractions to a minimum, foster a positive school environment, decrease social and economic barriers, and develop a sense of shared school spirit and camaraderie. In order to maintain a professional learning environment, the dress code for all staff is at a minimum business casual.

4. PARENT INVOLVEMENT: Parents and guardians of Denver Discovery School students play an essential role in supporting the school's mission, culture and climate. Parents and guardians have opportunities to actively participate in their students' learning by: a) Signing up for Parent Portal and being an active participant in this system which will electronically record and inform parents of missing homework and assignments, b) Thoroughly reading the weekly communication. An online newsletter will be released on Thursday mornings. The principal constructs the weekly newsletters and anticipates this communication tool evolving to include student, teacher, committee, Parent Association, CSC and other stakeholder announcements. The district parent portal also allows parents to opt into a phone message recording of the announcements as well as a text message. These options will allow us to ensure that we are inclusive of various parent communication needs and preferences. In addition to the weekly electronic communication, bi-weekly progress updates from teachers, and information about how parents/guardians can help assist with learning opportunities at home will be distributed along with fliers, and completed and graded student work in weekly Thursday folders. These folders must be returned on Fridays. c) Seeking out volunteer opportunities. Parents can support the culture of DENVER DISCOVERY SCHOOL by volunteering in the classroom on an as needed basis, volunteering as chaperones at service learning events, lending expertise to student projects, participating in the CSC and/or Parent Association, supporting the school's fundraising efforts, assembling Thursday folders, and coaching, mentoring or tutoring students. Staff will also announce parent volunteer opportunities that can take place at home for working families. d) Attending Parent-Teacher Conferences, informational sessions, and Back-to-School Nights. DENVER DISCOVERY SCHOOL will have a Back-to-School Night event in mid-September and two separate sessions of Parent-Teacher conferences, scheduled in early November and April. Parent participation in these events is essential in that it sends the message to the student that his/her parent/guardian feels that learning is important and it provides the opportunity for direct communication between the school and the home. In order to accommodate parent participation, we will offer conferences, back-to-school nights, and other events on evenings with more than one date and time option. All of the above participation expectations and opportunities are collaboratively coordinated by the school principal and parent/guardian liaison, with a school calendar and advance reminders of events published in the newsletter, "The Orbiter" and school website. The parent/guardian liaison will be responsible for logging and following up on parent participation, attendance, and volunteer efforts in the online portal.

DENVER DISCOVERY SCHOOL sets clear expectations both verbally in open houses, trainings, back to school nights and throughout the community. In writing, these expectations mentioned above are within the DENVER DISCOVERY SCHOOL staff and parent handbook as well as a link on the school's webpage.

DENVER DISCOVERY SCHOOL strives each and every day to ensure that all students begin with a level playing field each day they come to school. This is done in a variety of ways, but mostly with the inclusion of first, a Special Educator to support students with special needs. The Special Educator leads in the incorporation of specific IEP goals through embedding these goals into learning projects, differentiation, scaffolding, and cooperative grouping of these projects. They are responsible for ensuring a leveled, supportive, and fluid Rtl model is in place that ensures students aren't tracked.

The entire school staff meets twice a month to discuss student emotional, physical, and academic needs and serve as a unified Student Intervention Team (SIT). As part of these meetings, the SIT looks at data - both formal (assessments) and informal (observations) and creates solutions to concerns that may arise. These meetings take place one hour prior to the start of the school day in order to maximize instructional time. This model is based on the success of the similar approach at Stanley British Primary.

Also, a guidance counselor supports students' social/emotional needs both on a regular scheduled basis to be proactive, as well as on a reactive, as needed basis. The guidance counselor also supports our character education efforts by teaching related lessons that are incorporated into morning meetings and appropriate project based learning opportunities. Third, an interventionist supports small group instruction and the closing of achievement gaps for English Language Learners, students with special needs, Rtl supports, and any student at-risk of academic failure. We honor the linguistic assets of our English Language Learners by incorporating Spanish and other languages into newsletters, websites, and student projects. Our counselor and parent/guardian liaison support parent contact through a variety of culturally responsive and creative ways. Finally, our weekly data teams and subsequent shared planning ensure that we capture and immediately respond to student learning needs so that we ensure students do not fall through the cracks. Each of these important roles and specific systems are elaborated upon in Section 3.

E. Student Discipline Policy

DENVER DISCOVERY SCHOOL follows the DPS policies around school discipline. As depicted in the above summer onboarding table, all staff are trained on DPS policies and the student discipline ladder. This is woven into PBIS and Restorative Justice Practices. Each morning, the office staff clearly document, through the district online portal, student's taking part in 'Refocus'. This allows for consistent parent/guardian communication, help track escalation of behaviors, and allow us to be aware of and intervene with any students who are habitually put into refocus. This information will be documented both in Infinite Campus as well as in an excel spreadsheet to triangulate the data around student behaviors as reported by staff members. Teachers discuss refocus and behavior trends in weekly data teams and the CSC monitors demographic trends to ensure that DENVER DISCOVERY SCHOOL refrains from disproportionate discipline of students of color as well as students with disabilities, both of which have been disproportionately disciplined and identified for special education services throughout the district and nation.

As mentioned previously, a Restorative Justice system supports a positive school culture and is used to address disciplinary issues. Students and staff make mistakes, but what matters most

to the DENVER DISCOVERY SCHOOL learning community is how these mistakes are addressed and become learning opportunities. The common expectation surrounding all disciplinary issues require that the student 1) acknowledge and accept responsibility for his or her mistake, 2) apologize and make restitution to the parties affected by the mistake, 3) do everything in his or her power to make sure that a similar transgression does not take place again. This process will help strengthen our adherence to character values. Positive behavior is both teacher and child driven. Our character education program helps foster a community that focuses on positive behavior and be inspired by the PBIS training staff over the summer.

The character education curriculum is taught during advisory, and focuses on developing team, organizational techniques, AVID strategies, and digital citizenship. The school is adopting 16 of the themes consistently across all advisory sections every 2 weeks check in with pacing and planning. In addition, staff will borrow techniques outlined in “Teach Like a Champion” to address minor student disruptions in a manner that feels fair, respectful, consistent, and clear to students.

At DDS, not completing classwork is unacceptable. As a result of incomplete work, students will be held accountable via our after school tutoring which can be attended either by choice or by expectation from a staff member. The consequence for a student not doing his or her work will be for the student to do the work. In order to hold students accountable to this standard, DENVER DISCOVERY SCHOOL will implement an afterschool ‘College Prep’. If a student does not do his or her work, this will be entered into online portal and required to stay after school to complete all missing assignments.

Our mission driven character education program support and reinforce expectations that keep students on task and maintain a focus on learning. Explicit instructions on how to avoid refocus consequences and earn positive rewards are an important part of the student onboarding during the first two weeks of school. All students practice established rituals and routines at the start of the school year in order to ensure that a positive and rigorous school culture is established and understood by all. Routines and expectations are posted and referred to in classrooms, hallways, and all shared spaces. Student planners are an important tool to keep track of all assignments and teachers enter all missing assignments into the online portal to keep track and keep parents informed. To support College Prep’s in the classroom, posters are hung, explicit instructions on how to avoid College Prep’s are given and teachers have an agreed upon system to ensure students know what assignments they have coming up.

To ensure that students of color and students with disabilities are not disproportionately represented in disciplinary procedures, we will ensure a level playing field by providing mentors when needed, critical-needs supports, and extra support academically for those in need. This will be done through our hiring of college mentors for both academic and social extra support as well as proactive data monitoring and staff PD.

F. Student Recruitment & Enrollment

Student recruitment is ongoing and a relentless process. During the zero year, we held ‘Meet and greets’ with snacks at nearby elementary feeder schools. The specifics of these meetings

and locations are outlined above. In addition, we attend all Middle School EXPO's, and present at 5th grade parent meetings to further the word that we are here and have 100 6th grade seats available.

We proactively reach out to families in poverty, academically low-achieving students, students with disabilities, linguistically diverse families and other youth at risk of academic failure by ensuring our outreach events are hosted in schools that have a representative population of these sub-groups. Although we target each and every elementary school in our GPHS boundary, we are reaching out at a great level to schools with higher FRL numbers to ensure they are aware of and have equal opportunity to be a part of our great new school.

At Denver Discovery School, our target re-enrollment rate for the first four years of operation is 95%. This ambitious goal will meet or exceed district SPF expectations, depending on the performance of our like-schools cluster. We believe through establishment of a positive and rigorous learning environment, families will want to re-enroll. In preparation for years 2 and beyond, students and parents/guardians will play a role in open houses and recruitment efforts through sharing of school information, experiences, and leading school tours.

G. Student Investment & Satisfaction

At Denver Discovery School, daily attendance is one piece of our high expectations. Without daily attendance, students fall behind in numerous classes, making it hard to catch up upon return. This expectation is set from day one and support is in place to ensure students are both on time as well as present in each class every day. Doctors' appointments are encouraged to take place after school, family trips to be planned around the school schedule, and a proactive mindset when a student is absolutely in need of missing school. This entails collecting work prior to being absent to ensure it is complete upon return.

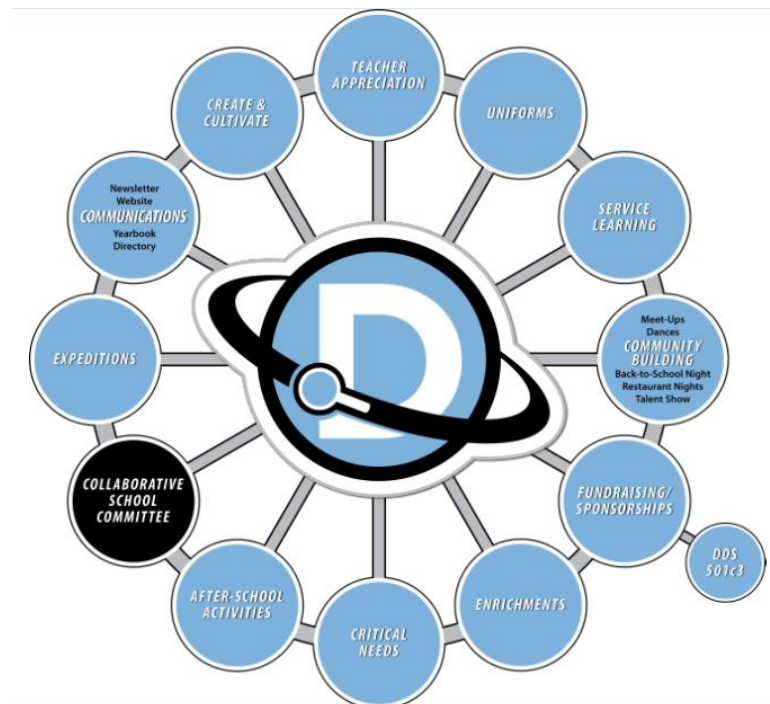
Our goals are for students to recognize that their teachers are there to set and uphold the highest expectations for them and their learning. This may be reflected both positively and negatively in the Student Perception Surveys. Those students who have a past of not having teachers who have pushed them may see this new level of rigor as a hardship and reflect this negatively in the survey. However, this approach to pushing students to academic success is also reflected in the commitment to nurturing every child through a "Warm Demander" approach. Once students understand this level of rigor and expectation and begin to see this as a value for their growth while at the same time recognize that their school is doing what is in their best interest to make learning rigorous yet relevant and engaging. Our Site Assessment Leader is responsible for our Student Perception Surveys. If the positive response rate does not meet the standard on the SPF rubric, we re-visit our methodology for the current process and made amendments. This revisit will include the staff and our CSC committee.

At Denver Discovery School, student voice is one of our number one values. Ensuring that voices are heard and validated is of most importance in our school's success. Morning meeting celebrate both successes as well as student failures and are be student run, organized and with continuous feedback from students around its efficacy in ensuring all voices are heard. Parent Teacher Conferences are Student Led Conferences to create further accountability and student voice. Furthermore, we are solidifying service learning opportunities, mentorships, and

internships all within our community to ensure strengths within are encouraged and embraced. At this point, we have service learning opportunities available with Forest City, Solar City, Anchor Center for the Blind, Bluff Lake and Urban Farm.

8. Ongoing Parent/Guardian Involvement & Satisfaction

At Denver Discovery School, we believe strongly in parent partnerships. Through volunteer efforts with one of our many parent committees, volunteering in the classroom, to support field trips, mentorships, and/or simply connecting with the Principal once a month during coffee chats, we understand strongly the need for parent involvement to support the success of our middle school program.



One specific way to support open communication and frequent opportunities for parent voice is through our school’s CSC committee or by joining our monthly ‘casual coffee with the Principal. Monthly opportunities will exist on Friday morning from 8:20-9:00am, once Morning Meeting has concluded and students are in their classrooms. The Principal will collaboratively facilitate this work. The CSC will be merged with the SLT to cohesively provide input into all key decisions of the school. As the principal and other staff gets to know the parent community, they will work to recruit and ensure an equitable group of CSC members that is representative of the school community. Extensive CSC onboarding will be offered.

With a goal of 100% return rate on DPS parent satisfaction surveys; the Denver Discovery School is committed to ensuring each and every parent takes part in our satisfaction survey. We will have the teachers promote an in class pizza party or reward for the class that turns in the most surveys. Also one survey should be given for each student and not siblings shared on one survey to ensure that each child has a voice in this process. Many parents have different

feedback for individual students. Emails will go out to the families, and also we will send a hard copy in the students' backpacks. An easy online survey would be a great tool for parents to be able to fill out. Regular postings will be in the weekly bulletin and we will remind parents upon pick up and drop off. If needed, individual parent phone calls will be made to ensure every survey is returned. If the positive response rate does not meet the standard on the SPF rubric, we re-visit our methodology with staff and out CSC to make amendments.

Section II. LEADERSHIP

A. Leadership Team Personnel

(Appendix D – Job Descriptions for all Leadership Team Positions)

(Appendix E – Resumes for all Identified Leadership Team Members)

PRINCIPAL:

Foremost, the school leader is the Instructional Leader of the building. The building principal will be responsible for ensuring that every aspect of the school supports a strong learning environment for students. The building principal will be responsible for ensuring a data-driven school culture that focuses on the whole child which includes, weekly data-analysis, and meeting weekly with teachers both during data teams as well as during the collaborative planning time. Furthermore, the building principal will work in collaboration with teaching staff to plan for and deliver professional development. In addition to instructional leadership, the building principal will be responsible for ensuring sound operations inclusive of a safe and proactive environment in which all stakeholders—students, families, teachers, staff, and community—thrive.

The Denver Discovery School principal is Kristen Atwood, a DPS employee for 17 years, who has served in a variety of capacities including as a special educator, general educator, peer observer, instructional specialist, and assistant principal. In each of these roles, Kristen has successfully raised student achievement and led other team members toward high academic standards for Denver youth. Two of her three years as an administrator were spent in turnaround schools; ensuring systems were in place for student success. She is well versed in the LEAP framework and Cognitive Coaching. Prior to being named the principal for Denver Discovery School, she recently served as an AP in a high-performing Middle School where she cultivated her skills in meeting the needs of a small middle school. Working with adolescents entering middle school takes someone like Kristen who understands the trials and tribulations and the emotional impacts on daily learning. She has taken numerous trainings on how best to support the Highly Gifted and Talented child and led professional development on Differentiation at both the Elementary and Middle School level. Kristen is “highly qualified” with a principal license and special education license. She has a graduate degree in Special Education focused on Language Literacy and Culture, and a Bachelor of Science in Special Education (K-12). Furthermore, Kristen has experience in Project Based Learning, which is the foundation for the proposed school curricular model.

Kristen has proven success in the Greater Park Hill Stapleton world of middle school children. In 2012-2013, as the Director of Achievement at McAuliffe International School, she worked directly with teachers and facilitated data teams each week. The school’s focus was on differentiation and ensuring that each and every child was making the gains necessary to have the strongest growth scores in the district. She led a team that produced some of the highest Median Growth Percentiles in DPS, contributing to a 2012-2013 SPF status of “Distinguished”. Her extensive experience and training make her an ideal founding leader for Denver Discovery School.

LEADERSHIP TEAM:

During the first year of operation, the School Leader (Principal), and two Teacher Leaders, and the Dean of Students are the members of the leadership team. Ongoing, new teachers will also be asked

to take on unique leadership roles that meet the needs of this innovation plan. The Guidance Counselor takes on many responsibilities as well. They oversee students who are in need of extra supports either socially-emotionally, financially, academically, and inclusive of supporting the parents/guardians of these children. We rely on support for student transition from Elementary to Middle School through our Guidance Counselor and interventionist. This Interventionist supports the student transition from Elementary School to Middle School by visiting with each of our 5th grade teams from our feeder elementary schools to discuss academic, and social-emotional needs of each incoming DDS student. This work allows teachers to know important information about our students and begin the necessary work for excellence from day one.

Our Site Assessment Leader is a role given to a staff member who is given a stipend.

Furthermore, DENVER DISCOVERY SCHOOL fosters a culture in which all founding teachers are considered vital contributors to our leadership team. Each of our founding teachers is deemed a 'Teacher Leader' on various levels. The four founding 6th grade Core teachers: Language Arts, Math, Social Studies and Science have a set of roles and responsibilities outside of classroom instruction, focusing on one area of school need including: Differentiated Roles – Peer Observer and Coach, Data team coordinator, PD coordinator, PBL coordinator, and STR (School Technology Resource). These leadership roles promote our culture of excellence and cultivate teacher leadership, while also filling the needs of a small school that requires staff members to assume multiple roles. The members of the leadership and teaching team need to fit the mission of DENVER DISCOVERY SCHOOL including being able to articulate what our mission means to them with specific examples that showcase: appreciation of every child's unique talents, determination to offer a rigorous program that is purposeful and relevant to a diverse student body, cultivate student perseverance and intellectual curiosity, know the 21st century skills necessary for students to thrive academically and socially.

Furthermore, the Principal must display a commitment to ensuring fully inclusive educational programming, abilities to communicate and work effectively with parents, adapt to individuals specific needs, and adapt to differences and changes in characteristics of students, programs, leadership, staff, and community. The Principal needs to showcase their capacity to utilize varied teaching methodologies to accommodate students' unique learning styles, be able to evaluate tests and measures of achievement and work effectively as a team member.

The school Social Worker and School Psychologist meet state "highly qualified" licensures in order to demonstrate a commitment to ensuring fully inclusive educational programming, and have extensive experience working with students and their parents in urban, under-resourced school settings. This team member must demonstrate a desire and ability to form productive relationships with students, their parents and guardians. These positions both are a minimum of 1 day a week positions based on student need.

DENVER DISCOVERY SCHOOL relies on the following selection process to select the best candidates:

- Stage 1: Application, resume and cover letter screening
- Stage 2: Initial 45 minute interview.
- Stage 3: Candidates who pass the first interview will be invited for a 2nd follow up group interview in which each potential leader will facilitate a mini-sample Professional Development session.

- Stage 4: Verification of previous employment, professional and personal references.
- Stage 5: Offers of employment to the strongest candidate(s).

DENVER DISCOVERY SCHOOL seeks a team of leaders that compliment and push one another’s thinking. By creating a culture in which all founding members are an important part of the school leadership team, we foster a leadership ‘pipeline’ in which teachers who desire to become an instructional coach, dean of students, or principal will be supported, mentored, and considered in succession planning. See Appendix E for a table detailing leadership team positions with a 3-year progression and Appendix F for the building principal’s resume.

B. Leadership Team Coaching & Evaluation

In conjunction with CSC and IS, the Principal shall determine if district PD aligns with the needs and vision of the DDS school leader and shall have the ability to opt out of district PD. The Principal will work closely with their Executive Coach, and Instructional Superintendent (IS) in aligning needs with her professional development. The principal seeks coaching and evaluation feedback in a similar fashion to the ‘teacher coaching’ plan outlined in Section IV of this proposal. The Principal meets twice a month with their Executive Coach to ensure a solid coaching cycle of observation and feedback is in place with consistency. In collaboration with her IS, she develops a 3 year Professional Learning Plan and specific annual performance goals that will be measured against the DPS School Leadership Framework. Furthermore, she seeks out coaching and continual feedback from the DENVER DISCOVERY SCHOOL CSC president including measuring her abilities as an instructional leader to meet school performance goals and close achievement gaps. This support also includes ensuring the Principal is properly trained to support all students whether they are a student who is Gifted and Talented, having a learning disability, or an English Language Learner. She seeks feedback and mentorship from other area experienced principals and OSRI leadership. In addition, the principal will attend leadership conferences and other professional development opportunities. As the school grows and our leadership team expands, the Principal will coach and evaluate other building leaders.

C. School Personnel Structure

(Appendix F – School Organization Chart)

(Appendix G – Staff Roster)

DENVER DISCOVERY SCHOOL began with a founding 6th grade class and is building up to 8th grade by our 3rd year of operation. Through this process, our personnel structure will adjust each of the first 3 years, until the school is at full student capacity, serving a student body of 360 6th-8th graders. As an especially small school during our first year of operation, all founding team members will take on multiple roles and share in the exciting work of building a high-performing middle school. During our first year of operation, our founding staff will consist of a full time principal, a full time office administrator/ secretary, and 4 full time core subject teachers. As an innovation school we shall have the autonomy to develop unique job positions to meet the needs of our students and serve our school’s vision. In addition, ‘Student Services’ roles include: Psychologist, Social Worker, and Nurse, all designated by the District. DDS also employs a Special Educator, full-time Interventionist to further support students both academically as well as socio-emotionally. Our elective instructors include a Spanish instructor, Physical Education instructor, Art instructor and Music Instructor. DDS will build staff until full-build. See appendix G for an organizational chart that details the phasing of this staffing model as well as a final

year-5 roster. The school will have the ability to contract support from consultants to support with curriculum development projects.

D. Employment Policies

(Appendix H – Personnel Policies or Employee Manual)

DENVER DISCOVERY SCHOOL will hire teachers on annual contracts. All employment policies are included in the attached Employee Handbook.

E. Operations - Transportation

Some students who live outside of the walking distance require drop off, carpooling, and/or bussing. We encourage any student joining our program from 2.5 miles or more to take part in our district's 'Success Express' bus system. Our parent/guardian liaison facilitates communication around this resource. Additionally, since some students who reside near the school bike to school, the school will develop a process to promote bike safety and appoint student-leaders to help in this effort.

F. Operations - Safety and Security

The DENVER DISCOVERY SCHOOL principal will have responsibility to create and maintain the District required Emergency Management Plan. The administrative team will take part in the 4 module ERCM video trainings and pass all 4 quizzes aligned to the trainings. We will hold monthly fire drill and lockdown drills and provide documentation of these. Additionally, DENVER DISCOVERY SCHOOL will ensure ongoing safety by using electronic and video controlled intercom door openers and video cameras located on the exterior of the building.

Section III: EDUCATION PROGRAM

A. Curriculum

(Appendix C: Waiver Template - Use of Non-Adopted District Curriculum)

DENVER DISCOVERY SCHOOL will be an innovative middle school with an emphasis on Project-Based Learning (PBL). PBL is a research-based model (Thomas, 2000) in which students respond to real-world questions through an extended inquiry process that entails curricular integration (University of San Diego, 2013). Our school is committed to the following definition of PBL that guides the rationale for all Education Programming discussed in this application: *“Project-Based Learning is an approach to teaching in which students respond to real-world questions or challenges through an extended inquiry process. It often involves peer collaboration, a strong emphasis on critical thinking and communication skills, and interdisciplinary learning. The curriculum is teacher-designed and teachers are encouraged to craft lessons and projects that respond to student interests and teacher passion. Many of the teachers have strong global connections and international interests.”* (University of San Diego, 2013)

PBL, also referred to as an inquiry-based approach to teaching and learning, teaches students to develop questions about their community and themselves to ensure the learning is both meaningful and relevant to the children in our classrooms. The DENVER DISCOVERY SCHOOL PBL model is carefully connected to Colorado Common Core Standards (CCSS), DPS priorities, and include students following a five-step process:

1. **Analyze Driving Question and Begin Inquiry:** Students will show understanding of central aspects of the Driving Question by identifying in detail what needs to be known to answer it and considering various possible points of view, asking follow-up questions that focus or broaden inquiry, and as appropriate asking follow-up questions to gain understanding of the wants and needs of the audience or product users.
2. **Gather and Evaluate Information:** Students will integrate relevant and sufficient information to address the Driving Question, gathered from multiple and varied sources that thoroughly assesses the quality of information (considers usefulness, accuracy and credibility; distinguishes fact vs. opinion; recognizes bias).
3. **Use Evidence and Criteria:** Students will evaluate arguments for possible answers to the Driving Question by assessing whether reasoning is valid and evidence is relevant and sufficient; justify choice of criteria used to evaluate ideas, product prototypes or problem solutions; revise inadequate drafts, designs or solutions; and explain why they will better meet evaluation criteria.
4. **Justify Choices, Consider Alternatives & Implications:** Students will evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea, and justify choices made when answering the Driving Question or creating products by giving valid reasons with supporting evidence. They recognize the limitations of an answer to the Driving Question or a product design (how it might not be complete, certain, or perfect) and consider how alternative perspectives can clearly explain new understanding gained in the project and how it might transfer to other situations or contexts.

5. **Presentation of Findings:** Students will present findings and be expected to speak articulately to a forum around their findings. They should be prepared to answer questions about their process (Buck Institute for Education, 2013).

CORE CURRICULUM: The Steering Committee for DDS is determined to supply consistency in scope and sequence of curricula between DDS and the other DPS middle schools. This supports transition from elementary school to middle school and give future students transferring to DENVER DISCOVERY SCHOOL a consistent foundation. The district core Social Studies (TCI- Geography Alive!) and Language Arts (SpringBoard) curricula offer the rigor, connection to CCSS standards, and opportunity for PBL that mesh well with our mission and philosophy. These serve as core curriculum and the foundation for annual curriculum mapping, backwards designed unit planning, and a tool to help us ensure students are meeting the rigor of CCSS. As a PBL school, the committee has determined that deviation from DPS Science and Math core curriculum is necessary. For Math, our committee has selected Singapore Math. We have selected Delta Foss for our Core Science curriculum. The evidence-base for these decisions is discussed below.

MATH: Houghton Mifflin Harcourt's Singapore Math program "Math in Focus" provides a clear scope and sequence of instruction and focuses on depth of topics, allowing for math mastery, which matches principles of PBL, CCSS, and our commitment to rigor. This is congruent with the revised Common Core and Colorado Math Standards. In addition, the Singapore Math program places a heavy emphasis on math modeling. According to both the National Council of Teachers of Mathematics (NCTM, 2013) and the National Math Panel (NMP, 2013), math modeling increases conceptual knowledge providing a strong foundation for advanced Mathematics. DENVER DISCOVERY SCHOOL is a data-driven environment, and Singapore Math allows for teachers to clearly analyze which students are proficient on standards, those requiring acceleration, and those who need re-teaching and interventions, thus allowing for strong differentiation capabilities. Singapore Math allows for daily formative assessments including targeted exit slips that directly support real-time tailoring of subsequent daily instruction. Differentiation supports include explicit 3-Tiered support of the mini-lesson, independent student practice, and homework. Furthermore, the level of differentiation of approaches and student work supplies advanced mathematics instruction for DENVER DISCOVERY SCHOOL students deemed ready. In order to supplement Math in Focus to allow students to practice previously taught material, we focus on elements in Singapore Math through the problem solving questions that incorporate previously learned skills. Our masterful teachers continually keep the necessary skills coming back to kids. Another way to supplement Math in Focus is with open-ended tasks that meet the higher order thinking tasks in the CCSS. Singapore's "Ticket out the Door" includes open-ended questions. The book titled 'Enrichment' is also a workbook that has higher order thinking tasks. We also use the DPS district scope and sequence inquiry questions. The teachers align their curriculum to the district math scope and sequence and math Interims. Other supplementary materials include the Engage NY modules. Additionally, our weekly Math data team conversations allow our Math teacher and Interventionist to assess individual student proficiencies on each mathematical standard. Using this data, we create groups for both the general educator and interventionist to be able to fill

those gaps. Research studies point to increased student achievement using the Singapore Math program. Domestically, based on 2010 state testing data, students in New Jersey using the program demonstrated significant gains over peers following a different math curriculum (Ministry of Education, 2004).

SCIENCE: The School Specialty Delta Foss Science curriculum is included within our daily core curriculum. This hands-on curriculum directly aligns with our focus on PBL in that the cycle of learning replicates the investigative, research-, analysis- and solution-based learning. Research studies show that urban youth, including high-poverty middle school students, show higher scientific processing skills through this type of methodology (Marx, et al., 2004; Ruby, 2006). Furthermore, Delta Foss is aligned to National Science Education Standards (NSES) and is designed to guide our nation toward a scientifically literate society. Founded in exemplary practice and research, the Standards describe a vision of the scientifically literate person and present criteria for science education that allows that vision to become a reality" (NSES, p. 11). This Science curriculum includes 9 courses for grades 6-8. Each course is organized into three strands: Earth and Space Science, Life Science, and Physical Science and Technology. Each lasts 9-12 weeks. The 9 courses form a complete 3-year curriculum. With Delta Foss, students learn science by doing science. They develop deep, durable understanding of science concepts and principles through authentic investigations, analysis, and reflection. This program teaches scientific thinking processes such as logical analysis and data based decision-making. The four learning modalities include Active Investigation, Reading, Multi-Media, and Assessment. This results in a comprehensive understanding of science concepts. Students continue to be engaged in the learning consistently throughout these lessons. These four modalities (active investigation, reading, multi-media and assessment) utilize an inquiry based approach to learning which directly links to our school's commitment around the functions of PBL. Moreover, the curriculum includes student books that complement each module and integrate content reading and writing into the context of learning science (Lawrence Hall of Science, 2013). This allows for DENVER DISCOVERY SCHOOL to thoughtfully integrate science and reinforce academic vocabulary (Delta Education, 2013). We follow the same scope and sequence of DPS Science curriculum while aligning the content to both the Next Generation standards and the Colorado standards during our weekly data team conversations. We have representative support from FOSS during the summer and fall during this transition. They have waived their normal PD fee to support us with this adoption of a new curriculum.

PROJECT BASED LEARNING: As the definition of PBL presented above indicates, we supplement all core resources (district and non-district) to offer PBL culminating projects that not only showcase student skills, knowledge, and understandings, but are also responsive to their interests. Interests may be subject-based, but also include student cultural and linguistic backgrounds. Supplements to all core resources (district and otherwise) occur over time, beginning with summer training prior to year 1. Additionally, supplementation is informed by regular dedicated time for teacher collaboration, weekly data team meetings, peer-to-peer observations, critical feedback, and a rigorous principal facilitated coaching cycle inform supplementation. This is an innovative approach in that it 1) ensures alignment between two or

more curricula to create 10-12 week projects that encompass big ideas from those classes; 2) allows for teachers to have weekly planning time and conversations around overlaps between those curricula; 3) allows teachers to create their own summative assessments that are not only CCSS aligned, but also aligned to deeper, more relevant, and engaging projects.

PBL & CURRICULUM DEVELOPMENT: An important aspect of PBL is allowing students to experience the interdisciplinary connections and real-life relevance of content areas. Therefore, one of the main supplements to all DENVER DISCOVERY SCHOOL core curricula are CCSS driven backward mapping of project-based interdisciplinary units. We expect our repertoire of interdisciplinary units to evolve over time based upon student interests, cultural and linguistic backgrounds, formative and summative data, and development of teacher PBL expertise. To begin with, during year 1, the steering committee has determined that science and math collaborate in PBL integrated unit design, as well as social studies and language arts. The pairing of these subjects is the most logical as our team learns to effectively develop a rigorous standards-based PBL model. Over time, DENVER DISCOVERY SCHOOL further integrates core subjects as well as brings in electives to the PBL integrated curriculum mix. Supplements to the core curriculum connect to the principles and steps of PBL outlined at the beginning of this section: the merging of two subjects (science and math, social studies and language arts) to allow students to dig deep into a topic and experience meaningful curricular connections, field trips and field experiences directly linked to the topic of each interdisciplinary unit, bringing in community experts to talk about and aid in projects, and a culminating PBL in which students showcase their learning using the 5 step process discussed at the beginning of this section. The culminating projects are assessed through teacher-designed standards based rubrics that ensure that students meet or exceed standards while allowing staff to capture any concepts and skills that deem re-teaching. To begin this endeavor, DENVER DISCOVERY SCHOOL spends part of summer training with a local teacher from McAuliffe International School who has successfully supplemented the SpringBoard Language Arts curriculum to include project-based integrated units. In addition, the teaching team receives 24 contact hours of PBL training from a local expert, and another 24 contact hours focused on curriculum mapping and backward design. These professional development experiences result in a culminating product of clear PBL curriculum maps that capitalize off of core curriculum, CCSS, and PBL principles. The first integrated PBL units were fully designed and ready for implementation at the start of the school year. These first units served as templates as we further develop our model and expertise.

STANDARDS: DENVER DISCOVERY SCHOOL plans to adopt the Colorado State Standards, as adapted to match the Common Core State Standards (CCSS). Professional development is the focal point in creating a common educational culture amongst staff. Teaching staff are trained in the following three areas: Common Core State Standards, Curriculum Mapping, Universal Backwards Design planning, and Learning Labs. Each of these areas of focus for our teacher growth are aligned to our weekly data teams. A table outlining summer professional development is provided on page 26 of this section. All four of these entities lie in the foundation of CCSS:

1. *Unpacking of CCSS:* During our initial summer training and throughout our

professional development model, teachers engage in “unpacking” the CCSS to ensure that as a staff we have a shared understanding of the intended knowledge, understandings, and student competencies we aim for students to learn. The process of careful examination and shared interpretation of standards are an ongoing cyclical process informed by consistent data gathering and shared analysis (Marzano, 2013).

2. *Curriculum Mapping*: The DENVER DISCOVERY SCHOOL teaching staff develop annual curriculum maps that ensure our programming addresses the total education of students (Education up Close, 2003). These CCSS based maps serve to communicate our annual plan to stakeholders and guide unit planning (Jacobs, 2004).

3. *Backwards Planning*: Teachers are trained to plan units beginning with the standard(s) and performance assessments. Using Understanding by Design (Wiggins & McTigh, 2005) as the framework, teachers learn to unpack standards as mentioned above, develop multiple means for students to demonstrate learning, and create relevant, differentiated, and engaging learning activities.

4. *Learning Labs*: On a weekly basis as part of our professional development model, teachers are trained to cooperatively discuss one teacher’s lesson and implementation while considering a pre-determined instructional strategy (related to district LEAP framework). They discuss the lesson together, observe the lesson in practice and collect pre-determined data during that lesson. Teachers learn to review the data and adjust planning/ instruction based on their shared data collection. Initial learning labs are inspired from the National School Reform Faculty “Microlabs” protocol. Over time, the DENVER DISCOVERY SCHOOL adapts this protocol to best suit the professional culture and learning goals established. The protocol is as follows:

- a) Purpose: To address a specific sequence of questions in a structured format with small groups, using active listening skills.
- b) Time allotted: About 8 minutes per question
- c) Participants: DENVER DISCOVERY SCHOOL Grade Level Team
- d) Facilitation Tips: “I’ll direct what we will talk about. Each person will have one minute (or, sometimes, 2 minutes, depending on the group and the question) to talk about a question when it’s his or her turn. While the person is speaking, the others in the group simply listen. When the time is up, the next person speaks, and so on. I’ll tell you when to switch.”
- e) The Activity: After instructing the group, read the first question aloud (twice). Give everyone time to write in preparation. Then, tell people when to begin, and then tell them when each one/two minute segment is up.
- f) On the first question, begin with person #1, then #2, then #3, etc. Then read the next question aloud. On the second question, begin with #2, then #3, then #1.
- g) Reflection questions following the activity: What did you hear that was significant? What key ideas or insights were shared? How did this go for you? What worked well, and what was difficult? Why? How might your conversations have been different had we not used this protocol? What are the advantages/disadvantages of using this activity? How will this conversation impact your current teaching goals?

SCOPE & SEQUENCES: DENVER DISCOVERY SCHOOL uses the provided scope and sequence for each core curriculum adopted. Each core curriculum, as described above, is aligned with the National Common Core Standards and/or the Colorado CCSS. Enhancements occur over time and include aforementioned curricular integration and embedding of the PBL model with each subject matter. The building principal and teaching staff share responsibility for ensuring alignment of DENVER DISCOVERY SCHOOL curriculum to CCSS, with the Teacher Leaders and Principal taking the lead on this effort. As our professional development model shown below indicates, this process began during summer training year 1 with goals of completed curriculum maps and initial PBL integrated units designed and prepared for Fall 2014 implementation. Further curriculum development, including PBL inspired enhancements to core curriculum scope and sequences, continues throughout year 1 and will be the focal point of weekly data teams, shared planning time, learning labs, and principal coaching cycles. During year 2, the 7th grade team will engage in similar summer training to our founding model and during year 3, our 8th grade team will follow. Alterations to new teacher summer training will be based on assessed strengths and deltas of founding and year 2 professional developments and our capacity to offer internal expertise, rather than reliance on outside trainers and consultants. During years 2 and 3 of operation, we anticipate that our founding teachers will take a leadership and mentorship role in supporting further curriculum mapping, backwards designed unit planning, and integration of PBL for new team members. This will include grade level and vertical curriculum alignment and collaboration.

(Appendix L –Course Scope and Sequence for One Grade in Each School Level for non-adopted curriculum – (not needed for teacher created curriculum))

The Scope and Sequence for 6th grade is developed with teachers, the Principal, and support from two teachers during summer training. We develop this scope and sequence using Manage Bac, an IB Backwards Design tool that allows teachers to plan instruction with the end in mind and trans-disciplinary units that bridge contents. This process initially took about 15-20 hours to train staff and get them prepared for the planning and development using these tools. It will continue to happen each Wednesday during our planning time from 2:30-3:15.

Our work began briefly in the summer of 2014, during Professional Development and continued weekly as part of school-wide PD every Thursday.

During the spring of 2014, new teachers perused these materials and begin thinking about how they might help in the development of their lesson planning during the first trimester at Denver Discovery School. At the end of May, all four, core teachers met to plan for their first 10 weeks of lessons and first project of the trimester. We began with Science and Math as they developed their first unit alignments and summative project to be submitted by students the first week in November. This process was replicated with each new trimester and will continue as we add new staff as our school reaches full-build.

In addition to one week of school culture focused summer training described in Section 1 of this proposal, all teachers participate in the following curriculum related summer training:

Dates and Hours	Topics	Goals & Action Steps
May and June, 2014 4, four-hour sessions Total hours: 16	Backwards Design and Curriculum Mapping	-Unpacking of 6 th grade Common Core Standards -Annual Curriculum Map -Unit Planning through Backward Design -Essential Question Development -First 10 weeks of lessons and summative project to be delivered by students mid-November.
June, 2014 1, eight-hour session Total hours: 8	Backwards Design and Curriculum Mapping	- Teachers will have a self-facilitated workday to further develop curriculum maps, essential questions, and backward design first interdisciplinary units.
June, 2014 1, eight-hour session Total hours: 8	Project-Based Learning	- Continued focus on PBL and plan for implementation of 2 nd and 3 rd trimesters.
June, 2014 1, eight-hour session Total hours: 8	Project-Based Learning	- Teachers will have a self-facilitated workday to further develop Project Based Learning experiences tied to interdisciplinary units.
June, 2014 1, eight-hour session Total hours: 8	Spring Board Literature Curriculum & Interdisciplinary Unit Design	-Understanding Spring Board curriculum - Exemplars of Interdisciplinary Unit Design adaptations -DENVER DISCOVERY SCHOOL interdisciplinary unit planning
July, 2014 2, eight-hour sessions Total hours: 16	Subject Specific Training- Social Studies, Math, English Language Arts, Science, Electives, Special Education, ELL Singapore Math	-Understanding & planning for implementation of District Curricula -Connecting to DENVER DISCOVERY SCHOOL instructional program. -Understanding & planning for implementation of Singapore Math curriculum. -Connecting to DENVER DISCOVERY SCHOOL instructional program. <i>Note: If not already completed, DENVER DISCOVERY SCHOOL teachers will be required to complete district ELA-E professional development the summer prior to the school year.</i>

CURRICULUM & CLASS STRUCTURE: As described above, the curricular model and focus is an inquiry-based, PBL approach to learning. We use PBL unit teachers collaborate to develop questions about our community and about ourselves to ensure the learning is both meaningful and relevant to the children in our classrooms. DENVER DISCOVERY SCHOOL aims to create a rigorous, inquiry-based, and inclusive learning environment in which all students are motivated and excited to come to school. With a starting 6th grade class of 100 students, we project each core class to have 27-28 students who are heterogeneously integrated, allowing us to maximize cooperative learning opportunities and leverage differentiation that carefully considers student interests and abilities, IEP goals (for those receiving special education services), acceleration learning plans (for those qualified for GT), cultural and linguistic assets, and English Language Acquisition. The student driven project proposal included in appendix J provides an example of how PBL is integrated into our curriculum and learning environment.

INSTRUCTIONAL MATERIALS: DENVER DISCOVERY SCHOOL has developed a 5-year projection of the instructional materials that are to be purchased for each core subject area. These include core curriculum, resources, and materials that aid in transference of information. They are

aligned with the mission of our school, PBL teaching philosophy, and CCSS. The following table outlines the 5-year projection. Additionally, below the table is rationale for how these materials inform instructional decisions and how they assist teachers in meeting the needs of all learners, including students on IEP’s, students receiving interventions, English Language Learners, and students with exceptional needs:

DENVER DISCOVERY SCHOOL Instructional Materials Years 1-5			
Year	Core Subject	Core Instructional Materials	Supplemental Instructional Materials
2014-2015	Language Arts	2014 Edition, SpringBoard, 6 th grade: 3 Annotated 2014 Common Core, SpringBoard Teacher Editions (1 for core teacher, 1 for SPED & Interventionist) 110 Student Editions	Reggie Routman- <i>Writing essentials: Raising expectations and results while simplifying teaching.</i> Nancy Atwell- <i>In the middle: New understandings about writing, reading, and learning</i> (2nd ed.). Pauline Gibbons- <i>Scaffolding Language, Scaffolding Instruction</i> Kylee Beers- <i>When Kids Can’t Read, What Teachers Can Do. 6th-12th grades</i> Elizabeth Beck & Margaret McKown- <i>Bringing Words to Life: Robust Vocabulary Instruction</i> (2 nd ed) Differentiated Multi-genre Classroom Library with high-interest, low vocabulary books for students reading below grade level and above grade level materials to ensure access to all learners(Vendors TBD) www.colorincolorado.org (Research based writing resources to support ELL’s) <i>Persuasion</i> , Grade 6, Gifted and Talented interdisciplinary units, Kendall Hunt Ricks Center for Gifted and Talented children interdisciplinary units. Titles include: <i>Architecture, Millennium Moments</i> and <i>Maya</i>
	Social Studies	TCI- Geography Alive! 6 th grade: 1 6 th grade Teacher’s Guide, 4 Sets-World Atlas Program, World and US Map Set, Continents and Regions Map Set, Geography Alive Student Edition (110)	Non-fiction Geography trade books with readability below and above 6 th grade level to all for inclusive readability access www.teachingtolerance.org (Multicultural Classroom Resources & Kits)

	Math	<p>Singapore Math 6th grade: 3 6th Grade Teacher’s Guide (1 for core teacher, 1 for SPED & Interventionist), 110 6th Grade Text Books, 3 6th Grade home instructional guide, 3 6th Grade answer booklets, 3 Middle School manipulative packs</p> <p>Singapore Math 7th grade Teachers Guide, 25 7th Grade Text Books, 1 7th grade home instructional guide, 1 7th grade answer booklet</p>	<p>Singapore Intensive Practice (2 sets) Singapore Multimedia- 6th Grade “Wiggle Woods” Math Sprints BLMS- #3, #4, #5</p>
	Science	<p>Delta Foss 6th grade: 3 Teacher’s Guides (1 for core teacher, 1 for SPED & Interventionist), 4 Equipment Kits , 120 Student Resource Books, 120 Student Lab Notebooks, 3 Multimedia packs</p>	<p>1 Delta Foss 3-6th grade “Experiment with Science” Trade book library -1, 1 Delta Foss 3rd-6th grade “Do it Yourself” Library, 1 Delta Foss-5th-8th grade grade “A Class of Their own” Library, 1 Delta Foss-6-8th grade “All About Science” Libraries</p>
	English Language Acquisition	<p>National Geographic Inside Levels A-E Kits</p>	<p>Pauline Gibbons- <i>Scaffolding Language, Scaffolding Instruction</i> Socco Herrera –<i>Biography Driven Culturally Responsive Instruction</i></p>
	Special Education Reading Intervention Math Intervention	<p>READ 180 Stage B (Middle School Edition)- Leadership, Teacher and Student Components</p> <p>Great Source Reading Advantage</p> <p>Mathematics Navigator -3-6th grade Teacher Editions, 3-5 6th grade Student Edition packs of 10 (depending on assessed need)</p>	<p>Six Minute Solution Secondary Edition</p> <p>Richard Allington- <i>What Really Matters for Struggling Readers</i> (2nd ed.)</p> <p>Kylene Beers- <i>When Kids Can’t Read, What Teachers Can Do. 6th-12th grades</i></p> <p>June Downing-<i>Teaching Reading to Students with Significant Disabilities</i></p> <p>June Downing- <i>Academic Instruction for Students with Moderate and Severe Intellectual Disabilities in Inclusive Classrooms</i></p> <p>Craig Pohlman-<i>Revealing Minds: Assessing to Understand and Support Struggling Learners</i></p>
	All	<p>See above</p>	<p>Doug Lemov- <i>Teach Like a Champion</i></p> <p>Dayna Laur- <i>Authentic Learning Experiences: A Real World Approach to Project Based Learning</i></p> <p>Phil & Dori Shlemmer- <i>Teaching Beyond the Test: Differentiated PBL in a Standards-Based Age</i></p> <p>Grant Wiggins & Jay McTigh- <i>Understanding by Design</i></p> <p>Carol Ann Tomlinson & Jay McTigh- <i>Integrating</i></p>

			<p><i>Differentiated Instruction and Understanding by Design: Connecting Content and Kids</i></p> <p>Heidi Hayes Jacobs- <i>Getting the Most With Curriculum Mapping</i></p> <p>Socco Herrera -<i>Biography Driven Culturally Responsive Instruction</i></p> <p>Rick Wormeli- <i>Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom</i></p> <p>Susan Winebrenner M.S. and Dina Brulles Ph.D- <i>Teaching Gifted Kids in Today's Classrooms: Strategies and Techniques Every Teacher Can Use</i></p>
Year 2: 2015-2016	Language Arts	SpringBoard, 7 th grade: 3 Annotated Teacher Editions (1 for core teacher, 1 for SPED & Interventionist), 100 Student Editions	Listed above
	Social Studies	TCI-History Alive! 1 7 th grade Teacher's Guide, 4 Sets- World History Atlas Program, World History Series Map Set, World Desk Map, History Alive Student Edition (100)	Non-fiction History trade books with readability below and above 6 th grade level to all for inclusive readability access (Vendors TBD) www.teachingtolerance.org (Multicultural Classroom Resources & Kits)
	Math	Singapore Math- 7 th grade 3 7 th Grade Teacher's Guide (1 for core teacher, 1 for SPED & Interventionist), 100 6 ^{7th} Grade Text Books, 3 7 th Grade home instructional guide, 3 7 th Grade answer booklets, 3 Middle School manipulative packs Singapore Math 8 th grade Teachers Guide, 25 8 th Grade Text Books , 1 8 th grade home instructional guide, 1 8 th grade answer booklet	Singapore Intensive Practice (2 sets) Singapore Multimedia- 7 th Grade Math Sprints BLMS- #3, #4, #5
	Science	Delta Foss 7 th grade: 3 Teacher's Guides (1 for core teacher, 1 for SPED & Interventionist), 4 Equipment Kits , 120 Student Resource Books, 120 Student Lab Notebooks, 3 Multimedia packs	Non-fiction Science trade books with readability below and above 7 th grade level to all for inclusive readability access (Vendors TBD)
	English Language Acquisition	Purchased year 1	TBD based upon 2014-2015 internal and external data measures

	Special Education Reading Intervention Math Intervention	Read 180- Purchased year 1 Mathematics Navigator, 3-7 th grade Teacher Editions, 3-5 7 th grade Student Edition packs of 10 (depending on assessed need)	TBD based upon 2014-2015 internal and external data measures
	All		2014-2015 listed resources for all 7 th grade staff & Further resources TBD from this year forward to match latest research, assessed PD needs, district priorities, and 2014-2015 data measures
Year 3: 2016-2017		SpringBoard, 8 th grade: 3 Annotated Teacher Editions (1 for core teacher, 1 for SPED & Interventionist) 100 Student Editions	Listed above
		TCI-History Alive! The US Through Industrialization 1 8 th grade Teacher's Guide, 4 Sets-Atlas through American History Program, History Alive Student Edition (100)	<i>Jackdaw trade book sets. Titles include:</i> The Immigrant Experience, Immigrants to a Growing Nation, Louisiana Purchase & Legacy, Lewis & Clark Expedition, Industrial Revolution Comes to America, Indian Resistance in Growing America, Manifest Destiny, Underground Railroad, Slavery in the U.S., Reconstruction <i>PBS: American Experience: Steven Foster & The Shakers: Hands to Work; Hearts to God DVD's</i> <i>Center for Civic Education: Foundations for Democracy & We the People</i> www.teachingtolerance (Multicultural Classroom Resources & Kits)
		3 8 th Grade Teacher's Guide (1 for core teacher, 1 for SPED & Interventionist), 100 8 th Grade Text Books, 3 8 th Grade home instructional guide, 3 8 th Grade answer booklets, 3 Middle School manipulative packs Singapore Math 9 th grade Teachers Guide, 25 9 th Grade Text Books ,1 9 th grade home instructional guide, 1 9 th grade answer booklet	Singapore Intensive Practice (2 sets) Singapore Multimedia- 8 th Grade Math Sprints BLMS- #3, #4, #5
		Delta Foss 8 th grade: 3 Teacher's Guides (1 for core teacher, 1 for SPED &	Non-fiction Science trade books with readability below and above 8 th grade level to all for inclusive readability access (Vendors TBD)

		Interventionist), 4 Equipment Kits, 120 Student Resource Books, 120 Student Lab Notebooks, 3 Multimedia packs	
	English Language Acquisition	Purchased year 1	TBD based upon 2015-2016 internal and external data measures
	Special Education Reading Intervention Math Intervention	Read 180- Purchased year 1 Mathematics Navigator , 3-8 th grade Teacher Editions, 3-5 8 th grade Student Edition packs of 10 (depending on assessed need)	TBD based upon 2015-2016 internal and external data measures
Year 4: 2017-2018	All core curriculums will have been purchased at this time. We will continue to refill consumable materials on an annual basis. During years 4 & 5 of operation, we will further supplement materials based upon assessed needs. Data sources for purchasing will include SPF, PARCC assessment, interim assessments, Rtl data, ELL data, CLC recommendations and newest research on best practice.		
Year 5: 2018-2019			

LANGUAGE ARTS MATERIALS:

Alignment to mission & philosophy- SpringBoard offers consistency to district curriculum and scope and sequence. This core curriculum allows for the rigor, connection to CCSS, and opportunity for PBL that mesh well with our model. In addition, supplemental materials help support meaningful and differentiated PBL opportunities in Language Arts and beyond.

Inclusive support of student needs- Supplemental instructional materials allow for the language arts teacher, in collaboration with the special education, Rtl, GT, and ELL teachers, to differentiate materials to ensure that all student needs are met (inclusive of struggling readers, English Language Learners & students with exceptional needs).

SOCIAL STUDIES:

Alignment to mission & philosophy- TCI offers consistency to district curriculum and scope and sequence. This core curriculum allows for the rigor, connection to CAS standards, and opportunity for PBL that mesh well with our model. In addition, supplemental materials help support meaningful and differentiated PBL opportunities that can connect literacy with Social Studies content.

Inclusive support of student needs- Supplemental instructional materials allow for the Social Studies teachers, in collaboration with the special education, Rtl, GT, and ELL teachers, to differentiate materials to ensure that all student needs are met by providing accessible content area reading materials (inclusive of struggling readers, English Language Learners & students with exceptional needs).

MATH:

Alignment to mission & philosophy- Houghton Mifflin Harcourt’s Singapore Math program “Math in Focus” provides a clear scope and sequence of instruction and focuses on depth of

topics, allowing for math mastery, which matches principles of PBL, CCSS and our commitment to rigor. Refer above to page 23 of this section for further discussion of this curriculum.

Inclusive support of student needs- Supplemental instructional materials allow for the Math teacher, in collaboration with the special education, Rtl, GT, and ELL teachers, to differentiate materials to ensure that all students needs are met by providing accessible content area reading materials (inclusive of struggling readers, English Language Learners, and students with exceptional needs). In addition, the purchase of a 7th grade set allows for DENVER DISCOVERY SCHOOL to offer an “accelerated” math block for students deemed ready.

SCIENCE:

Alignment to mission & philosophy- The School Specialty Delta Foss Science curriculum is a hands-on curriculum which directly aligns with our focus on project-based learning in that the cycle of learning replicates the investigative, research, analysis and solution-based learning. Refer above to pages 23-24 of this section for further discussion of this curriculum

Inclusive support of student needs- Research studies show that urban youth, including high-poverty middle school students, show higher scientific processing skills through this type of methodology (Marx, et al., 2004; Ruby, 2006). Supplemental Reading materials allow for the Science teacher, in collaboration with the special education, Rtl, and ELL teachers, to differentiate materials to ensure that all student needs are met by providing accessible content area reading materials (inclusive of struggling readers, English Language Learners & students with exceptional needs).

English Language Acquisition:

*Alignment to mission & philosophy-*National Geographic Inside is aligned to WIDA and is designed to help English Language Learners and other struggling readers to reach grade level performance. This series connects language, reading, and writing through rich content that connects to our content area curriculum, allowing DENVER DISCOVERY SCHOOL to reinforce key concepts. This allows second language learners and struggling readers access to the grade level curriculum and support PBL.

*Inclusive support of student needs-*Supplemental resources allow the English Language Acquisition (ELA) specialist and all content area teachers to ensure that ELL students are given the proper scaffolding in a culturally responsive learning environment.

SPECIAL EDUCATION & INTERVENTION:

*Alignment to mission & philosophy-*DENVER DISCOVERY SCHOOL is committed to ensuring that all learners reach grade level standards. In order for struggling readers to reach grade level, focused reading intervention is necessary. In addition, as student’s reading skills improve, they are more likely to access core curriculum in a meaningful way. Similarly, math intervention is essential for student access to 21st century skills, college, and career readiness. Finally, interventions and subsequent gains allow students to partake in sophisticated PBL opportunities.

READ 180 “Next Generation” is aligned to the CCSS, and is one of the most thoroughly researched reading intervention programs in the world. DDS is the only school in DPS that is

currently implementing this innovative intervention program. This multi-tiered system of supports has a proven record of preparing students with the literacy skills necessary to thrive in the 21st century. This intervention system includes clear content connections, explicit progression of text complexity, a scaffolded writing practice, skill application, and extensive data-driven differentiation support. The flexibility of the resource allows for whole group, small group, independent reading, and individual practice through an updated user-friendly software program.

Mathematics Navigator is a CCSS aligned, highly flexible intervention program that repairs struggling learners' misconceptions about math and fills critical gaps in mathematics understanding. This resource builds conceptual understanding, skills, and problem solving. The flexibility allows for differentiated use for Tier 2, Tier 3, special needs, and ELL's.

Inclusive support of student needs: Supplemental resources allow the Special Educator and Interventionists to ensure that struggling readers and math students are given research-based differentiated supports that develop their competencies, understandings, and knowledge, and close achievement gaps.

SUPPLEMENTAL RESOURCES FOR ALL MEMBERS OF OUR PROFESSIONAL LEARNING COMMUNITY:

Alignment to mission & philosophy: The supplemental resources depicted on the table above help leverage the DENVER DISCOVERY SCHOOL mission in which every child's unique talents are embraced. Additionally, these resources allow our team to ensure a rigorous and relevant PBL school that prepares students for 21st century academic and social demands. The resources combined offer strategies that aid in development of staff PBL expertise and abilities to connect PBL to CCSS in a fashion that is responsive to the diverse needs, interests, talents, linguistic and cultural backgrounds of our projected middle school student population. As a data-driven learning community, these resources support our staff in making informed curricular and instructional adjustments to ensure that we are serving student needs.

Inclusive support of student needs: Lemov's "Teach Like a Champion" offers tried and true strategies proven effective with urban youth. Tomlinson & McTigh's "Integrating Differentiated Instruction and UBD" offers strategies and resources to ensure that our classrooms are responsive and inclusive to all student needs while maintaining rigorous expectations for all. Wormeli's "Fair Isn't Always Equal" offers practical differentiated formative assessment strategies that help teachers deliver scaffolded instruction at the ZPD of each student. Winebrenner's "Teaching Gifted Kids in Today's Classrooms" offers practical and research-based strategies to differentiate for gifted students in the mainstream environment. Finally, Soco Herrera's "Biography Driven Culturally Responsive Instruction" offers research-based strategies to leverage the unique cultural and linguistic assets of our ELL populations in the mainstream classroom. These resources are fundamental to our model and support our determined effort to meet the unique needs of all students, including ELL's and students with exceptional needs. Our goal is for every child to thrive at DENVER DISCOVERY SCHOOL.

As a data-driven professional learning community, DENVER DISCOVERY SCHOOL anticipates making curricular and instructional adjustments based upon school level, grade level, subject

specific, and student-by-study Bodies of Evidence. We hold our mission as central to all decision-making. Annual planning is based off all collected data and connected to the outcomes of our mission. This planning informs the types of future materials we chose to add to our instructional programming.

CULTURAL RELEVANCY: Classrooms that are culturally relevant enable each student to relate course content to his or her cultural context inclusive of home language, family life, community context, beliefs, and values. Students of all backgrounds, ethnicities and cultures are encouraged to attend our school. We celebrate diversity through a variety of ways including acknowledging our peers during morning meeting, making connections to our GPHS community through investigations, experiential learning, service-learning, and through having community members be a part of our learning in the classroom. Genva Gay (2010) has identified characteristics of culturally relevant teaching. These important characteristics are unpacked beginning in summer training, revisited on a consistent basis, connected to the LEAP framework and other professional development, and become a central part of our culture, instructional planning, and delivery. They include:

1. **Validating and Affirming:** Culturally relevant teaching is validating and affirming because it acknowledges the strengths of students' diverse heritages.
2. **Comprehensive:** Culturally relevant teaching is comprehensive because it uses "cultural resources to teach knowledge, skills, values, and attitudes."
3. **Multidimensional:** Culturally relevant teaching encompasses many areas and applies multicultural theory to the classroom environment, teaching methods, and evaluation.
4. **Liberating:** Culturally relevant teachers liberate students.
5. **Empowering:** Culturally relevant teaching empowers students, giving them opportunities to excel in the classroom and beyond. "Empowerment translates into academic competence, personal confidence, courage, and the will to act."
6. **Transformative:** Culturally relevant teaching is transformative because educators and their students must often defy educational traditions and the status quo.

Our teachers and staff create a positive learning environment that celebrates and teaches to each and every student's attentive skills and a positive teacher/student interaction. We utilize a diverse curriculum, as outlined above, that allows for and celebrates unique perspectives of answering real-world problems. We know, understand, and work with families that come from diverse races and ethnicities and family structures; expose children to role models from their own culture as well as those from other cultures; and utilize student's cultures to help them learn the subjects and skills taught in school. For our first year of operation, we engaged in a collaborative book study of Soco Herrera's "Biography Driven Culturally Responsive Instruction" to inspire our culturally responsive practices. This book study began in the fall of 2014. Readings, subsequent reflective dialogue, and planning for implementation all occur bi-weekly during our shared professional development time. Additionally, all DENVER DISCOVERY SCHOOL teachers are required to obtain district ELA-E certification. This training helps ensure that all lessons are planned with culture and language in mind.

B. School Schedule & Calendar

(Appendix J – School Calendar & School Day Schedule for both a teacher and a student)

DDS determines the school calendar and schedule annually, and depending on the needs of the school and community may deviate from the District calendar and schedule including use of professional development days and assessment days. Instead of non-student contact on these days, we use this time to keep kids learning through an expedition structure, facilitated by our electives teachers, support staff, and parent and community volunteers while core teachers assess student data through a careful and intentional look at student work samples and formative assessment data. These days allow students to prepare for and practice PBL presentations.

DAILY SCHEDULE: DDS intends to maintain average class sizes between 25 to 30 students. The typical DDS student has one period each day of Math, Social Studies, Science, Language Arts, World Language or Intervention (including ELL and Tier3 Rtl), Robotics (offered in 7th grade) and Physical Education. Each of the above classes are daily with the exception of Robotics and World Language altering each day. Technology education is integrated throughout all courses. One of our founding core teachers has a block reserved to coordinate our technology programming. Teachers teach four 60-minute classes a day. With the daily schedule teachers have 120 minutes of planning time each day. For 60 minutes on Tuesdays each week, the teachers have data teams facilitated by the Principal. For 60 minutes on Wednesdays each week, the teachers also have 'Interdisciplinary Unit Development' time with the Principal. One hour of this weekly common time is reserved for learning labs as discussed above. Another hour is used for a common book study. Finally, the remaining common planning time is used for teacher discretion with principal guidance, depending on assessed needs.

The school schedule provided in appendix K will afford collaboration time amongst the core teachers, which is an expectation with our staff and a key factor in our success around being a data driven instructional team as well as in creating our interdisciplinary units together. Furthermore, also included in appendix K is the schedule from the perspective of a 6th grade child. This routine allows for an ideal class schedule for both the child as well as the instructor and provides breaks in the day for DEAR, Lunch, and Electives. The 'Enrichment' class allows for students to put an emphasis on an extra curricular activity that may or may not connect with the interdisciplinary project, but allows for students to draw connections from the Science and Math curriculum to make it more meaningful. These enrichment courses may be taught by parent volunteers or community members that have certain expertise and shall not require a teaching license.

C. Progress Monitoring and Assessment

DENVER DISCOVERY SCHOOL is a data-driven school that measures and evaluate academic progress on a consistent basis. Monitoring of each individual student, student cohorts, and school performance as a whole occur throughout the school year and at the end of each academic year. The culminating data informs annual planning goals and professional development focus. DENVER DISCOVERY SCHOOL follows the district calendar for state mandated assessments and district interim assessments. Data gathered is used to identify students who are performing below grade level or not making adequate academic progress.

Once identified, students are strategically placed into groups of five to seven students. During the World Language block, these groups meet with an intervention specialist five times a week. As depicted in the Instructional Materials Chart above, the Literacy Interventionist uses the *READ 180* program to teach literacy skills to struggling readers and the Math Interventionist uses the *Mathematics Navigator* program to teach math skills. In addition to adherence to all state and district assessments, DENVER DISCOVERY SCHOOL evaluates student PBL culminating projects on a teacher-designed, unit specific rubric. These rubrics are constructed during the backward unit design process. This extra data point allows our team to refine the PBL model and serve as formative triangulation. Finally, DDS MS uses DRA2, SRA, STAR, READ 180 data, school-determined interim assessments, weekly informal assessments and TCAP/PARCC as data points and progress monitoring tools. It is important to triangulate data to ensure we are looking at student success and gaps with an accurate lens.

DDS will opt-out of DPS Interim Assessments in Math and Literacy and will develop standards based assessments as part of the UbD planning process (detailed in the teaching section). However, the school will administer district end-of-year interims.

PERFORMANCE GOALS: The DENVER DISCOVERY SCHOOL steering committee has set the following annual performance and growth goals for the first four years of operation. In addition to the goals portrayed on the table that follows, DENVER DISCOVERY SCHOOL has set a 7th grade Social Studies performance goal, during year 3 of 90% or equivalent of PARCC proficiency rating.

	Expected PARCC (MGP) Median Growth Percentile (if available)	Expected PARCC % Proficient (if available)	Expected CMAS % Proficient - Science	Expected MGP on WIDA-Access
Year 1	Reading MGP: 70; Writing MGP: 65; Math MGP: 70	Reading: 90%; Writing: 90%; Math: 90%	N/A	ACCESS MGP: 75
Year 2	Reading MGP: 60; Writing MGP: 60; Math MGP: 60	Reading: 92%; Writing: 92%; Math: 92%	N/A	ACCESS MGP: 75
Year 3	Reading MGP: 65; Writing MGP: 65; Math MGP: 65	Reading: 93%; Writing: 93%; Math: 93%	90%	ACCESS MGP: 60
Year 4	Reading MGP: 60; Writing MGP: 60; Math MGP: 60	Reading: 94%; Writing: 94%; Math: 94%	90%	ACCESS MGP: 75

DDS uses a “Plan, Do, Check, Adjust” model and the “Teaching/Learning Cycle” to ensure continuous quality improvement in order to meet or exceed our achievement goals. This process is as follows:

1. *Plan*: The staff of DDS will meet on a regular basis to collaboratively plan quality instruction and create common formative assessments. Specifically, teachers will identify the unit's learning objectives based on the CCSS. They will strategically group students, select the appropriate instructional approaches, choose the best resources for the unit and create authentic performance-based assessments.
2. *Do*: Teachers and interventionists will implement the instructional approaches and performance tasks created in the planning stage of the process. They will gradually release support for the students as new learning occurs.
3. *Check*: Teachers and interventionists will collect information about the progress of their learners. They will collaboratively assess student work to establish inter-rater reliability and analyze the data gathered from the assessments. Students will receive descriptive feedback that allows them to focus their learning and adjust their performance. Teachers must be able to answer the following questions about each student: 1) *What does the student know?* 2) *What can the student do?* 3) *What does the student need to do next?*
4. *Adjust*: Teachers and interventionists will adjust their instruction and assessments based upon the data that they accumulated in the previous step. They will strategically re-group students based on performance data. Those students that need additional time and attention with a particular learning objective will be allowed that time using a different instructional approach in a more individualized setting. Those students that demonstrated proficiency with the previous learning objective will be able to move on to their next learning objective.

IMMEDIATE GOAL SETTING: As measurable up-front goals during year one, DENVER DISCOVERY SCHOOL expects to achieve the following by the end of each quarter:

1. *Goal 1st quarter, SY 2014-2015*: 85% of students are rated as proficient or advanced on formative assessments.
2. *Goal end of 1st semester, SY 2014-2015*: 90% of students are rated as proficient or advanced on formative assessments. Additionally, 90% of students show appropriate growth (1 semester of instruction minimum) on district benchmark interim assessments. 100% of students demonstrate at least 6 months growth on DRA or SRA. 95% of students who are assessed at the beginning of the school year as below grade level in reading demonstrate at least 8 months of growth to provide a trajectory towards gap closure.
3. *Goal end of 3rd quarter, SY 2014-2015*: 92% of students are rated as proficient or advanced on formative assessments.
4. *Goal end of SY 2014-2015*: 93% of students are rated as proficient or advanced on formative assessments. Additionally, 92% of students show appropriate growth (1 year or more of instruction) on district benchmark interim assessments. 100% of students demonstrate at least 1 year of growth on DRA or SRA. 95% of students who are assessed at the beginning of the school year as below grade level in reading demonstrate at least 1.5 years of growth to provide a trajectory towards gap closure.

DATA TEAMS: Should the DENVER DISCOVERY SCHOOL fall short of student academic achievement expectations and goals at the school-wide, classroom or individual student level corrective actions will occur. These corrective actions will be triggered through teacher weekly data teams and monthly CSC monitoring. Data gathered from district assessments will be used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students will be strategically placed into groups of five to seven students. During an elective class, the groups will meet with an appropriate intervention specialist five times a week. The interventionist will use the ALEKS and *READ 180* programs to teach literacy skills to struggling readers and will use the interventions outlined in the *Mathematics Navigator* program to teach math skills to students struggling in mathematics. Refer to Part A of this section for rationale.

Students in the intervention program will take assessments on a bi-weekly basis. SIT (Student Intervention Team)/RtI (Response to Intervention) teams will meet bi-weekly to analyze student data and monitor student progress. This team will be comprised of all teachers, interventionists, counselor, and administrator at DDS. This team will determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented. Student data will be compiled in individual progress monitoring graphs and students will set SMART goals for themselves on a quarterly basis. Parents will be apprised of their student's progress at quarterly RtI nights where they will meet with their student's RtI team to review their student's data and celebrate their student's success. Refer to part F for further information on our RtI program. If a content area teacher's students are collectively not making adequate progress and meeting academic achievement goals, the teacher will be supported directly by a teacher leader in the following manner:

1. The building principal will do classroom observations on a regular basis. Based on his or her observations, the principal will make recommendations to the teacher and model instructional strategies.
2. The building principal will videotape the teacher teaching and they will analyze the teacher's classroom performance together. The video will be used for diagnostic purposes and not in a punitive manner. It will not be shared with anyone other than the teacher without the teacher's permission.
3. The building principal will cover the teacher's classes on occasion so that the teacher can observe exemplar teachers who are teaching in other classrooms or schools.
4. Teacher Leaders will observe and provide feedback and coaching for teachers on a continuous cycle. The school's principal may delegate evaluation duties to teacher leaders as indicated in the waiver to CFBA.
5. If after an extended period of time, the teacher does not demonstrate improvement or professional growth, the principal will begin the process of terminating his or her position with the school. If the school as a whole falls short of its academic achievement expectations, the principal and staff will be held accountable. The expectation for DENVER DISCOVERY SCHOOL is that it will be a high growth, high performance middle school.

PROGRESS MONITORING: Diagnostic, formative or predictive assessments will be administered on at least a weekly basis in all classes. Ongoing formative assessments will include daily exit slips, analysis of student work samples, and rated performance on district and classroom designed performance assessment. Data teams will meet on a weekly basis with an instructional guide or the building principal who will help facilitate analysis that will inform and direct teachers' next instructional strategies and goal setting. During year 1, data teams will be comprised of the entire teaching staff-core teachers, interventionist, special educator and the building principal. Smaller, more focused data teams will be formed once an initial system is in place. During data team meetings, teachers will be able to identify gaps in student learning and determine how to best fill those gaps. Teachers will also be able to analyze which instructional strategies are working well for students and which need to be adjusted or discarded altogether. Summative achievement data will be gathered at the end of the school year by the building Site Assessment Leader (SAL). These will include the state and district mandated assessments in reading, writing and math and the PARCC tests that will be administered annually. Data results will be shared with the parent community during both the CSC meetings as well as whole group community during Open Houses. Incoming student data will be shared with incoming all teachers as they prepare to enter the school. The sharing of data with students will facilitate annual student goal setting that will be tracked and monitored by the student and shared their caregivers each semester. This process will occur in individual meetings between either core subject teachers or appropriate interventionists or specialist staff.

Denver Discovery School's instructional guide will maintain a data wall in the office conference room that will display student growth and achievement data in an informative and useful fashion. Students' data will be strategically grouped based on two criteria: level of performance and level of growth. Students with low growth and/or low performance will be identified for participation in the 2nd tier of the RtI process. The students' data will also be assigned to their teachers. Teachers with student data that indicates an unusual amount of low growth or low achievement will receive direct support and coaching from the instructional guide, building principal and/or outside resources. As the school year progresses, the instructional guide will create graphs for individual students and the school as a whole that reveals trends in student growth and achievement. This information will be used to direct the focus of professional development and student interventions throughout the school year. Communication with parents regarding student progress will be ongoing. Teachers will have goal-setting conferences with students and parents once baseline data has been established in the first weeks of the school year. Student-led progress monitoring conferences will take place in fall and spring with attendance required for parents/guardians. If a parent/guardian cannot make it to the school, the conference will be conducted via conference call or via a home visit by the teacher.

PROMOTION & RETENTION: Consistent with the DPS promotion, retention, and acceleration policy DENVER DISCOVERY SCHOOL agrees that "grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging". DDS MS promotion, retention and acceleration policies are consistent with the DPS IKE and IKE-R policies except that when necessary the school administration shall have final determination as to whether or

not to retain a student as indicated in the waiver to Policy IKE and IKE-R. The DENVER DISCOVERY SCHOOL promotion, retention, and acceleration policies will ensure that students are prepared academically and emotionally to be successful in subsequent years of school and graduate ready for college and the workforce.

All students that have spent three years at DENVER DISCOVERY SCHOOL will attain the following skills, knowledge, and competencies: All students will be prepared to enter high school with a strong foundation of content knowledge in math, language arts, social studies, science, world languages, technology and the arts. Students will be held to a standard of achieving at least a 70% in each of their classes to be considered proficient and; thus, passing. DENVER DISCOVERY SCHOOL believes that promoting a student who has acquired less than 70% of the skills and knowledge required for a course is a disservice to the student. He or she is not adequately prepared to be successful in subsequent coursework and as a result he or she falls farther and farther behind in his or her learning. Our goal is to identify the gaps in the student's learning while he or she is still in the course and to fill the learning gaps before the student is promoted. This "gap-filling" occurs through the interventions previously outlined in this document, the plans depicted in part F below, as well as targeted instruction from the teacher, tutoring, and additional time spent working after school if necessary.

D. English Language Learner Students

IDENTIFICATION, ASSESSMENT & PLACEMENT: Upon hiring of our founding team, an ISA (Instructional Services Advisory) team will be formed. In accordance with district policy, this team will be responsible for placing English learners in DENVER DISCOVERY SCHOOL ELA program services, classifying them as ELL, and reviewing their progress while receiving services. The school plans to hire an ELA certified interventionist who will ensure that all English Language Learners are receiving daily support. The designated ELA interventionist, principal or administrative designee, and at least 2 other qualified teachers will be part of the school ISA team. In addition to classification and entry into ELA service, the team will also review each case and recommend students eligible for exit from services. This team will monitor any exited student for two years after program exit. As part of the registration process, all students' parents/guardians will complete a Home Language Questionnaire (HLQ). The school assessment and placement plan will ensure that within 10 days a screening placement assessment (W-APT) will be offered as students enter the school and provision of English language development services within 30 days of arrival.

The ISA team will notify parents about placement in a Language Instruction Educational Program (LIEP) via letter no later than 30 days after the beginning of school. Parents who are not proficient in English are provided with appropriate and sufficient information, in a language and/or manner that parents can understand, about all essential information in a manner that allows parents to make well-informed decisions about the participation in the school programs and services. Office staff will distribute the HLQ during registration. The ELA designated interventionist will enter results from the HLQ and share findings (number of potential ELL students) with the ISA team before the first day of school. If the parent/guardian indicates on the form that the student speaks and/ or understands a language other than English, the

student will be tested on the W-APT Placement Test within ten days of enrolling at DDS. The parent/guardian will promptly be notified of the test results. If the student qualifies for ELA services, he or she will receive 55 minutes of direct ESL instruction each day. The ELA staff and ISA team will closely monitor his or her progress. The parents/guardians of qualifying students will have the opportunity to decline participation for their student in receiving ELA services. The school ELA teacher, if not already, will be trained on the W-APT and WIDA-Access assessments before the start of the school year. This teacher will be responsible for assessing all potentially identified students. DENVER DISCOVERY SCHOOL will utilize district ELP assessments. In addition, the ISA team will consistently examine formative data collected on all students mentioned throughout this section as well as formative measures supplied in the *'Inside'* ELA specific curriculum. As a data-driven school, DENVER DISCOVERY SCHOOL will have consistent and close monitoring of all student needs, including language, literacy, and content, so that there are no surprises, instructional time is maximized, and interventions are in place.

PROGRAM DESIGN & CURRICULUM: Based upon projected student enrollment, the DENVER DISCOVERY SCHOOL model of ELA support is a structured English immersion program with pullout ELD support. This support will be delivered through an ELD class that will occur during the DEAR block and extends into the ELA course ensuring at least 45 minutes daily are dedicated to English Language Development from a highly qualified Bilingual/Culturally Linguistically Diverse (CLD) certified teacher. Students will be grouped by English proficiency ACCESS levels (determined using W-APT data) and will receive instruction in the *'Inside'* curriculum during the ELD course. This curriculum provides direct instruction in language functions, academic vocabulary, and oral grammar. It also provides ample opportunities for students to practice vocabulary, oral reading, sentence stems, comprehension strategies, conversation structures and phonics. In addition to ELD support, all ELL students will be supported by sheltered instruction strategies utilized in content area and exploratory classrooms throughout their school day. All teachers will be trained in SIOP strategies and will have completed professional development training provided by the district English Language Acquisition Department during the summer prior to the start of the school year and ongoing PD throughout the school year. All staff will adhere to district expectations around becoming ELA-T teachers beginning with members of the ISA team. SIOP strategies will be an expectation of all daily lesson planning and implementation and identified in lesson plans. Prior to the start of the school year, during curriculum mapping and unit design summer training modules, the instructional team will design a checklist of all "non-negotiable" lesson planning components. These will incorporate SIOP strategies including: language and content objectives, key vocabulary, essential questions, background building through links to student experiences and/or past learning, clear scaffolding, purposeful grouping, opportunities to practice listening, speaking, reading, and writing, meaningful strategies and formative assessment. In addition to the ELD block, the ELA teacher will support teachers with bridging strategies students are practicing through the *'Inside'* curriculum and core subject content. Furthermore, this teacher will be responsible for attending and contributing to data team meetings, offering a lens specific to each qualified ELL students' ELA strengths and next steps as well as being responsible for communicating with parents in their native language around assessment results and student performance. In addition DDS provides a Spanish Heritage course to students daily.

PERFORMANCE OBJECTIVES/ REDESIGNATION & EXIT: DENVER DISCOVERY SCHOOL will use the W-APT and WIDA-Access results as one indicator (for Speaking, Reading, Writing and Listening) to consider when judging the effectiveness of instruction for our ELL students. As part of our regular data cycle, we will also monitor and closely track:

- English Reading Level using DRA2 or SRI Literacy Assessment and internal interim assessments
- English Writing Ability using 6+1 Traits Rubric
- Content Comprehension using Internal Interim Assessments
- District Interim Assessment results
- PARCC results in Reading, Writing, Math and Science.

Students will be exited from ELL services into the Mainstream English Instructional Program using the criteria set by the LCE Department of the Colorado Department of Education. To exit, a student must be above proficient on their WIDA-Access overall score and be proficient or above on their Access Reading, Writing, Listening and Speaking scores and be partially proficient or above on their TCAP (or PARCC equivalent by school opening) Reading, Writing, Math, and Science scores. In addition, DENVER DISCOVERY SCHOOL will follow all DPS requirements for exiting a student from ELL services. The school ISA team will collaborate to make decisions about the student's education plan. This group will consider a body of evidence including the previously mentioned data points. Once exited from ELL services, we will continue to formally monitor the student for two years. During this time, the school ISA team will document student academic performance using the ELA monitoring form. If at any time, the student is found to be struggling in relation to language acquisition, the ISA team may request that the student be returned to ELA program services.

TEACHING: DENVER DISCOVERY SCHOOL employs a full-time "Highly Qualified" ELA teacher who is certified or endorsed in Bilingual/Culturally Linguistically Diverse education. Pre-requisite qualifications include that the instructor be bilingual in English and Spanish, professionally licensed in the State of Colorado, and have experience teaching second language learners. The school will recruit ELA teachers of excellence on a local level through the Colorado Association of Bilingual Educators and nationally through the National Association of Bilingual Educators. Additionally, all professional development and training of teachers in SIOP strategies will be coordinated with the ELA Department in alignment with district expectations around preparing content area teachers to educate English Language Learners. This training will take place prior to the start of the school year for all staff and will be delivered in accordance with the ELA Department's professional development calendar additional PD throughout the school year on SIOP is included in the PD calendar and is provided by this highly qualified educator or district staff in the ELA Department.

SUPPORTIVE SCHOOL CULTURE: DENVER DISCOVERY SCHOOL aims to cultivate a school culture that embraces each student's unique talents. From this point of view, our school views native language and home culture as an asset that is celebrated and preserved, while simultaneously ensuring that all students qualified for ELL services are given the English Cognitive Academic Language Proficiency (CALP) in order to make sure students can successfully partake in

academically meaningful and rigorous experiences at the appropriate level. We aim to ensure that our ELL students end their middle school experience with the values of perseverance and intellectual curiosity necessary in meeting 21st century academic and social demands. Through cultivation of an inclusive environment in which each student is personally known by all staff, DENVER DISCOVERY SCHOOL will ensure that ELL students are integrated into a supportive school culture that is responsive to home cultures with the intent that every student thrives. Staff professional development includes consistent attention to understanding and appreciating the many home cultures and communities our students come from. Culturally Responsive Instruction will be fundamental to our curriculum and instruction model with a belief that all students—ELL's and native English speakers alike—benefit from this mindset. Furthermore, as a school that appreciates and values the “whole child”, DENVER DISCOVERY SCHOOL will ensure that newsletters and other home communication is offered in Spanish and other home languages so that all parents/guardians are able to access information. Our parent/guardian liaison in partnership with our ELA teacher with support from DPS translation services, will be tasked with ensuring that proper translation services are provided for school events and conferences for all families in need. Additionally, the liaison will be a resource for supporting and connecting families to community resources that support non-academic needs for English learners and their families.

E. Special Education Students

DDS will comply with all requirements of IDEA.

STUDENT IDENTIFICATION: As a middle school, DENVER DISCOVERY SCHOOL projects that a high-portion of incoming students will have been previously identified with special needs. For these students, the special education staff will review all accessible data and ensure that proper services are in place on the first day of school. However, for students who come to DENVER DISCOVERY SCHOOL without an IEP, identification of students with special needs will begin in the core classes. If a student is struggling in the mainstream classes and the teachers have already tried a number of interventions that haven't been successful, then the teacher will formally notify the school interventionists, special education teacher, and staffing team members. The team will review the challenges the student is having, along with the different interventions that have been tried and the impact of those interventions. The special education teacher will spend time observing the student in class, recommend additional interventions, and then monitor implementation of those interventions for 30 to 45 days. The team will attempt to implement between 3 to 5 different interventions during the observation period. At the end of the observation period, if the interventions are still not working, the student will be referred to the special education team for testing. To determine eligibility, the school must conduct a full evaluation of the child in all areas of the suspected disability. The school's special educator will lead the evaluation process. The type of testing and who administers the tests depends on the type of struggles the student is having. If the student's needs are more extreme, DENVER DISCOVERY SCHOOL may call on the district to help with the testing. The testing process is based on collecting the broadest base of data possible to ensure that any diagnosis is accurate. If the body of evidence indicates that the student has a disability that is having an adverse effect on his or her educational progress, then the student is eligible

for special education services. At this time, the child’s family and the special education team will meet to review the testing results and begin development of an IEP for the student. The IEP should be developed and implemented shortly after the determination of eligibility for special education services. When developing an IEP, the team considers the strengths of the student; the concerns of the parents/guardians for the student’s education; results of the evaluation; and the academic, developmental, and functional needs of the child. Once the IEP has been fully developed, the school will share the IEP with all of the student’s teachers, caregivers, and the student. IEPs are reviewed annually and are thoroughly re-evaluated triennially.

RECRUITMENT: DENVER DISCOVERY SCHOOL aims to offer an inclusive school model and will not restrict access to students with disabilities. Based upon feeder elementary schools that DENVER DISCOVERY SCHOOL is recruiting from, the school projects an 11% Special Education demographic. Although the physical location of DENVER DISCOVERY SCHOOL is in the Stapleton area with local schools serving a smaller percentage of special education students, the steering committee is committed to addressing the Greater Park Hill Stapleton boundary as defined by the Denver Public Schools (DPS) “Call for Quality Schools”, in which offering quality seats to a higher special education demographic is included.

QUALIFIED STAFFING: In accordance with the ESA Act, DENVER DISCOVERY SCHOOL will hire a highly qualified licensed Special Educator. In order to ensure the best special education services possible, DENVER DISCOVERY SCHOOL aims to hire an experienced teacher who has a track record of successfully serving a diverse body of middle school students with mild and moderate needs. Like all team members, the special education teacher will be a mission fit for DENVER DISCOVERY SCHOOL. Ideally, the selected special education teacher will also have experience with PBL and understand how this model is beneficial to exceptional learners. DENVER DISCOVERY SCHOOL will recruit nationally through the National Association for Special Education Teachers (NASSET) and locally through DPS Human Resources and the Colorado Education Association (CEA).

STUDENT ACCESS TO GENERAL EDUCATION CURRICULUM: DENVER DISCOVERY SCHOOL is committed to ensuring that students with disabilities can access the general education curriculum in the Least Restrictive Environment (LRE). In addition to a supplemental intervention block, core teachers will be expected to collaborate extensively with the special educator. Collaboration will entail a shared understanding of each student’s IEP goals; team developed targeted differentiation supports which may include but are not limited to: adapted reading/shortened passages and assignments, extended time, guided notes, pre-teaching of new concepts, preferential seating, smaller cooperative grouping, special educator “push-in”, technology to aid in reading and writing, and more. All teachers will partake in data teams that will include review of individual student progress toward IEP goals, along with all other data gathering and analysis mentioned above and in part F. All teachers will be trained to use core and supplemental curricula that differentiates instruction to ensure meaningful access to all types of learners. Instructional programs, practices, and strategies that will provide a continuum of services with a commitment to a LRE are outlined in the professional development plan and instructional material plan, and are embedded throughout this section of the proposal.

SCHEDULING: DENVER DISCOVERY SCHOOL will offer mainstream classroom accommodations, push in supports, and pull out targeted interventions. Intervention classes will be available, in lieu of the 'World Languages' elective, for students needing extra support. Students on IEP's typically receive their supplemental block from the special education teacher. However, when a special education student is better suited to join an intervention block facilitated by the intervention teacher, this may occur. In such cases, the special education teacher will continue to engage with the student, the team of core teachers and all other professionals supporting IEP goals. Break out rooms will be provided for children who need quiet areas for assessment, a place to calm down, or a place to get additional individualized and small group instruction. Furthermore, headphones and independent work areas will be available in every classroom (4-5 pairs), including core classes, for students who need quiet to concentrate.

ASSESSMENT, EVALUATION & PROGRESS MONITORING: In addition to weekly data teams in which assessment of, evaluation of, and progress monitoring of student progress toward IEP goals will be embedded, DENVER DISCOVERY SCHOOL will regularly evaluate and monitor the progress and success of our special education students during IEP specific team meetings conducted twice a year. Parents/guardians and the student will be part of these meetings. One of these meetings will be an annual review, along with additions, revisions to the individual student IEP, or program exit. The other will be a group check-in to ensure that progress monitoring demonstrates adequate growth towards goals. These meetings will be documented and then communicated to the general education teachers so that these teachers could join in on the conversation or be contacted regarding what was discussed and be provided with next steps. Furthermore, the intervention curriculum materials (*Reading 180* and *Mathematics Navigator*) offer extensive progress monitoring that will be triangulated with general education formative data gathering. District and state level data will also inform progress monitoring and evaluation of IEP goals. Finally, when needed, regular assessments with accommodations outlined in student IEP's (such as but not limited to: a quiet area, extended time, a scribe, instructions read out loud) or alternative assessments created by special education teacher will be provided.

PROFESSIONAL DEVELOPMENT AND TEACHER TRAINING: DENVER DISCOVERY SCHOOL will hire teachers that are a mission fit. Our school culture will provide an inclusive atmosphere in which each student is appreciated for their unique talents and contributions to the learning community. As much as possible, DENVER DISCOVERY SCHOOL will hire experienced teachers who have successfully served the needs of mild and moderate special education students in the mainstream classroom. New teachers will be expected to attend district sponsored and other trainings (outside conferences, workshops, seminars, courses) that will support the training necessary to ensure special education student needs are met in the LRE. In addition, DENVER DISCOVERY SCHOOL will incorporate school-wide professional development on meeting the needs of exceptional learners into its summer training, curriculum training, and regular professional development planning. The team atmosphere, including extensive shared planning time, will also allow for and require that the special education team support and collaborate with core teachers. Finally, regular observations and teacher effectiveness coaching will include differentiation strategies that support learning differences.

CENTER PROGRAM FOR SEVERE SPECIAL NEEDS: If asked by DPS to host a center program to serve students with severe special needs, DENVER DISCOVERY SCHOOL would recognize that each center program within the district brings a different level of need. For example, if the district brought in an Autism Center, the school would need a dedicated sensory-based room in addition to the special education rooms. This room would have at least one hook installed in the ceiling to handle sensory equipment, which is necessary for children with severe special needs to remain regulated enough to access their equipment. An Affective Needs (AF) program would bring a separate set of needs to the department. DENVER DISCOVERY SCHOOL will be responsive to district, community, and student needs in this and all other arenas.

F. Academic Intervention & Acceleration

The weekly data team structure described throughout this section will allow DENVER DISCOVERY SCHOOL staff to quickly identify students in need of academic intervention and acceleration. Additionally, although the Response to Intervention (RtI) approach is typically focused on Special Education students, DENVER DISCOVERY SCHOOL does not view RtI as something specific to special education services. Rather, it is a whole-school intervention model that improves educational outcomes for all students (including English Language Learners, at-risk students, underperforming students, and gifted and talented students). The DENVER DISCOVERY SCHOOL RtI approach is elaborated upon below.

RESPONSE TO INTERVENTION (RtI): DENVER DISCOVERY SCHOOL will implement a Response to Intervention program to differentiate and support each individual student's academic needs. Data will be used to monitor student progress, identify students who are struggling and accelerating academically, implement strategic interventions, adapt interventions to student performance, and identify students with learning challenges, disabilities, and acceleration needs. The DENVER DISCOVERY SCHOOL RtI model will be based on the Colorado (CDE) Multi-tiered Model of Instruction and Intervention:

1. RtI starts with high quality instruction in every classroom.
2. Achievement data drives all RtI decisions.
3. Regular progress monitoring is essential for the RtI process.
4. Data will inform re-grouping decisions every 6 weeks.
5. RtI is a tiered program:
 - Tier 1 = instructional rigor, data-driven instruction and best practices in every classroom. This applies to 100% of students.
 - Tier 2 = small group interventions of moderate intensity to address learning or behavioral challenges for most at-risk students (5-15%).
 - Tier 3 = individualized interventions for students (1-5%).

There are no lines between the three levels as they are designed to be fluid. With all three tiers, teachers are constantly re-assessing students to determine whether interventions are successful or whether new strategies should be used. In order for RtI to truly be successful, there are six components to the model that must be in place: leadership, problem solving, curriculum and instruction, assessment and monitoring, positive school climate, and family/community. Each of these six components will be expected at DENVER DISCOVERY

SCHOOL, resulting in a climate where RtI permeates the school's culture and practices, ensuring that all students are learning.

SCHEDULING & INTERVENTIONS: Data gathered from district assessments will be used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students will be strategically placed into groups of five to seven students. During 'World Language' class (or another elective), the groups will meet with an intervention specialist two to five times a week depending on need. The interventionist will use the *READ 180* program to teach literacy skills to struggling readers and will use the *Mathematics Navigation* program to teach math skills to students struggling in mathematics. *READ 180* is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers in grades 4–12+. Designed for any student reading two or more years below grade-level, *READ 180* leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers. Our interventionist will work with students using the *READ 180* program during the intervention block while non-intervention students are in their Spanish class. This 45-minute intervention program will allow students to accelerate their growth in reading. These programs, their mission fit, and rationale for adoption are discussed Part A this section. Students in the intervention program will take assessments on a bi-weekly basis. RtI (Response to Intervention) teams will meet weekly to analyze student data and monitor student progress. RtI teams will be comprised of the interventionist, special education teacher, classroom teacher and principal. The RtI team will determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented. Student data will be compiled in individual progress monitoring graphs and students will set SMART goals for themselves on a quarterly basis. Parents will be apprised of their student's progress at quarterly RtI nights where they will meet with their student's RtI team to review their student's data and celebrate their student's success.

ACHIEVEMENT GAP: Data teams and the CSC will examine big picture 'gap data' on a bi-monthly basis. This will include released PARCC and SPF reports with disaggregated proficiencies based upon ethnicity, race, free and reduced lunch, gender, ELL, GT, and SPED status. Team members will consider both status and growth when examining these data points. Careful attention to 'gap' trajectories will be explored. If gaps exist and trajectories do not show timely closure, corrective action will occur. Corrective action will be specific to the types and extent of gaps and could include: targeted professional development, shifting or reallocation of resources, supplemental material adoption, changes in staffing, curricular and programming audits.

E. Gifted and Talented Students

State assessments, GT testing, and well-trained teachers will be three factors in supporting accountability for identifying GT students. The school's RtI model will also include working with students identified as GT and HGT. This model, which will be a part of our weekly data teams, aims to ensure that students are not overly represented in special education and simultaneously improves national trends of urban student underrepresentation in GT programming. These students will have the support of a GT itinerant teacher. Through inquiry-

based learning and student-centered classrooms, DENVER DISCOVERY SCHOOL will encourage and embrace creativity and divergent thinking amongst its students. The school's culture will place an emphasis on fostering creative thinking, high levels of achievement, and embracing challenges. All teachers will have training on teaching exceptional learners, including gifted students and divergent thinkers. Specific instructional programs, practices and strategies that DENVER DISCOVERY SCHOOL will employ to build and enhance the abilities of GT students include:

- Strategic grouping of students for instruction
- A GT specialist co-teaching and/or collaborating with the classroom teacher
- Push-in and pull-out programs on an as needed basis for added enrichment in math, science, literacy or social studies. In addition, during year one of operation, the school plans to make one of the math blocks an "advanced" block that will then be further developed into our systems as our staffing capacity grows.
- Accelerated, student-paced learning within a content area or across grade levels.
- DPS GT-sponsored special programs including Destination Imagination, Shakespeare Festival, The Young Author's Conference, Spelling/Semantics Bee, Brain Bowl, Robotics, and Mathletics.

Students who are identified as GT or above will have Advanced Learning Plans (ALPs) in place. These will list strength areas and areas to work on each year. The GT point person will screen students once a year in accordance with district guidelines. PARCC scores and other approved assessments will be added to a student's data portfolio throughout their time at DENVER DISCOVERY SCHOOL.

INSTRUCTIONAL PROGRAMS: The PBL model adopted by DENVER DISCOVERY SCHOOL allows for extensive differentiation, high-order thinking, and rigor. Through this model, we will consistently plan for acceleration opportunities in each class, including a menu of projects in which some are specifically designed to accelerate the knowledge, skills, competencies, and interests of our GT and HGT students and offer appropriate challenges. Doing additional work is not always an option for some gifted students, but picking a project that is different from the start (that may be more challenging or interesting to them) would serve the purpose of challenge. In math class, doing the A problems, the B problems and making it a challenge to see who can do the C problems is just another example of the type of differentiation that will be infused into our model. Finally, "thinking-cap" options as homework will also be purposefully incorporated into our systems and geared toward meeting the unique needs of our GT population.

TEACHING: DENVER DISCOVERY SCHOOL will hire a .25 GT itinerant support position that meets the highly qualified criteria in accordance with NCLB. During year one, our hope is to hire a part time GT teacher, depending on student need. Ideally, during this first year of operation, we will recruit and secure a full time team member who is qualified to support our struggling student intervention blocks discussed above as well as our GT population. Recruitment efforts will begin in the winter of 2014 and include a national and state-wide search through organizations such

as the National Association for Gifted Children (NAGC), the Council for Exceptional Children (CEC), and the University of Denver's Rick's Center and Morgridge College of Education, which is a local resource that specializes in meeting the needs of the GT, HGT and twice-exceptional populations. The GT position would then be expanded upon as our school grows. In addition, all DENVER DISCOVERY SCHOOL teachers will be trained in GT strategies and will be provided with professional development and support from specialists in gifted education and developing creative thinking skills. Our founding summer training will incorporate how to thoughtfully plan for differentiated PBL units of study that meet a wide range of student interests, talents, abilities, inclusive of our GT population.

SCHEDULING: DENVER DISCOVERY SCHOOL will adjust our schedule, if necessary, to meet the needs of GT students by adding a GT Specialist and an Advanced Math instructor, and by hiring a consultant to support our curriculum mapping in a way that allows for a curriculum that continuously pushes our students. We will allow children to advance to higher level grade material in order to access this higher level content as needed based on formative and summative data. A 6th grader can go to 7th grade math class, and an 8th grader can go over to a high school for 9th grade math if they are that advanced. Accelerated math class can combine two grades into one, such as completing 6th and 7th grade math curriculum in one year. During year one, DENVER DISCOVERY SCHOOL will offer one block of advanced math that will utilize accelerated suggestions from the Singapore 6th grade curriculum and/or the 7th grade Singapore curriculum, depending on assessed student needs. This exact programming will be adjusted and fully developed after initial screening of all students' needs within the first two weeks of school. In order to be proactive in our planning, DENVER DISCOVERY SCHOOL will also consider any available past student data during the summer of 2014.

F. Supplemental Programming

DENVER DISCOVERY SCHOOL plans to offer supplementary programs and leverage community partnerships such as LAX, the Stapleton Girls Lacrosse Coach, and other resources to support and enhance the mental, emotional, and physical health of our students and their families. During our first year of operation, through the leadership of a parent/guardian liaison, we plan to create a committee that researches and initiates these efforts. Once we have our students enrolled at DENVER DISCOVERY SCHOOL, the principal will facilitate a process with the student body to determine what after school clubs and athletics the school will offer based on student interest. Sport options include:

- Softball
- Cross Country
- Boys/Girls Soccer
- Flag Football
- Volley Ball
- Lacrosse
- Baseball
- Girls/Boys Basketball

This list of sports is based upon the Denver Public Schools Prep League sports schedule. We will

align our sports with the DPS prep league and compete against other middle schools within DPS. According to a community survey, the Stapleton community suggested that the neighborhood middle school offer an array of extra and co-curricular activities. This data will also inform our planning and implementation. Our extra-curricular committee will begin with a brief DENVER DISCOVERY SCHOOL survey examining the supplementary needs and hopes of our community.

Other Extra-curricular offerings being developed include: speech and debate, math club (Mathletics), yearbook, and newspaper. In addition, DENVER DISCOVERY SCHOOL will develop an extra-curricular service-learning program that allows students to reach out the community, support the community, and learn about civic responsibility. This will connect closely with our project-based learning process.

G. GRADING

Denver Discovery School will use an alternate grading system than the Infinite Campus system. We align all assignment and grades to the standards and did not find that IC would allow us to assign grades with this in mind. In place of Infinite Campus, we use Haiku Learning. Haiku Learning is designed to let teachers spend more time teaching and less time managing assignments, tracking down homework, and grading papers. Within Haiku Learning, teachers can create assignments, have students hand in digital files, provide online comments and feedback, annotate digitally, and leave a grade--it's all there on the record and in your gradebook, no extra steps required. When teachers are ready to measure student progress with quizzes or tests, they create and distribute them online with a variety of question and answer types. This system aligns more closely with our blended learning model and supports our 1:1 student/technology ratio.

At the end of each trimester, DDS staff will enter grades into Infinite Campus so that there is a system of tracking grades aligned into the Parent Portal. Haiku Learning allow us to print reports for parents and students that are user friendly and aligned with CCSS. We will print reports every trimester to ensure continuous communication for families here at DDS.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

Foremost, DENVER DISCOVERY SCHOOL will be looking for teachers who are a mission fit. They will articulate what our mission means to them with specific examples that showcase: appreciation of every child's unique talents, determination to offer a rigorous program that is purposeful and relevant to a diverse student body, cultivate student perseverance and intellectual curiosity, know the 21st century skills necessary for students to thrive academically and socially.

Teachers will be on annual contracts and shall provide additional duties as necessary to implement the innovation plan.

HIRING STANDARDS: DENVER DISCOVERY SCHOOL will follow DPS protocols to ensure all core content teachers are "Highly Qualified" both in their content as well as in their grade level in accordance with the Elementary and Secondary Education Schools Education Act (ESEA). Additionally, the above mission fit and specific attributes and competencies are necessary. Non-core content teachers may or may not be highly qualified and may provide instruction without a teaching license if their qualifications otherwise provide a benefit to the school.

The standards used to hire our teachers include, but are not limited to the following *attributes*: Our teachers will be inquisitive and reflective adults. They should be deep thinkers and have philosophies on how middle school students learn best. Knowing that our school will be one of the most demanding middle schools with the most academically successful students, we should have teachers who are intrinsically motivated, self-directed, and love to push thinking. They should be able to think outside the box and pursue alternative options for the sake of alternative learning. This will require flexibility and creativity.

With a small staff present as we begin our new school, it is imperative that we have teachers with deep knowledge and a clear understanding around the importance of sharing that knowledge with their team. Each founding core teacher shall embrace a leadership role outside of his or her content area. This is elaborated upon in Part D of this section.

Furthermore, ideal candidates will have the following *competencies*: They will expect data-driven classrooms and understand how to embed the CCSS into daily as well as yearly scope and sequence. They will know how to establish rigorous classrooms that are organized and structured for students. They will know protocols for norms of collaboration and believe in the power of such norms. They should be able to facilitate instruction through a constructivist approach that capitalizes off of student inquiry, differentiate and scaffold through an "I do, we do, you do" process. Their own personal organizational skills should be highly effective. They should be able to proficiently use Microsoft Excel for data management. Moreover, candidates must display the cultural competencies essential for meeting the needs of our projected DENVER DISCOVERY SCHOOL student demographics. Details of cultural competencies are elaborated upon below. To top it all off, finding teachers who've had training in Curriculum Mapping, Universal Backwards Design and know what it means when the leadership says, "The Grant Wiggins way of planning our lessons". Having some expertise or knowledge around

Project-Based Learning, Expeditionary Learning, or International Baccalaureate would be a preference.

TIMELINE: DDS will hire teachers and school staff as needed and will not be required to hire within the DPS hiring timeline. Denver Discovery School will utilize a rigorous and comprehensive screening process to ensure we select the highest-quality staff. Along with being “highly qualified”, the DENVER DISCOVERY SCHOOL steering committee and principal will create a hiring rubric that reflects the attributes and competencies depicted above. This rubric will be used throughout the initial screening, interviews, and final selection process. The principal will make all founding team staffing decisions. The principal will work closely with DPS Human Resources as we create job profiles, post the positions and accept/screen applicants. Job descriptions, requirements and qualifications will be posted through multiple websites, career fairs, partner organizations (IBO) and professional networks (ACSD, CASE, CDE, etc.). Denver Discovery School will hire staff as needed throughout the year. DENVER DISCOVERY SCHOOL will rely on the following selection process to select the best candidates on numerous indicators:

- Stage 1: Application, resume and cover letter screening
- Stage 2: Initial 45 minute interview.
- Stage 3: Observation of candidate teaching a sample lesson. The lesson will be followed-up with a second 45-minute interview.
- Stage 4: Verification of previous employment, professional and personal references.
- Stage 5: Offers of employment to the strongest candidates.

Aside from the sample lesson, the same process will be followed for administrative and support staff. When an offer is made to a potential new employee, he or she will be fully informed of the terms of their contract in accordance with the DPS collective bargaining agreement. As a learning organization, DENVER DISCOVERY SCHOOL expects to refine the hiring and selection process each school year.

CULTURAL COMPETENCIES: Classrooms that are culturally relevant enable each student to relate course content to his or her cultural context. Staff who are culturally competent are able to bridge those connections in the classroom in a positive and inclusive manner. Students of all backgrounds, ethnicities, cultures, native languages, and learning preferences will be encouraged to attend DENVER DISCOVERY SCHOOL. Gay and Lipman (Gay, 2010) have identified characteristics of culturally relevant teaching that include: validating and affirming, comprehensive, multidimensional, liberating, empowering, and transformative. Refer to Section 3 of this proposal for elaboration of these characteristics and specific explanation on how these competencies will be incorporated into regular professional development, curricular planning, instructional delivery, and daily routines. Every team member will know, understand, and work with families that come from different race, ethnicities, and linguistic backgrounds, expose children to role models from their own culture as well as those from other cultures, and utilize student's cultures to help them learn the subjects and skills taught in school. The DENVER DISCOVERY SCHOOL interview process and evaluation rubric will screen for candidates that match this vision of cultural competency and our school mission.

TEACHER RETENTION: As teacher retention is an essential contributing factor to school and student success, our target retention rate will be 85%. DENVER DISCOVERY SCHOOL culture will emphasize lifelong learning and the relentless pursuit of excellence; therefore, the leadership of DENVER DISCOVERY SCHOOL will fully support the career goals of its faculty and staff. At the start of every school year, faculty and staff will meet individually with the principal to discuss their goals related to the school year and to their own professional growth. Each faculty member will develop an Individual Professional Development Plan (IPDP) that covers at least a 3-year period and serves as a framework for the teacher's individual professional development and informs collective PD. As part of the plan, the principal will seek to identify ways in which the school can support the staff member's goals, whether by adjusting schedules and assignments or by participating in programs and opportunities offered by DPS, professional organizations or institutions of higher learning. In addition, teachers will have the opportunity to participate in a professional development unit (PDU's) for extra pay and learning and will have the opportunity to visit other schools to observe best practices. Teachers at DENVER DISCOVERY SCHOOL will have the opportunity to participate in and share their learning through DPS's Teacher Leader Training, Empowering Excellent Educators, and Professional Content Knowledge initiatives. DENVER DISCOVERY SCHOOL staff members that participate in these trainings will have the opportunity to train other teacher leaders in the building; thus, developing capacity in others and an organizational 'leadership pipeline'. Excellence in staff and faculty performance will be recognized and celebrated at monthly meetings where teams will share Interim assessment and data team SMART goal results with the entire faculty. Standardized test results will be published by grade level and posted to the school website where recognition will be given to excellent performance. Other celebrations will include hand written thank you notes, public recognition of successes, a "What we love about..." bulletin board in the faculty lounge, administration covering classes so that recognized staff can have an occasional "recovery" period, occasional celebratory coffee cart and breakfast burrito deliveries, and in general making DENVER DISCOVERY SCHOOL a fun and inspiring place to work.

B. Teacher Coaching

The primary goals for teacher coaching within our building are to increase instructional efficiency and efficacy through a rigorous and collaborative culture. Specifically, we will use peer and administration facilitated coaching to ensure that teachers meet and exceed "effectiveness criteria" on the LEAP framework. Additional goals for year 1 will include mastery of 'Teach Like a Champion Techniques', and development of 'Backwards Designed' interdisciplinary PBL units that produce results as measured by formative and summative data measures. A subset of Peer Learning Observers (PLO's) will support teachers in their coaching cycles to allow for learning labs, videotaping and other reflective practices described in Section 3. As stated by Paul Bambrick-Santoyo (2012) in 'Leverage Leadership', "By receiving weekly observations and feedback, a teacher develops as much in one year as most teachers do in twenty." Based on this ideology and research, we have designed a schedule, shown below, which enables our teachers to offer and receive weekly feedback, either through bi-weekly peer-to-peer "mini-observations" and/or principal conducted observations.

DENVER DISCOVERY SCHOOL will be a true professional learning community. In addition to coaching provided by the principal, the four content teachers hired during year 1 will coach one another. Teachers will participate on building leadership teams and to serve as department chairpersons. A goal for DENVER DISCOVERY SCHOOL will be that all teachers are progressing professionally towards being a leader in roles such as an instructional leader, instructional coach, or thriving towards their own ways of being a teacher-leader within the DENVER DISCOVERY SCHOOL or wider DPS community.

OBSERVATION AND FEEDBACK SCHEDULE: Two teachers will observe two other peer classrooms for 30 minutes each week. That same teacher will provide feedback from the observation. The principal will do the same, but commit to two teachers per week. By the end of each school year, the Principal will observe each staff member a total of 6 times; two full evaluations using all 12 indicators, and 4 partials or walkthrough observations. A minimum of 60 minutes per week will be reserved for our growth using the LEAP framework. Additionally, more extensive observations will be conducted through this same framework on at least 4 times per year. In this rotation, each teacher will be observed or provided feedback by two different people around two indicators from the LEAP framework. One indicator will be from the ‘Learning Environment’ domain and one indicator will be from the ‘Instruction’ domain. DDS is currently pursuing the Differentiated Roles pilot with DPS to leverage our teacher leadership model.

DENVER DISCOVERY SCHOOL 2-month coaching and feedback cycle.								
Personnel	MONTH 1				MONTH 2			
	Observe	Feedback	Observe	Feedback	Observe	Feedback	Observe	Feedback
Language Arts teachers	Week 1 SS	Week 2 SS	Week 3 Math	Week 4 Math	Week 1 Science	Week 2 Science	Week 3 SS	Week 4 SS
Social Studies teachers	Week 1 Science	Week 2 Science	Week 3 Lang Arts	Week 4 Lang Arts	Week 1 Math	Week 2 Math	Week 3 Science	Week 4 Science
Math teachers	Week 1 Lang Arts	Week 2 Lang Arts	Week 3 Science	Week 4 Science	Week 1 SS	Week 2 SS	Week 3 Lang Arts	Week 4 Lang Arts
Science teachers	Week 1 Math	Week 2 Math	Week 3 SS	Week 4 SS	Week 1 Lang Arts	Week 2 Lang Arts	Week 3 Math	Week 4 Math
Principal	Week 1 Math and Science	Week 2 Math and Science	Week 3 Lang Arts & SS	Week 4 Lang Arts & SS	Week 1 Math and Science	Week 2 Math and Science	Week 3 Lang Arts & SS	Week 4 Lang Arts & SS

Additional components of the LEAP framework will be featured depending on our PD focus and assessed teacher need. The school is participating in the differentiated roles pilot to leverage teacher leadership.

Differentiated Roles focuses on *Distributive Leadership to improve student outcomes*. By leveraging the expertise of effective teachers in small peer-learning teams, we can elevate the practice of every teacher and leader in the building. The new roles designed by the Differentiated Roles program create a structure for teachers in schools to learn from each other. Collaboration is key; teaching is simply too challenging and complex to be done in isolation.

DDS receives supports from the Differentiated Roles program team to help plan how Differentiated Roles will work in their school. In Differentiated Roles, teacher leaders, known as 'Team Leads,' lead designated teams of teachers in their school:

- Guiding collaborative planning time and supporting SLO implementation
- Facilitating lesson planning, data analysis, and group professional learning
- Coaching individual teachers in their classroom practice and contributing observation scores to LEAP

Team Leads receive a stipend for taking on leadership roles and have a reduced teaching load to have time to work with the teachers on their teams. Team Leads in these roles also serve as LEAP observers, logging observations into Schoolnet. Team Leads may also be responsible for the end-to-end LEAP process for the teachers on their team. Team Leads participate in monthly cohort professional learning and site-based support is available for differentiated development in instructional leadership.

RESEARCH BASE & METHODOLOGY: Paul Santoyo (2012) from '*Leverage Leadership*' is the research basis for classroom observations and feedback instruments. Additionally, teacher peer coaches will be trained in the Adaptive School Networks '*Cognitive Coaching*' model. This training will allow teachers to successfully work with peers to ensure feedback is thoughtful and constructive. Teacher coaches will observe the classroom, script while there and then provide feedback within one week that is focused and highlights both strengths and one area of growth. The following '*Leverage Leadership*' six steps will be adhered to during feedback sessions:

1. *Precise Praise* – narrating the positive (about the classroom)
2. *Probe* – state targeted questions about the core issue.
3. *Identify Problem and Action Step* – identify the problem, state concrete action steps that will address the issue.
4. *Practice* – Role play/simulate how the teacher could have improved current class.
5. *Plan Ahead* – Design/revise upcoming lesson plan components to implement action.
6. *Set Timeline* – Establish time by which to accomplish action step.

Teachers will also receive regular coaching and feedback on their instructional planning. Teaching teams will have dedicated collaborative planning time in which they will take turns in the role of 'instructional leader'. The designated instructional leader will be responsible for facilitating the weekly instructional planning time scheduled for teachers. This teacher-leader

will be responsible for creating a schedule of what needs to be accomplished each month and backwards plan what elements will happen each week in order to meet monthly goals. This monthly 'plan' will be provided to the principal at the beginning of each month and the principal will provide feedback and document areas of individual teacher and collective team growth and needs.

C. Teacher Evaluation

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which is consistent with SB-191 policy, and includes student growth data as measured on standardized assessments, principal observations and student feedback. All teachers will be formally evaluated 4 times per year using the DPS Effective Teaching Framework. The evaluating administrator will perform 2 of the observations and the DPS Peer Observers will perform the other 2. Administrative and district DPS Peer Observers scores will be documented in the LEAP framework system – SchoolNet. DENVER DISCOVERY SCHOOL will use the LEAP evaluation system framework and observation tools to set individual performance goals at goal-setting conferences which will occur at the start of the school year. In addition to the LEAP observations, the Principal and will perform additional informal observations and classroom walkthroughs for all teachers, as mentioned in the coaching section above. He or she will provide the observed teacher with specific and useful written feedback regarding what was observed in the lesson and allow time for the teacher to meet and discuss the observations. Individual, grade level, and collective evaluations will be used to drive professional development. This may include, but is not limited to, whole group professional development training on a specific area on the LEAP framework, alterations to teacher goal setting, a team book study, and/or sending teachers in need to specific workshops, seminars, or trainings.

Teachers, in consultation with their supervising administrator, will set goals for themselves around student growth using the school's Interim Assessments and the LEAP Framework for Effective Instruction. They will choose one area of focus, or indicator, within the 'Instruction' domain as a personal focus and the school will also choose another indicator focus to support school-wide success on systemic goals. If a teacher's performance is deemed unsatisfactory, either by LEAP scores and/or student data, the steps to be taken include coaching from a peer, coaching from a district Teacher Effectiveness Coach or another coach to be hired internally. If improvement is not made, a plan will be written for improvement and close and continual observation will occur. If performance still does not improve, the administrative team and Human Resources will consider possible termination.

D. Professional Development

The professional culture at DENVER DISCOVERY SCHOOL will be a culture of collaboration, collegiality and excellence. Along with the benefits of the DPS professional development model, teacher collaboration will be facilitated through core team common planning time. Teams will meet twice each week for 60 minutes to integrate lessons, share best practices, and discuss student issues. The first 60 minutes consist of data teams, led by the Principal with support of the Core teachers for agenda creation. The second 60 minute block consists of UbD

planning time with teachers as we focus on unit design, essential question development and upcoming EXPO's that celebrate the projects being developed and presented by students once each trimester. Common plan time will be facilitated by the Principal and/or 'instructional lead' role discussed in part B of this section. Collegiality will be fostered through a culture of mutual respect and understanding. The leadership of DENVER DISCOVERY SCHOOL will lead by example in how they interact with staff and faculty. A culture of excellence will be achieved through motivation and accountability. Staff and faculty will be given as much autonomy as possible regarding the use of time and the selection of teams, tasks and technique. It is our belief—and research contends (Dana & Yendol-Hoppey, 2009; Korthagen & Vasalos, 2005). —that when teachers are given a high level of autonomy regarding the previously mentioned areas, they will be motivated to perform to the best of their abilities. A high degree of autonomy; however, does not equate to freedom from high standards.

Each of our founding teachers will be considered 'Teacher Leaders'. With a small staff present as we begin our new school, it is imperative that we have teachers who embrace collaboration including learning with and from one another. Each of our four founding 6th grade Core teachers: Language Arts, Math, Social Studies and Science will each have a set of roles and responsibilities outside of classroom instruction, or our 'internal expert', focused on one area of school need. We have a Data team support teacher, Professional Development support teacher (in partnership with building administration), a PBL support person, and Technology teacher working as our school's STR. These leadership roles will promote our culture of excellence and cultivate teacher growth, while also filling the needs of a small school that requires staff members to assume multiple roles.

Additionally, the Principal will build instructional capacity amongst faculty and improve student achievement by leading targeted professional development for two 60 minute sessions on Tuesday and Wednesday afternoons each week. The Principal will determine instructional improvement needs based on observation, teacher self-assessment, and student data reviewed regularly by the CCSS. The preferred method for delivering professional development will be through Learning Labs. In addition to weekly data teams, each trimester, three days after District Interim Assessments, all staff will have one full professional day to collaboratively score, analyze, and make instructional plans based upon this data. This will be facilitated by the Principal and be aligned to our UIP goals. Finally, as the instructional programming section details, teachers will be expected to have and continually develop the cultural competency necessary to effectively serve CLD students and all students with learning exceptionalities. Professional development will include an infusion of cultural competency tools within our PD plan, continual examination of disaggregated 'gap data', and subsequent planning and PD aimed to close gaps.

Student performance and teacher perception will be the crux of evaluating the effectiveness of DENVER DISCOVERY SCHOOL professional development program. This will include exit slips filled out by staff at the end of the PD time asking staff to respond to the PD by answering three simple questions, 1) Was this Professional Development a successful use of your time? Why or why not?, 2) How might this PD has been different to support your needs?, 3) How will this PD affect your teaching tomorrow? Next week? Next month? In addition, regular debriefs with

the facilitator and administrative team to discuss the PD's success and impact on teacher growth will remain consistently in place. Clear agendas and protocols—such as the “MicroLab” protocol outlined on page 26 of this proposal—will be used to ensure a clear plan that meets the PD objectives.

E. Pedagogy

Teachers at DDS will scaffold instruction through the Gradual Release Model: “I do” or introduction to new material, “We do” or guided practice, and “You do” or independent practice for daily instruction. PBL principals outlined in the introduction of Section III (Educational Program) of this proposal and integration of technology will be infused into the independent practice component of daily lessons. During the independent practice period of lessons, teachers will be expected to provide support to small groups of students to ensure the differentiation necessary to meet the needs of diverse learners at DENVER DISCOVERY SCHOOL. This will be the period in which instructional specialists (GT, SPED, Interventionist) will push into the classrooms and also offer targeted individual or small group support. See the ‘Educational Program’ section for an elaborated explanation of DENVER DISCOVERY SCHOOL instructional methodology and strategies teachers will effectively employ.

DDS will ability-group our math core classes and intervention blocks (ELA, SPED, Math and Literacy interventions, GT). This will allow for targeted acceleration of students ready for a more advanced mathematics curriculum while also ensuring that proper scaffolding and supports are in place for students who come to us with math gaps. All other core classes will be heterogeneously grouped to capitalize off of the PBL model that leverages cooperative grouping and students varied interests and talents.

Teachers will use an adapted UBD unit-planning template to prepare instruction. In addition, during our initial summer training, staff will collectively design a shared lesson-planning template that weaves in PBL principals, CCSS, Sheltered Instruction, Gradual Release Model and other student-needs based differentiation strategies.

Teachers at DENVER DISCOVERY SCHOOL will create shared Excel ‘data trackers’ that record student proficiency on all benchmarks and standards. These ‘data trackers’ will be foundational to weekly data team discussion, professional development days and our CSC monitoring of academic progress. Additionally, ‘data trackers’ will be adapted into student-friendly versions in which students will graphically display their progress towards standards and set learning goals. Morning Meeting at DENVER DISCOVERY SCHOOL will involve celebration of student academics through using routines that allow student-led ‘call-outs’ to their peers around academic celebrations such as perseverance, aptitude, high-achievement scores and over and above instructional success. We will also use this time to celebrate character values that we adhere to at our school.

Section V: GOVERNANCE & FINANCE

A. School Governance

FOUNDING MEMBERS:

Prior to the beginning of the first school year, a Steering Committee with 29 members from the community—inclusive of business owners, educators, professionals from a variety of fields and several parents—was formed and met weekly since the beginning of August 2013 until the start of school. The meeting times, dates and locations were published on the school website and all individuals wishing to attend have been welcomed to be a part of the committee. The Steering Committee served as an advisory body to the principal and also helped in the school proposal design process and decision-making. This committee branched into four separate sub-committees around major topics within the District Run School Application. Twenty-nine people were involved with the Steering Committee. Steering Committee sub-groups consisted of: School Culture (6 members), Leadership (3 members), Education Program (9 members), Governance and Finance (3 members). Division into sub-groups allowed the work to be more intentionally focused around each individual's interest and expertise. Other Steering Committee members who are not part of a sub-group receive regular school proposal updates and offer input as needed. Steering Committee subgroups were involved in weekly efforts of attending meetings, continuing outreach efforts to other parents, soliciting input from parents and supporting the Principal at neighborhood 'Meet and greets'.

CURRENT STATUS:

In August 2014, a CSC was formed to work on the Innovation Plan, identify which waivers the school should seek, and fulfill the other duties and responsibilities of CSC. In addition to the principal, the CSC is currently comprised of three teachers, four parents, and a community representative. The CSC meets at least twice a month primarily to work on the Plan. Upon approval of the Plan, the CSC will transition to fulfilling the governance responsibilities outlined in the replacement policy.

STUDENT, TEACHER & PARENT ENGAGEMENT:

DENVER DISCOVERY SCHOOL is a culture that values and empowers student leadership. In order to cultivate this culture, students had the opportunity to participate in the school decisions, such as determining the school's mascot, designing morning meetings, and planning the activities at the 6th grade camp. A student council and other more structured ways to engage student participation are planned for the future..

Furthermore, DENVER DISCOVERY SCHOOL is committed to fostering a culture of excellence that empowers teacher leadership. Teachers participate on building leadership teams and to serve as department chairpersons. A goal for DENVER DISCOVERY SCHOOL is that all teachers will progress professionally towards being a leader in roles such as an instructional leader, instructional coach, or thriving towards their own ways of being a teacher-leader within the DENVER DISCOVERY SCHOOL or wider DPS community. Each of our founding teachers are considered 'Teacher Leaders'. With a small staff present as we begin our new school, it is imperative that we have teachers who embrace collaboration including learning with and from

one another. These leadership roles promote our culture of excellence and cultivate teacher growth, while also filling the needs of a small school that requires staff members to assume multiple roles.

Finally, along with an active CSC elaborated upon below, DENVER DISCOVERY SCHOOL seeks to establish a culture of strong parent/guardian engagement, offering a number of opportunities to serve on committees. These committees range in the amount of commitment and allow for parents/guardians a plethora of opportunities to engage based upon their interests, talents, and availability.

COLLABORATIVE SCHOOL COMMITTEE (CSC):

DENVER DISCOVERY SCHOOL is governed by the school principal in collaboration with the Collaborative School Committee (CSC) and the Instructional Superintendent. Additionally, the school principal will report to a district IS with support from the DPS Innovation Schools. The IS will also provide needed support in the areas of principal coaching, resources, and networking with other DPS school leaders.

The CSC will advise the principal and communicate with the public on the school’s UIP, educational program, budget and staffing allocations as outlined in state statute. The CSC will be fundamental in enhancing student achievement, parent/guardian engagement, and school climate. This committee will create DENVER DISCOVERY SCHOOL CSC bylaws that are in accordance with DPS policy, state statute and DENVER DISCOVERY SCHOOL mission. The roles and responsibilities of the CSC will include the following:

1. Advise on annual school performance goals and monitor school performance data including SPF, PARCC, DPS interim assessments, and internal formative data.
2. Serve as a progress monitoring entity, which includes review of multiple sources of student achievement data, survey data, and school culture.
3. Use data sources as mentioned above to determine UIP goals, education programming, budget and staffing allocations.
4. Provide a forum for community input and serve as a public voice or liaison to the wider parent/guardian community and communities of stakeholders.
5. Innovation Status review on a periodic basis to ensure that the school is following the Innovation Plan and whether the school shall maintain innovation status.

Whenever possible, decisions will be made by consensus of the CSC which will include the school principal. In the event that the CSC does not reach consensus, the committee will vote and provide a recommendation to the Principal. The Principal will then make decisions that take into consideration the input of CSC members and the school’s mission, vision, and student achievement goals. The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 13 voting members determined through the following process.

Positions assigned by the principal:

- 1 Principal
- 2 Deans
- 1 Community Liaison

Positions elected by majority vote (serving 1 year terms):

- 4 Teachers
- 4 Parents
- 1 Support Staff Member

The CSC will provide public accountability for meeting school performance goals, support for the school leader in implementing the Application for New School Plan, and will advocate for the school within the community. In accordance with the by-laws of the CSC, at the end of the school year, DENVER DISCOVERY SCHOOL will hold an election to determine the parent and teacher representatives for the CSC. The principal will share the results of the election with the public and will announce the elected CSC members.

The CSC will meet at least monthly and will annually determine a year-long “report out calendar” that will reflect all data the team will monitor. In conjunction with test results and information released by the District, the CSC will determine which months it is best suited for the building Principal to share data points. For example, the team may review the SPF report in October to match district release of this document. The team will review PARCC results after they are released to the school and the building leadership has had time to analyze and prepare the data. All CSC committee members shall understand each data point and school budgeting, their context, and are able to responsibly offer input and aid in sound decision making. The building Principal, teachers, as well as any CSC members with related expertise will facilitate this professional development.

LEADERSHIP SUCCESSION:

In the event that the founding School Principal vacates the position, The DENVER DISCOVERY SCHOOL Leadership Succession Plan is as follows:

In consultation with DPS, The CSC will be participating in the principal selection process. The team will identify an interview team that will be comprised of 2 teachers, the exiting principal (per CSC approval), and 4 parents/guardians and/or community members. The CSC will ask the Instructional Superintendent for recommendations of potential candidates. The CSC will collaborate with the district in selection of the two best candidates and make recommendations to the DPS Superintendent. In order to uphold the integrity of the selection process, potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings. A neutral party will be invited to facilitate all faculty and parent/community meetings.

The selection process will entail:

1. Formation, headed by the CSC chair, of a work group to identify characteristics and criteria of the desired new leader that are consistent with the school mission and assessed needs.
2. CSC or above mentioned neutral facilitator, will offer a parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the school mission.
3. CSC, along with district leadership, will develop of a job description based on faculty and parent/community input. This job description will then be posted on DPS’s website and other external outlets.
4. The interview team will develop a rigorous protocol and selection criteria rubric based

on job description and key leader attributes.

5. Next the interview team will engage in application screening and scoring, followed by interviews including performance tasks such as classroom observations and feedback sessions.
6. An interview committee representative will complete reference checks on top candidates.
7. Next, the interview team will host a public symposium for finalists. This will be followed by interview team members conducting site visits to finalists' current schools.
8. The interview team will make recommendations and the CSC will select final candidates. The CSC chair will submit a recommendation of two finalists to Superintendent for final selection, expressing a preference for which candidate it would choose.
9. Once a candidate is secured, the CSC will announce position acceptance to the DENVER DISCOVERY SCHOOL staff, students, parents, and community.

The goal of DDS is to develop a 'leadership pipeline'. This will include special attention to the leadership and operational capacity development amongst the staff so that in times of transition, the school continues to function at the highest possible level. The strong culture and climate of DENVER DISCOVERY SCHOOL will dictate that staff and student performance will not be affected by a change in leadership and that the level of customer service will not be compromised.

. The founding Principal will make every effort to groom and prepare members of the leadership team for the possibility of leading DDS by including them in:

- Staffing and curriculum decisions
- Budgeting and scheduling processes
- Facility management and safety protocols
- Planning and facilitating professional development and staff meetings
- Community engagements and recruitment efforts
- Working with OSRI and district leadership

Finally, The Principal Selection Committee will consider the following criteria when selecting a new principal for Denver Discovery School:

1. *Character*: The DENVER DISCOVERY SCHOOL leader should be honest, fair and have integrity.
2. *Situational awareness*: The DENVER DISCOVERY SCHOOL leader should be actively involved and know what is going on in classrooms and the hallways.
3. *Intelligence and inquiry*: The DENVER DISCOVERY SCHOOL leader should be informed on the latest theories and best practices in education.
4. *Input and listening*: The DENVER DISCOVERY SCHOOL leader should want input from the teachers to help make decisions and create policies.

5. *Communicator*: The DENVER DISCOVERY SCHOOL leader should operate transparently, be an effective communicator and be able to actively engage parents/guardians and the community.
6. *Relationships*: The DENVER DISCOVERY SCHOOL leader should be personable, empathetic and value positive relationships with students, staff and parents.

B. Budget & Policy Narrative

DENVER DISCOVERY SCHOOL will operate budget and policies that align with our mission and District expectations. The school shall have the ability to budget on actual teacher salaries. As mentioned in Part A above, DENVER DISCOVERY SCHOOL CSC will advise on budgeting, staffing, and programming—based upon regular monitoring of data—in order to ensure sound operations. This team oversight will ensure that all decisions are made with fidelity. The founding Principal has experience in maintaining a school budget and will therefore directly manage and oversee the school’s budget, with CSC input. Additionally, the hiring team will seek an office administrator with experience successfully managing school budgets. Eventually, should there be a need, a business manager may be hired, when the school is at full build, to assist with accounting, banking, contracting, and purchasing goods and services. This position is not budgeted for in the first 3 years of operation, but a potential addition after the 3rd year of operation.

INCREASED COSTS:

Increased costs associated with the Singapore Math program include purchasing curricular materials and training staff at a rate of \$3,500 per classroom. We only need to train one math teacher each year for three years as no other staff will be using the Math in Focus curriculum. The Math assessment will be included within the Math Navigator intervention program. Approximate cost of \$1,140 includes student book sets and Instructor’s set. Additional costs anticipated include the initial investment in reading and math diagnostic assessments including test materials and protocols for student service providers.

Increased costs associated with the Delta Foss Science program include purchasing curricular materials and training staff, which was quoted from Delta Foss sales representatives at \$5,862 for one hundred 6th grade students and 1 teacher materials. Like math, DENVER DISCOVERY SCHOOL will only need to train one Science teacher each year for three years, as no other staff will be using the Delta Foss curriculum. DENVER DISCOVERY SCHOOL is confident, based on the success of fundraising efforts thus far (approximately \$27,000 by October 17) that fundraising endeavors will be fruitful. The initial goal is to raise sufficient funds of \$65,000 during the first year to support additional need. Fundraising proceeds will also help pay for field trips, assemblies and service-learning opportunities.

Standard student fees will be applied for science laboratory materials, locker maintenance, computer maintenance, art supplies, yearbooks, student IDs, instructional consumables, activities/athletics, field trips, assemblies and service-learning opportunities, the CSC will determine the specific fees annually as part of the budgeting process each spring. This fee will be supplemented or paid for through the DENVER DISCOVERY SCHOOL operating budget for families in need. Additionally, DENVER DISCOVERY SCHOOL will include opportunities for more fortunate families to give extra funds, in addition to the student fees for their child, to help support the student community at large.

The curricular materials and staff development necessary to implement a school environment that supports the development of thematic units and Project Based Learning and to reach the DDS goals of developing inquisitive, exploratory, and compassionate young people will be paid for by start-up funds as indicated in the 5-year budget projection. Sustainability of the programs established will happen

through increased funding from growth in student enrollment.

Outside of the fundraising efforts mentioned above which are not included in the budget, at this time, no private revenue sources have been identified nor will they be sought out during the first year of our school year.

DENVER DISCOVERY SCHOOL is currently not contracting any outside services, but reserves the right to do so if such services are needed to implement the innovation plan.

As a small school of 360 students there is little room for flexibility in budgeting. The school is seeking cost savings in budgeting on actuals fundraising. However, we acknowledge that this plan requires difficult tradeoffs and may from time to time require additional requests for minor supplemental funding from the district depending on actual enrollment.

C. Facility

The Denver Discovery School is located at 3480 Syracuse Street on the 1st, 2nd, and 3rd floor above Swigert Elementary School. The building Principal has been collaborating with Swigert Elementary to determine the best scheduling and other protocols necessary to ensure that both schools mutually benefit from this shared space. The school leaders at both schools have agreed to a MOU detailing Guiding Principles for sharing space including:

- Establishing an atmosphere of cooperation, collaboration, and community on the campus between all teachers, students, and parents.
- Establishing shared campus values and behavior expectations that all members of the community know and believe in.
- Creating opportunities for teachers to interact and build relationships.
- Creating opportunities for students to interact and build relationships.

The MOU also details the agreement between each school in regard to use of physical space, shared building team roles and responsibilities, governance, a commitment to regular meetings across leadership teams, and a dispute resolution process should there be disagreements on use of share space and resources.

WAIVERS REQUESTS AND REPLACEMENT POLICIES

DPS, DCTA, and Colorado State Statutes Waiver Requests
 DENVER DISCOVERY SCHOOL
 Request for Innovation Status
 December, 2014

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDFH-R4: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the building principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal-selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; - make recommendations regarding any changes to the school design to the District Board of Education through the building principal. <p>The collaborative school committee will not:</p>	

	<ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues. 	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 13 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Deans • 1 Community Liaison <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Teachers • 4 Parents • 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school’s annual budget • Determining and approving the school’s master calendar and schedule • Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School proposal	CFBA: Evaluation of Evaluators	Leadership
Policy	<p>All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary shall discuss with them procedure and form.</p> <p>The school’s principal shall receive an annual evaluation by the Superintendent or his/her designee.</p>	

School Proposal	DF & DF-R: Revenue from Non Tax Sources	Governance / Budget
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> 1. Obtain a Sponsorship Proposal form from the Community Partnership Office, complete, and submit to the office with any appropriate materials to illustrate the type of sponsorship requested. 2. Upon submission, the Community Partnership Office will review the proposal to determine that it does not jeopardize current or pending sponsorship agreements, and that the corporate entity is an appropriate district affiliate. 3. The Community Partnership Office will refer the proposal to the Superintendent for review. If appropriate, the Superintendent will present the proposal to the Board of Education for approval. 4. Following Board of Education approval, the Superintendent will direct that a "Memorandum of Agreement" be developed between the school district and the sponsor that clearly defines the benefits to, and responsibilities of, both parties. 5. The appropriate district staff will review and, if appropriate, execute the Agreement. 6. The school(s) will be notified of approval and provided with a copy of the Memorandum of Understanding. The Secretary of the School District will keep the original agreement on file. 7. The school(s) will proceed with the terms of the sponsorship agreement. 	
Replacement Policy	<p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit Ashley Elementary or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	IC/ICA: School Year/School Calendar	Educational Program: Calendar and Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any</p>	

	change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.	
Replacement Policy	<p>No later than 60 days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.</p> <p>In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.</p>	
School Proposal	IE: Organization of Instruction	Education Program
Policy	The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.	
Replacement Policy	The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education, under direction of the superintendent.	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by District staff.	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in	

	such programs.	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> 1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. 	

	<p>Spanish and English language materials shall be adopted at the same time, if practicable. Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school’s innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	<p>IKE / IKE-R: Promotion, Retention and Acceleration of Students</p>	<p>Educational Program: Promotion, Retention and Acceleration of Students</p>
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> 1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. 2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. 3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> a. A summary of the school's interventions during the current year to meet the student's academic needs b. The interventions to be implemented during the next school year to meet the student's academic needs. 4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated. 	

Replacement Policy	<p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, including insert metrics. The principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Leadership Team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. • All retention decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. 	
School Proposal	GCF: Professional Staff Hiring	Teaching: Human Resources Management: Hiring
Policy	<p>From the list of available candidates for teaching positions in the Denver Public Schools, the superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases...Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replacement Policy	<p>The Innovation School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> • The Principal or his/her designee will work with the district HR office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes. • The Principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers. • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate. • Background checks will be administered using the existing systems and processes for the district. 	
School	GCB: Professional Staff Contracts and	Teaching:

Proposal	Compensation	Human Resources Management: Hiring, Compensation, Job Descriptions
Policy	It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.	
Replacement Policy	The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified in the innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters, using a template approved by District staff, to newly hired teachers. The school will offer annual contracts to teachers, all other employees will retain their existing at-will status. The district HR office will work with the school to ensure staff contracts are consistent with the approved innovation plan.	
School Proposal	GCID: Professional Staff Training, Workshops and Conferences	Teaching: Human Resources Management: Professional Development
Policy	Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
Replacement Policy	The Principal in consultation with the CSC will determine the school's professional development plan and requirements for staff attendance. The school's professional development plan is specified in the innovation plan. The school retains the option to participate or not participate in any professional development offered by the district, and determination of whether or not the school's staff shall participate will be made by the Principal.	
School Proposal	GDA: Support Staff Positions	Teaching: Human Resource Management: Hiring of Support Staff
Policy	All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees. The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. Only the Board may abolish a position that it has created.	
Replacement Policy	The school will use support staff positions that have been established by the Board, when applicable. <ul style="list-style-type: none"> When unique support staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or her designee will consult with the district Human Resources 	

	<p>department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department.</p> <ul style="list-style-type: none"> The school may create, revise, or remove any unique job descriptions necessary to implement the school’s innovation plan. 	
School Proposal	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Teaching: Human Resources Management: Hiring
Policy	<p>The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
Replacement Policy	<p>The Innovation School will have autonomy to recruit classified staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> The Principal or his/her designee will work with the district HR office to post classified positions through the district website. The school may also engage in independent 	

	<p>outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.</p> <ul style="list-style-type: none"> • The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. • The school will not be required to accept an appointment of a classified employee from the district. • Background checks will be administered using the existing systems and processes for the district. <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Human Resources department.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation. Notification of Resignation: Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance.</p> <p>Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
School Proposal	GDI: Support Staff Probation, Tenure and Seniority	Teaching: Human Resources: Hiring and Dismissal
Policy	<p>A full-time classified employee shall serve a probationary period of two years on a full-time basis continuously and without interruption, be employed for the next succeeding or third year, and be notified thereof in writing before attaining the status of continuing service. A "year" shall mean that continuous period not in excess of 12 months during which the job classification involved re-quires the active services of the employee.</p> <p>Any classified employee having served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously and without interruption for two complete</p>	

	years, who has been or shall be re-employed for the third year immediately succeeding, and who has been notified in writing shall have continuing service as a classified employee during efficient performance of duties, good behavior and continuous service without the need for recurring annual appointment.	
Replacement Policy	All classified employees retain their existing status of at-will and will not be eligible to attain the status of continuing service.	
School Proposal	GDD: Support Staff Vacation	Teaching: Human Resources: Hiring and Dismissal
Policy	Professional technical and nonaffiliated staff: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the officially adopted school calendar. Facility managers: Facility managers shall be granted 15 days of paid vacation per year. Those who have completed 15 years of continuous service...shall be granted an five additional days of vacation for a total of 20 days. Holidays for facility managers shall be those determined by the officially adopted school calendar for 245-day classified employees.	
Replacement Policy	GDD will be followed with the following exception: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the Innovation School calendar.	
School Proposal	IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)	Educational Program
Policy	Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee. School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.	
Replacement Policy	The Innovation school will follow the district field trip policies and procedures with two exceptions: 1- The School will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the School will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips. 2- If a situation exists where the school must pay the district for transportation services, the school may choose to contract with another school transportation provider if the cost estimate from the district is significantly higher than the other school district's cost estimate.	
School Proposal	IKB: Homework	Educational Program

Policy	<p>Parents should expect their children to have regular homework assignments and should question the lack of such assignments.</p> <p>Elementary school: The amount, length and type of homework at the elementary school level may vary according to individual needs and the classes and courses selected, but the minimum amount assigned shall be as follows:</p> <p>Kindergarten and grade 1- 10-15 minutes, one or two days per week Grade 2- 10-20 minutes, two days per week Grade 3- 15-25 minutes, two days per week Grade 4- 15-30 minutes, two to three days per week Grade 5- 20-30 minutes, three to four days per week</p> <p>Middle school A minimum of five hours of homework per week shall be assigned. This shall be mainly representative of the major academic disciplines but may include other subject areas.</p> <p>High school The amount of homework assigned to high school students shall vary depending upon specific subjects taken and the grade level. The expected minimum amount of homework shall be 10 hours per week in grades 9 through 12.</p>
Replacement Policy	<p>The school will implement a homework policy that is in alignment with the educational program outlined in the innovation plan. In instances when work is not completed at school, students are expected to complete their work after school in a homework help center – attendance is mandatory. As students advance to higher grades, the homework load will increase in order to appropriately prepare students for post- academic success.</p>

WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

School Proposal	DCTA: Article 1-2: Definition of Teacher	Teaching: Human Resources: Teacher Licensure
Policy	<p>The term "teacher" as used in this Agreement shall mean all non-administrative teaching personnel, employed half-time or more, who are licensed by the Colorado Department of Education as teachers, including others who are authorized to teach by statute.</p>	
Replacement Policy	<p>The term "teacher" will include teaching personnel who are licensed by the CDE as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All core content teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)</p>	
School Proposal	Article 1-7: Definition of "School Year"	Educational Program: Calendar & Schedule
Policy	<p>The term "school year" as used in these Articles shall mean the officially adopted school calendar.</p>	
Replacement Policy	<p>The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.</p>	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	<p>2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association.</p>	

	2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
School Proposal	Article 5-4: School Leadership Team	Governance: Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.	
Replacement Policy	<p>The CSC and SLT shall be merged into one entity known as the Collaborative Schools Committee (CSC). The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 13 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> • 1 Principal • 2 Deans • 1 Community Liaison <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 4 Teachers • 4 Parents • 1 Support Staff Member <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the principal position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following: <ul style="list-style-type: none"> • Approving the school's annual budget • Determining and approving the school's master calendar and schedule • Making recommendations regarding the school's curriculum and instruction, culture and behavior, services for special populations, and use of school facilities 	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in</p>	

	<p>the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time. Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day.</p> <p>8-7 Non-Teaching Duties. 8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>
<p>School's Replacement Policy</p>	<p>8-1-Contract Year: The contract year for teachers will be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers will be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the Principal in consultation with the CSC annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week</p>

	<p>may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings will be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional 100 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p>	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Leadership: Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 “Evaluator” means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation</p>	

	<p>tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
School's Replacement Policy	<p>10-1: Evaluator refers to supervisor who is responsible for the valuation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel.</p> <p>10-2: The school has only one type of evaluations which apply to all teachers as all teachers are on an annual contract.</p> <p>10-3: Timeline: All teachers will be evaluated twice annually.</p> <p>10-3-1: The School will participate in District Pro-Comp systems.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher from amongst other members of the administration team or staff.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p> <p>Teachers who are not performing satisfactorily shall be placed on the school's performance improvement plan. Once a teacher has received a performance improvement plan from the school's principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback. If, after 30 – 60 school teacher contact days, the teacher fails to make sufficient progress under the plan, the teacher's unsatisfactory performance will constitute cause for a nonrenewal of annual contract.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5 During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	Teachers shall be entitled to the district's basic fairness and due process guidelines in issuing corrective action.	

School Proposal	Article 13-7 Hiring timelines,	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfer will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p>	
School Proposal	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p>	

	<p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
School's Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The principal in consultation with the CSC will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the principal in consultation with the CSC will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School Teaching Positions	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by the CSC annually.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Teaching: Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p>	

	<p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>The Innovation School will not participate in the district Reduction in Force process and will not accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.</p>	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Teaching: Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal in consultation with the CSC shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	<p>See Extra Duty Compensation schedule in Article 32</p> <p>Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</p>	
School's Replacement Policy	<p>As part of the budgeting process each spring for the following school year, the principal in consultation with the CSC will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities consistent with the innovation plan. In no event shall this determination be made later than March 15th for the following school year.</p>	
CBA Article/Section	Article 7: Grievance Policy	Teaching: Human Resources Management
Article	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3	

Summary	Mediation/arbitration), Rights of teachers to representation, miscellaneous
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</p> <p>Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.</p> <p>7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.</p> <p>7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a</p>

	<p>copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.</p> <p>7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.</p>
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WAIVER REQUESTS – COLORADO STATE STATUTES
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School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The school will implement the district licensed personnel evaluation system (LEAP) with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191. Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the administrative team. Evaluators of school personnel will receive an CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license. The policy will apply evenly to all teachers in the school. All teachers will receive at least two formal evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus,</p>	

	but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,	
Replacement Policy	Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC shall determine the rate of pay during the budget cycle each Spring for the following year.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;	
Replacement Policy	In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. The School will establish an account with the district to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. The school will account for all moneys that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	In accordance with the innovation plan, the school's principal in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public	

	instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.	
Replacement Policy	In accordance with the innovation plan, the school's principal in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.	
Replacement Policy	No later than 60 days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.	

	<p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. • The School will utilize textbooks and/or equivalent learning materials by course and grade level in each core academic area at a minimum as outlined in its innovation plan and approved by the District's Teaching and Learning Department through a supplementary process. <p>The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. Any interim changes must be approved by the Principal and Instructional Superintendent.</p>	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	In accordance with the innovation plan, the school will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to the school the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's innovation plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	
Replacement Policy	In accordance with the innovation plan, the school's principal and the district evaluator shall jointly determine the required training or development of the principal and the administrative team. The principal and the administrative team will not be required to participate in district training not related to the innovation plan unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	The DPS board grants autonomy to the principal in consultation with the CSC to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the	

	core academic program.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2) , may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3) , or to a school in an innovation school zone, as defined in section 22-32.5-103 (4) .	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in this paragraph (h) to the school leader. All process for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.	
School Proposal	22-32-126: Employment and authority of principals	Leadership: Management
Policy	22-32-126. (1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary. (2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned. (3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision. (4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education. (5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person. (b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.	
School's Replacement Policy	The school's CSC will manage the principal selection process and will recommend three final candidates to the district superintendent for hiring. Principal candidates will be provided to the CSC from the district's principal hiring pool. The superintendent may redirect the CSC to continue the search for a better qualified candidate but may not appoint a principal to the school without the approval of the CSC. The principal will assume the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in	

	accordance with the innovation plan. In the event that the principal position is vacant, the superintendent shall hire an interim principal until such time that the district approves a principal candidate put forward by the CSC.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Teaching: Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school's innovation plan.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision	Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p>	

(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:

(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or

(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.

(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the lessor of:

(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or

(II) One-twelfth of the annual salary specified in the employment contract.

(c.5) (I) The general assembly finds that, for the fair evaluation of a principal based on the demonstrated effectiveness of his or her teachers, the principal needs the ability to select teachers who have demonstrated effectiveness and have demonstrated qualifications and teaching experience that support the instructional practices of his or her school. Therefore, each employment contract executed pursuant to this section shall contain a provision stating that a teacher may be assigned to a particular school only with the consent of the hiring principal and with input from at least two teachers employed at the school and chosen by the faculty of teachers at the school to represent them in the hiring process, and after a review of the teacher's demonstrated effectiveness and qualifications, which review demonstrates that the teacher's qualifications and teaching experience support the instructional practices of his or her school.

(II) Repealed.

(III) (A) Any active nonprobationary teacher who was deemed effective during the prior school year and has not secured a mutual consent placement shall be a member of a priority hiring pool, which priority hiring pool shall ensure the nonprobationary teacher a first opportunity to interview for a reasonable number of available positions for which he or she is qualified in the school district.

(B) When a determination is made that a nonprobationary teacher's services are no longer

required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the nonprobationary teacher shall be notified of his or her removal from the school. In making decisions pursuant to this paragraph (c.5), a school district shall work with its local teachers association to develop policies for the local school board to adopt. If no teacher association exists in the school district, the school district shall create an eight-person committee consisting of four school district members and four teachers, which committee shall develop such policies. Upon notice to the nonprobationary teacher, the school district shall immediately provide the nonprobationary teacher with a list of all vacant positions for which he or she is qualified, as well as a list of vacancies in any area identified by the school district to be an area of critical need. An application for a vacancy shall be made to the principal of a listed school, with a copy of the application provided by the nonprobationary teacher to the school district. When a principal recommends appointment of a nonprobationary teacher applicant to a vacant position, the nonprobationary teacher shall be transferred to that position.

(C) This subparagraph (III) shall take effect at such time as the performance evaluation system based on quality standards established pursuant to this section and the rules promulgated by the state board pursuant to [section 22-9-105.5](#) has completed the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

(IV) If a nonprobationary teacher is unable to secure a mutual consent assignment at a school of the school district after twelve months or two hiring cycles, whichever period is longer, the school district shall place the teacher on unpaid leave until such time as the teacher is able to secure an assignment. If the teacher secures an assignment at a school of the school district while placed on unpaid leave, the school district shall reinstate the teacher's salary and benefits at the level they would have been if the teacher had not been placed on unpaid leave.

(V) Nothing in this section shall limit the ability of a school district to place a teacher in a twelve-month assignment or other limited-term assignments, including, but not limited to, a teaching assignment, substitute assignment, or instructional support role during the period in which the teacher is attempting to secure an assignment through school-based hiring. Such an assignment shall not constitute an assignment through school-based hiring and shall not be deemed to interrupt the period in which the teacher is required to secure an assignment through school-based hiring before the district shall place the teacher on unpaid leave.

(VI) The provisions of this paragraph (c.5) may be waived in whole or in part for a renewable four-year period by the state board of education pursuant to [section 22-2-117](#), provided that the local school board applying for the waiver, in conjunction with the superintendent and teachers association in a district that has an operating master employment contract, if applicable, demonstrates that the waiver is in the best interest of students enrolled in the school district, supports the equitable distribution of effective teachers, and will not result in placement other than by mutual consent of the teacher in a school district or public school that is required to implement a priority improvement plan or turnaround plan pursuant to article 11 of this title. Notwithstanding the provisions of this paragraph (c.5), a waiver shall not be granted for a request that extends the time for securing an assignment through school-based hiring for more than two years.

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b)

	<p>of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>Replacement Policy</p>	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed.</p> <p>Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>The school principal has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Teaching: Human Resources Management: Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	<p>Teaching staff will receive annual contracts. The annual contract expires at the end of each contract year. All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed.</p> <p>Mutual terminations will be negotiated between the teacher and the school principal. If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract.</p> <p>The school principal has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.</p> <p>The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	Teaching: Human Resource Management: Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is</p>	

	<p>qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>		
School's Replacement Policy	The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.		
School Proposal	<table border="1"> <tr> <td>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</td> <td>Teaching: Human Resource Management: Dismissals</td> </tr> </table>	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Teaching: Human Resource Management: Dismissals
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Teaching: Human Resource Management: Dismissals		
Policy	A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.		
Replacement Policy	All teachers will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any lawful reason. In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.		
School Proposal	<table border="1"> <tr> <td>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</td> <td>Teaching: Human Resource Management: Dismissals</td> </tr> </table>	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Teaching: Human Resource Management: Dismissals
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review	Teaching: Human Resource Management: Dismissals		
Statute Description	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the</p>		

procedures under this section.

(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to [section 22-60.5-107 \(2.5\)](#) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.

(4) (a) If the teacher requests a hearing, it shall be conducted before an impartial hearing officer selected jointly by the teacher and the chief administrative officer. The hearing officer shall be selected no later than five working days following the receipt by the chief administrative officer of the teacher's written notice of objection. If the teacher and the chief administrative officer fail to agree on the selection of a hearing officer, they shall request assignment of an administrative law judge by the department of personnel to act as the hearing officer.

(b) Hearing officers shall be impartial individuals with experience in the conducting of hearings and with experience in labor or employment matters.

(c) Expenses of the hearing officer shall be paid from funds of the school district.

(5) (a) Within three working days after selection, the hearing officer shall set the date of the prehearing conference and the date of the hearing, which shall commence within the following thirty days. The hearing officer shall give the teacher and the chief administrative officer written notice of the dates for the prehearing conference and for the hearing including the time and the place therefor.

(b) One of the purposes of the prehearing conference shall be to limit, to the extent possible, the amount of evidence to be presented at the hearing.

(c) The parties and their counsel shall be required to attend the prehearing conference with the hearing officer.

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

(b) Neither party shall be allowed to take depositions of the other party's witnesses or to submit interrogatories to the other party. The affidavit of a witness may be introduced into evidence if such witness is unavailable at the time of the hearing.

(7) (a) Hearings held pursuant to this section shall be open to the public unless either the teacher or the chief administrative officer requests a private hearing before the hearing officer, but no findings of fact or recommendations shall be adopted by the hearing officer in any private hearing. The procedures for the conduct of the hearing shall be informal, and rules of evidence shall not be strictly applied except as necessitated in the opinion of the hearing officer; except that the hearing officer shall comply with the Colorado rules of evidence in excluding hearsay testimony.

(b) The hearing officer may receive or reject evidence and testimony, administer oaths, and, if necessary, subpoena witnesses.

(c) At any hearing, the teacher has the right to appear in person with or without counsel, to be heard and to present testimony of witnesses and all evidence bearing upon his proposed dismissal, and to cross-examine witnesses. By entering an appearance on behalf of the teacher or the chief administrative officer, counsel agrees to be prepared to commence the hearing within the time limitations of this section and to proceed expeditiously once the hearing has begun. All school district records pertaining to the teacher shall be made available for the use of the hearing officer or the teacher.

(d) An audiotaped record shall be made of the hearing, and, if the teacher files an action for review pursuant to the provisions of subsection (10) of this section, the teacher and the school district shall share equally in the cost of transcribing the record; except that, if a party is awarded attorney fees and costs pursuant to paragraph (e) of subsection (10) of this section, that party shall be reimbursed for that party's share of the transcript costs by the party

against whom attorney fees and costs were awarded.

(e) Any hearing held pursuant to the provisions of this section shall be completed within six working days after commencement, unless extended by the hearing officer on a showing of good cause, and neither party shall have more than three days to present its case in chief. Neither party may present more than ten witnesses at the hearing, except upon a showing of good cause.

(8) The chief administrative officer shall have the burden of proving that the recommendation for the dismissal of the teacher was for the reasons given in the notice of dismissal and that the dismissal was made in accordance with the provisions of this article. Where unsatisfactory performance is a ground for dismissal, the chief administrative officer shall establish that the teacher had been evaluated pursuant to the written system to evaluate licensed personnel adopted by the school district pursuant to [section 22-9-106](#). The hearing officer shall review the evidence and testimony and make written findings of fact thereon. The hearing officer shall make only one of the two following recommendations: The teacher be dismissed or the teacher be retained. A recommendation to retain a teacher shall not include any conditions on retention. The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

(9) The board shall review the hearing officer's findings of fact and recommendation, and it shall enter its written order within twenty days after the date of the hearing officer's findings and recommendation. The board shall take one of the three following actions: The teacher be dismissed; the teacher be retained; or the teacher be placed on a one-year probation; but, if the board dismisses the teacher over the hearing officer's recommendation of retention, the board shall make a conclusion, giving its reasons therefor, which must be supported by the hearing officer's findings of fact, and such conclusion and reasons shall be included in its written order. The secretary of the board shall cause a copy of said order to be given immediately to the teacher and a copy to be entered into the teacher's local file.

(10) (a) If the board dismisses the teacher pursuant to the provisions of subsection (9) of this section, the teacher may file an action for review in the court of appeals in accordance with the provisions of this subsection (10), in which action the board shall be made the party defendant. Such action for review shall be heard in an expedited manner and shall be given precedence over all other civil cases, except cases arising under the "Workers' Compensation Act of Colorado", articles 40 to 47 of title 8, C.R.S., and cases arising under the "Colorado Employment Security Act", articles 70 to 82 of title 8, C.R.S.

(b) An action for review shall be commenced by the service of a copy of the petition upon the board of the school district and filing the same with the court of appeals within twenty-one days after the written order of dismissal made by the board. The petition shall state the grounds upon which the review is sought. After the filing of the action for review in the court of appeals, such action shall be conducted in the manner prescribed by rule 3.1 of the Colorado appellate rules.

(c) The action for review shall be based upon the record before the hearing officer. The court of appeals shall review such record to determine whether the action of the board was arbitrary or capricious or was legally impermissible.

(d) In the action for review, if the court of appeals finds a substantial irregularity or error made during the hearing before the hearing officer, the court may remand the case for further hearing.

(e) Upon request of the teacher, if the teacher is ordered reinstated by the court of appeals, or upon request of the board, if the board's decision to dismiss the teacher is affirmed by the court of appeals, the court of appeals shall determine whether the nonprevailing party's appeal or defense on appeal lacked substantial justification. If the court of appeals determines that the nonprevailing party's appeal or defense on appeal lacked substantial justification, the court of appeals shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the court of appeals. Any judgment entered pursuant to this paragraph (e) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the nonprevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the nonprevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.

(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:

(l) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior

	<p>pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
<p>Replacement Policy</p>	<p>Mid-Year Dismissal Procedures For Teachers on Annual Contracts:</p> <p>-These procedures are an effort to maintain fair and equitable treatment for all school employees.</p> <p>-These procedures do not change the employment status of teachers on annual contracts.</p> <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal and will give the employee a reasonable opportunity to respond.</p> <p>B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.</p> <p>1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.</p> <p>2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.</p> <p>i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.</p> <p>ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.</p> <p>iii. The Human Resources administrator's review concludes the dismissal procedures.</p> <p>If a teacher has been at the School for three consecutive years or more, the teacher shall be entitled to a hearing before an impartial hearing officer. The following procedures shall apply to the hearing before an impartial hearing officer:</p> <p>1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee</p>

	<p>and a representative of the district.</p> <p>2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.</p> <p>3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.</p> <p>4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.</p> <p>5. The employee may be represented by legal counsel at the hearing.</p> <p>6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.</p> <p>7. All hearings conducted by the hearing officer shall be confidential.</p> <p>8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.</p> <p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Teaching: Human Resource Management: Compensation
Policy	(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.	
Replacement Policy	The school will adopt a salary schedule that will meet or exceed the district's salary schedule. The School's Principal in consultation with the CSC reserves the right to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay	

	as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay.	
School Proposal	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan.	
School Proposal	22-7-1207: Advancement – decision – parental involvement	Educational Program: Promotion, Retention and Acceleration of Students
Policy	<p>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student’s language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at eh next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level int eh next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level</p>	

	<p>unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>
<p>Replacement Policy</p>	<p>The school will follow the school’s replacement policy IKE/IKE-R regarding retention of students. Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, including insert metrics. The principal, deans, teacher, and parents will confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention of a student, the student will be retained. Parents will not have the ability to override the decision of the School Leadership Team. Parents will be made aware of this policy at orientation, at the time of registration for all mid-year enrollees. • All retention decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians.

Appendix A: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee

LETTER OF SUPPORT: SCHOOL LEADER

The Principal is the sole administrator at DDS all other leadership positions are non-administrative.



DENVER
DISCOVERY
SCHOOL

3480 Syracuse Street
Denver, CO 80238

Dear Denver Public School Board of Education and Colorado Board of Education Members,

It is with great enthusiasm that we present this innovation plan for Denver Discovery School to you for review and approval. For the past 15 months, this school plan has been in the making. Our team consisting of founding families, parents, students, community members, teachers, and administrators have worked long and hard to design a school that will truly be innovative and push our students to academic greatness.

Through the genuine collaborative process, we believe that the Denver Discovery School will be an exemplar school and model of excellence in Denver Public Schools and throughout the state of Colorado.

We look forward to your thoughts and partnership in making this a great school for all!

Sincerely,

A handwritten signature in black ink, appearing to read 'Kristen Atwood', written in a cursive style.

Kristen Atwood
Principal
Denver Discovery School

November 1, 2014

Dear Denver Public Schools Board of Education,

A dedicated and invested group of Denver Discovery School parents and faculty have met seven times since the beginning of the school year as a CSC to consider, write and edit the innovation plan. Discussions have been provocative, thoughtful and thorough. We have written, edited, reviewed and now finalized the innovation plan.

We believe that this finished product best represents the interests of students enrolled now and in future years at Denver Discovery and reflects the input of the faculty, families and administration of the school. We also believe that adoption of this innovation plan allows flexibility and structure that will allow students at Denver Discovery to be most successful.

At our most recent meeting on October 28, the plan was approved without objection. We fully support adoption of this innovation plan.

Thank you,

The DDS CSC

Laura Hoguet,
Mandy Abbott,
Jenny Sickle,
Eric Hilty,
Scott Esserman,
Kerstin Rowe,
Eve Cohen-Porter,
Alyson Probst,
Rachel Stutzman,
Kristen Atwood

EVIDENCE OF SUPPORT: STAFF VOTE RESULTS

On December 8, 2014 the staff at Denver Discovery School voted unanimously to approve this innovation plan. The vote was a secret ballot and administered by the CSC president.

Election Administrator Attestation Template

Date of Vote: 12-8-14

School: Denver Discovery School

I affirm that on this date, I helped administer a vote of staff based on the eligible participant list provided to me on the attached spreadsheet.

The spreadsheet was provided to me by the school principal. My role was to ensure that those who wanted to vote in the process had the opportunity to do so based on the list of eligible participants provided.

If a person present requested a ballot, but was not on the pre-printed eligible list of voters, I asked the Principal to confirm whether the person would be eligible to vote.

All eligible participants were provided with a single ballot and were then asked to vote their ballot in a designated area in order to protect voter privacy.

A ballot box was used for voters to cast ballots. The box was monitored by this administrative team.

The vote was administered in a way to ensure that voting was kept secret and that there was no real or perceived pressure on the part of the team to try and influence how a person voted.

Upon a review of the list and count of the ballots cast, the outcome of the vote was as follows:

# of eligible voting staff on list	<u>11</u>
o # of votes cast	<u>10</u>
▪ # of votes to approve:	<u>10</u>
▪ # of votes to deny:	<u>0</u>
▪ # of blank ballots cast:	<u>1</u>
o # of participants on the list that did not vote:	<u>1</u>

Scott Esserman
Name

Scott D. Esserman
Signature

Appendix B: Evidence of Support from Parents/Guardians, Community Groups

October 30, 2014

To Whom It May Concern:

My name is Kerstin Rowe, and I am writing this letter in support of Denver Discovery School and its Innovation Plan. I have been in education for 20 years, first as a middle and high school teacher, then as an affiliate faculty member at Regis University, and now as an administrator at Aurora Academy Charter School, a K-8 school on the border of DPS. Kristen Atwood invited me to be a community member on DDS's Collaborative School Committee, and I have been helping finesse the innovation plan, with appropriate waivers, this fall.

My on-site involvement with Ms. Atwood and DDS has completely confirmed my strong advocacy of both Ms. Atwood's leadership, and of the innovation plan that DDS is enacting. The project-based learning, the chosen curricula (including Foss science and Singapore math), and the commitment to the success of all learners are integral pieces of this school which is destined for success.

I have worked in 12 different schools nationwide and observed in over 30 schools in the Denver metro area. Denver Discovery School is one of those in which I deeply believe.

Please accept this letter as strong confirmation and support in the mission, vision, and innovation plan of DDS.

Sincerely,

Kerstin L. Rowe, M.Ed.

Assistant Principal, Aurora Academy Charter School

roweteach@gmail.com

303-355-9193



October 30, 2014

To Whom It May Concern:

I am writing to support the Innovation Plan proposed for the Denver Discovery School. As a teacher at DDS, I know the extensive thought and community support that has helped develop this as a new school. We have an amazing team of educators and families that have created a rigorous, meaningful experience to develop the whole child.

I am also a member of the Collaborative School Committee. We have spent a great deal of time discussing the possibilities to improve our school focusing on our students. It has truly been a meaningful partnership of parents, community members, teachers and administrators to devise the best opportunities at DDS. Becoming an innovation school will allow DDS to accomplish its potential by providing flexibility and creativity within our school.

I greatly appreciate your consideration for Denver Discovery School to become an Innovation School. This will be an amazing opportunity for the school, students and community.

Sincerely,

Jenny Sickle
6th Grade Science Teacher
Denver Discovery School
3480 Syracuse Street
Denver, CO 80238

|11/09/13

To Any and All Interested Parties:

My name is Scott Esserman and I am a Denver Public Schools parent who is engaged in numerous volunteer efforts with the district. I have a 5th grade daughter and a Kindergarten son. I am also a veteran educator with 20 years of classroom experience. Having spent a significant portion of the last eight months involved in the imminent opening of Denver Discovery Middle School, I want to share my support for the school and the school leader who the district has selected to open the school.

Denver Discovery Middle School (DDMS) is already creating a significant amount of positive buzz in the community. The amount and quality of stakeholder participation that Kristen has created as well as her thorough research into best practice bodes well for the future students of DDMS. She has delved deeply into curriculum and culture in designing the school.

Additionally her instructional leadership expertise ensures that the students of DDMS will have their best chance to enter high school prepared to graduate college or career ready. Her commitment to project-based-learning and rich elective options for middle school students are a small part of what will make DDMS successful. In a community that includes Stapleton and Greater Park Hill with parents who are clamoring for outstanding middle school options for their children, it is clear that Denver Discovery Middle School will help to fill a perceived void.

November 10, 2013

To Whom It May Concern,

My name is Alyson Probst and I am a supporter of Denver Discovery School. As a parent of an approaching middle schooler, I have found it difficult to find a school in the Stapleton community that I believe will challenge my son to do his best and push him as well as provide adequate social and emotional interaction, intellectual stimulation and support provided by the school, if necessary.

After having reviewed the goals and curriculum that Denver Discovery School has encompassed, I am very comfortable stating that I would love for my son to attend this new school in Stapleton. Even my ex-husband was impressed by the school curriculum and Principal.

Finding a school that not only teaches the kids a great curriculum but also teaches them real life skills is hard to come by and I am confident that Denver Discovery School will not only teach my child core curriculum but will also hold him accountable and teach him to be a leader.

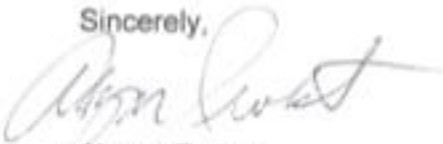
Another key component to the success of any school is how the children's knowledge and learning can be shown to others and used outside of the school location. Denver Discovery School provides for this with its project based learning, use of technology and exposure to individuals and things outside of the school.

I believe Denver Discovery School will prepare my child for high school and beyond, to be accountable for his actions and to be a leader. This will prepare him for the real world both while attending school and afterwards.

I am proud to say this school has my full support and I plan to send my child there in the Fall of 2014.

If you have any questions, feel free to contact me at 303-887-9017.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Alyson Probst', written in dark ink.

Alyson Probst



**Follett School
Solutions Group**
1340 Ridgeview Drive
McHenry, IL 60050
www.follett.com
888-511-5114

November 11, 2013

To Whom It May Concern:

As the leading distributor of print and digital products to K-12 education, we understand the growing necessity of technology in today's classrooms and applaud educators who take risks in order to meet the needs of today's students.

I appreciate Kristen Atwood and Denver Discovery School's vision, and would be pleased to partner with the school in bringing technology-based solutions and interventions into student learning.

If you have any questions about Follett School Solutions, feel free to contact me.

Sincerely,

Randy Thompson

Sales Consultant



Tel: 888.511.5114 Ext:3773 - Fax 800-852-5458
Follett School Solutions
1340 Ridgeview Drive
McHenry, IL 60050
rtompson@follett.com www.follett.com



November 10, 2013

To Whom It May Concern,

I am writing this letter of support for Kristen Attwood, principal of Denver Discovery Middle School. I have had the opportunity to work with Kristen in various capacities over the past ten years. I have the upmost confidence in her ability to effectively run a new middle school in the Stapleton neighborhood. Recently I have been able to spend time with Kristen, learning about her vision for the new school. Kristen has spent countless hours working with parents and the community to envision a model for a middle school that will provide students with a rigorous and relevant educational experience. I am proud to be able to write this letter endorsing Kristen and her plan for Denver Discovery Middle School.

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Gile".

Dr. Amy Gile
Principal
High Tech Elementary
hightechelementary.dpsk12.org

November 10, 2013

To Whom It May Concern:

My name is Ann Margaret Williams and my daughter is in fifth grade at Polaris at Ebert. One part of the programming at this school that we very much like is project based thematic learning and this is an important reason we support the start of Denver Discovery School.

We believe that project based learning provides practical hands-on experiences which can help a student delve very deeply into subject matters and heighten his or her sense of curiosity . As well, it teaches planning and organization skills which are important life lessons. While this is not the only touchstone of the school's plan, it is one that distinguishes it from others. So we feel very comfortable knowing that our daughter's academic and social needs could very much be met at Denver Discovery School under Kristen Atwood's leadership. We feel a rigorous curriculum taught an environment such as this is a wonderful option for our community.

Thank you for your time.

Ann Margaret Williams
The Summit Conference and Event Center
411 Sable Blvd.
Aurora, CO 80011
303 343 3833 x3

AMW@SummitEventCenter.com

www.SummitEventCenter.com

November 8, 2013

Kristen Atwood
Denver Discovery School
3480 Syracuse Street
Denver, Colorado 80238
Emailed: "Kristen_Atwood@dpsk12.org"

Dear Kristen:

I write to express my support for Denver Discovery School. I have given a lot of thought to what kind of middle school could be right for my children. I am looking for a school with very strong academics that would challenge my children and inspire their love for learning. At the same time, I would prefer a smaller school, where most kids know each other, and where the principal would know and understand each child. I have attended several meetings with Kristen Atwood, the Denver Discovery School principal, and I found her to be a gifted educator who is building exactly the kind of school where I want to send my children. Kristen has worked hard on developing a curriculum that would fit the needs of a diverse group of kids, from highly gifted to the kids who need extra help to master the material. Each subject -- math, science, arts, physical education -- has been given a lot of thought. Kristen has done a wonderful job getting input from the local parents; she listens with an open mind with the goal of running a school that would fit the needs of the community. When the school opens, I will be very excited to entrust my children to Kristen's care.

Sincerely,

Marianna Moss, Esq.
Moss Law Practice
Tel: 720-663-7597

November 10, 2013

To Whom It May Concern,

My name is Alyson Probst and I am a supporter of Denver Discovery School. As a parent of an approaching middle schooler, I have found it difficult to find a school in the Stapleton community that I believe will challenge my son to do his best and push him as well as provide adequate social and emotional interaction, intellectual stimulation and support provided by the school, if necessary.

After having reviewed the goals and curriculum that Denver Discovery School has encompassed, I am very comfortable stating that I would love for my son to attend this new school in Stapleton. Even my ex-husband was impressed by the school curriculum and Principal.

Finding a school that not only teaches the kids a great curriculum but also teaches them real life skills is hard to come by and I am confident that Denver Discovery School will not only teach my child core curriculum but will also hold him accountable and teach him to be a leader.

Another key component to the success of any school is how the children's knowledge and learning can be shown to others and used outside of the school location. Denver Discovery School provides for this with its project based learning, use of technology and exposure to individuals and things outside of the school.

I believe Denver Discovery School will prepare my child for high school and beyond, to be accountable for his actions and to be a leader. This will prepare him for the real world both while attending school and afterwards.

I am proud to say this school has my full support and I plan to send my child there in the Fall of 2014.

If you have any questions, feel free to contact me at 303-887-9017.

Sincerely,

Alyson Probst

November 11, 2013

To Whom It May Concern,

My name is Dina Schoultz and I am a parent of three children, an infant, an elementary school student, and a soon-to-be middle school student. I am a Stapleton resident and previously owned a home in the Park Hill neighborhood. I am excited that there is yet one more excellent middle school option for the Greater Park Hill/Stapleton community. I am a supporter of Denver Discovery School and Kristen Atwood's vision for this school. I believe this school will foster my daughter's love of learning and will recognize her strengths and encourage her to pursue these strengths. I have enjoyed participating in the steering committee for this exciting new school and after reviewing the goals and curriculum for Denver Discovery School; I believe that this school will offer students' academic rigor, project-based learning, cutting edge technology, and child-focused learning. I have witnessed the administration's excitement to bring a high-quality educational experience to our community. This excitement is infectious and I am confident that this excitement will trickle down to the students and families.

Please feel free to contact me with any questions.

Sincerely,

Dina Schoultz

303-562-5786

dinaschoultz@gmail.com

November 11, 2013

To Whom It May Concern,

My name is Kari Cummings and I support the Denver Discovery School planned for the 2014-2015 school year in the current Swigert McAuliffe building

As a parent of a current 7th grader and a 5th grader, I have watched with interest and participated in the development of the middle schools for the near Northeast area. I am very encouraged by the success of McAuliffe Middle School and I firmly believe Ms. Atwood and her steering committee are putting together a plan to have a phenomenal middle school that will offer a great choice for the Park Hill/Stapleton (and beyond) boundary.

The challenging curriculum, the character values and the emphasis on project based learning will add up to making Denver Discover School a great middle school! The leadership of Ms. Atwood and the involvement of the parent community thus far have been outstanding and I have every confidence that it will continue to a successful middle school launch.

I believe it is critical to build on the success of many of the elementary schools in the near northeast and to offer a variety of choices of curriculums, school sizes and programming for parents and rising middle schoolers in that area. Kudos to Ms. Atwood and her team and I look forward to the launch of this great middle school.

If you have any questions, please feel free to contact me at Kari@TJCREalEstate.com or 303.819.0853

Sincerely,



Kari Cummings

November 11, 2013

To Whom It May Concern:

As a member of the Operations Support Services team with the Denver Public Schools district, I am aware of the need to provide high-performing educational options for students in all areas of our district.

I support Kristen Atwood, and the Denver Discovery School's vision in providing a middle school program that will offer much needed seats for students and add capacity to the district.

Feel free to contact me with any questions or concerns.

Thank you!

Erin Boelling
Erin_boelling@dpsk12.org

November 11, 2013

To Whom It May Concern,

It has been an honor for me to volunteer on Denver Discovery School's parent Steering Committee. What I've witnessed in the evolution of this school is a principal that is truly dedicated to the success of each student that will walk through her school's doors. With every decision to be made, Ms. Atwood's concern has been how each decision will impact the students. This student-first mentality is sure to have a lasting impact as students will be continually supported by Ms. Atwood and her staff. In fact, I had the opportunity to witness Ms. Atwood speaking with some prospective 5th grade students at the SUN Education Expo and was truly encouraged by her attention to the students. Her respect for them was evident, and her belief in their unique promise as learners and valuable members of a learning community was inspiring. She has promised to personally know each student's name and what they're interested in at her school, and I believe this attention to each and every student will have lasting impacts on the students' education.

What has stood out to me about Ms. Atwood is her effort to include the community in the decisions of the school. She is truly looking for the best practices to ensure our students are challenged and set up for success. Her commitment to making learning applicable to students' lives is encouraging. I believe the expeditionary learning model will make the learning more relevant for our students. As a parent myself, I am so excited that a school of this caliber is coming to the Greater Park Hill and Stapleton communities. I am thrilled that the school will offer a community garden, at least ten sports, Spanish, character education, and expeditions for 6th, 7th, and 8th grade students. These offerings, combined with Ms. Atwood's superb leadership, is sure to create a successful school.

I am confident that Denver Discovery School is sure to be one of the top-performing middle schools in Denver; I am proud to support this school.

Sincerely,

Brittini Fudge

To Whom it May Concern:

As a parent of two DPS students and an employee of the district, I am pleased to support Kristen Atwood and the newest middle school in the Near Northeast region.

Denver Discover School will be a wonderful place for middle schoolers to learn and grow and discover. Through Kristen's vision, and the partnership of the community members and parents who have been working with her, this school program seems sure to be successful from the beginning! Kristen's outreach to elementary schools and parents in the middle school shared boundary ensured enthusiastic support for the program's design. The collaboration at—and between—meetings has been evidence of good things to come regarding the culture and school community that will surround the students who attend Denver Discovery School.

I look forward to staying connected to the school and am happy for my neighbors who have another strong middle school choice.

Best regards,

Nikole

Nikole Bruns Carey | Manager of Community Outreach
900 Grant Street, Denver CO 80203
Ph 720.423.3662 | Cell 303.808.6898 | Fax 720.423.3318
nikole_brunscarey@dpsk12.org | www.dpsk12.org



Students First • Integrity • Equity • Collaboration • Accountability • Fun

I am from Cheyenne, Wyoming and I play for Team DPS!

Appendix C: Waiver Template Use of Non-Adopted District Curriculum

WAIVERS REQUESTED BELOW:

- Science – DELTA FOSS
- Math – Math In Focus

School Name: Denver Discovery School Principal: Kristen Atwood Phone Number: 303-257-5285
Network: Innovation Instructional Superintendent: Debbie Hearty

Request to Purchase or Use

Non-Adopted Core Curricular Resources

Supplemental Resources

Title: FOSS Science Resources: Earth History 2nd edition; FOSS Science Resources: Planetary Systems 2nd edition; FOSS Science Resources: Weather and Water 2nd edition as available

Author: Linda De Lucchi, FOSS Codirector et al **Publisher:**

Delta Education **Subject Area:** Science

Grade(s): 6

Copyright: 2012-2014

Format (click correct box):

Hardback

Paperback

Digital

For Review of Supplemental Resources N/A

For Review of Non-Adopted Core Curricular Resources

Why are you proposing this specific curricular resource for your specific student population?

The School Specialty Delta FOSS Science curriculum will be included within our daily core curriculum. This hands-on curriculum directly aligns with our focus on Project Based Learning in that the cycle of learning replicates the investigative, research, analysis and solution-based learning. Research studies show that urban youth, including high-poverty middle school students, show higher scientific processing skills through this type of methodology. Furthermore, Delta FOSS is aligned to National Science Education Standards (NSES) in which "The National Science Education Standards are designed to guide our nation toward a scientifically literate society. Founded in exemplary practice and research, the Standards describe a vision of the scientifically literate person and present criteria for science education that will allow that vision to become a reality". This Science curriculum includes 9 courses for grades 6-8. Each course is organized into three strands – Earth and Space Science, Life Science and Physical Science and Technology. Each and lasts 9-12 weeks. The 9 courses form a complete 3-year curriculum. With Delta FOSS, students learn science by doing science. They develop deep durable understanding of science concepts and principles through authentic investigations, analysis and reflection. This program teaches scientific thinking processes such as logical analysis and data based decision-making. The four learning modalities include Active Investigation, Reading, Multi-media and

Assessment. This results in a comprehensive understanding of science concepts. Students continue to be engaged in the learning consistently throughout these lessons. These four modalities (active investigation, reading, multi-media and assessment) utilize an inquiry based approach to learning which directly links to our school's commitment around the functions of PBL. Moreover, the curriculum includes student books that complement each module and integrate content reading and writing into the context of learning science. This allows for DENVER DISCOVERY SCHOOL to thoughtfully integrate science and reinforce academic vocabulary. We will follow the same scope and sequence of DPS Science curriculum while aligning the content to both the Next Generation standards and the Colorado standards during our weekly data team conversations. We will have representative support from FOSS during the summer and fall during this transition. They have waived their normal PD fee to support us with this adoption of a new curriculum.

What data and evidence support the use of the requested curricular resources with your specific student population?

Denver Discovery School has adopted a Project-Based Learning approach to education to meet the needs of a diverse population of students including a cohort of GT/HGT students. This approach implicitly requires a constructivist methodology. The Delta FOSS curriculum is an NSF funded, researched and tested curriculum that is based on an inquiry-based, hands-on, constructivist philosophy. Research has consistently shown that an inquiry-based approach increases achievement, attitudes in science and retention of knowledge over time while textbook based programs and "verification labs" tend to have the opposite effect. I have included a few of the many research studies available that indicate these gains.

While classroom studies are very important, it is also important to consider current brain research on how people learn when adopting a curriculum to use in the classroom. The National Research Council's publication *How People Learn* states that the study of expertise shows what the results of successful learning look like. The following are some of the key principles of experts' knowledge that have implications for teaching and learning:

- *"Experts notice features and meaningful patterns of information that are not noticed by novices."*
- *"Experts have acquired a great deal of content knowledge that is organized in ways that reflect a deep understanding of their subject matter." This is also*

known as a conceptual framework.

- *“Experts’ knowledge cannot be reduced to sets of isolated facts or propositions, but, instead, reflects contexts of applicability: that is, the knowledge is “conditionalized” on a set of circumstances.”*
- *Experts solve problems by first seeking an understanding of the problem and this often involves thinking in terms of core concepts or big ideas.*¹

The implications of this understanding for classroom teaching and curricular choices are striking. If we don’t choose curricular resources that support teachers in the development of students as “experts,” students will struggle to develop deep understandings of content. Each Delta FOSS module is broken down into distinct “chunks” of learning. These chunks build on each other in order to provide students with a deeper understanding of content. Modules are focused around big ideas that allow students to become more “expert-like” throughout their studies and aim to help students create a conceptual understanding of content. Patterns surface throughout the module to reinforce concepts from different angles of instruction. Students are asked to apply their learning in new and different ways and asked to design investigations to answer their own questions around content.

In addition to this research, Delta FOSS is in use in every state in the country with over 100,000 teachers and 2 million students and is in approximately 16% of the nation's school districts. The program is on many state adoption lists and is used in 50 of the 100 largest U.S. school districts. Delta FOSS is cited as an exemplary program in publications by nationally recognized organizations in the science reform movement, including National Science Resources Center and the National Science Teachers Association.²

Research Studies:³

Delta FOSS and Inquiry-based instruction:

Coons, L.L. (2004). *The effect of inquiry teaching methods on achievement in a classroom of eighth graders in earth science*. Master's thesis, Minot State University.

Description: In this thesis, the author investigated twenty-one eighth grade students using FOSS's Weather and Water course. The author was both the researcher and the teacher of the course. Students participated in the course for 15 weeks with 9 investigations. The participants were monitored using both formative assessments (Quick-Writes, Informal Notes, Teacher Observation, Student Sheets, Student Journals, Responses Sheets, and Self-Assessments) and summative assessments (before the course, after each investigation, and after

the course). In addition, students completed a rating scale before and after the course on their science experiences and educational background. **The results indicated that the students performed better on the posttest and they also became more engaged in their learning and process skills.** Also the students were significantly less confident in their abilities in science classes, which may be because these students were used to textbook-style learning, which was mainly factual recall. This inquiry-style was new to the students so the change could have been frustrating for some students. This study did not include a comparison group and had a small group of students who participated, however, it showed the positive impact that inquiry-style teaching can have in a classroom.

Investigating the effectiveness of Full Option Science System (FOSS) on elementary students' short-term and long-term achievement. Master's thesis, Lebanon Valley College.

Description: In this thesis, the author is comparing a kit-based science curriculum (FOSS) with a traditional science textbook (McGraw-Hill) on short-term and long-term achievement. One third grade classroom was taught a lesson from the Physics of Sound FOSS kit and another third classroom was taught a similar lesson from the McGraw-Hill textbook. After the students completed the lesson, they were given a post-test immediately, 3 weeks, and 6 weeks after completing the lesson. **The results indicated that the students who were taught using the FOSS curriculum did significantly better on all three post-tests than the students who had the traditional curriculum. In addition, the students that used FOSS retained more information about the topic over the 6 weeks than the students in the traditional curriculum classroom.**

Blanchard, M.R., Southerland, S.A., Osborne, J.W., Sampson, V.D., Annetta, L.A., & Granger, E.M. (2010). Is inquiry possible in light of accountability?: A quantitative comparison of the relative effectiveness of guided inquiry and verification laboratory instruction. *Science Education, 94*(4), 577-616.

Description: The authors in this article compared teachers that used a Level 2 guided inquiry-based approach to instruction with teachers that used a more traditional, verification laboratory instruction. There were twelve middle school teachers and twelve high school teachers that participated and taught a week-long forensics unit. The teachers that were in the inquiry-based group were those that had completed a 6-week professional development program that worked with teachers on inquiry-based instruction. The researchers videotaped all the teachers for the entire week that they taught the forensics unit. They observed and rated the teachers using the Reformed Teaching Observation Protocol (RTOP). This observational protocol examines various aspects of reformed teaching practices. The researchers specifically chose parts of the

protocol that focused on inquiry-style teaching. It was learned that there was a huge variation in how the teachers taught the unit and how they used inquiry in their classrooms. The students were given a pretest, a posttest, and a delayed posttest to examine their progress. **Overall the results indicated that the students with the inquiry-based instruction had stronger gains in various types of knowledge and had better retention.** In addition, they found that that high school students seemed to make stronger gains than the middle school students. Also the teachers who scored higher on the RTOP had students that made more progress while teachers with lower RTOP scores had students who made less progress even if it was a teacher that was using an inquiry-based approach. It is not just teaching the inquiry-based approach, but how well it is taught that has a significant impact on student progress.

Affects on Gifted and Talented Students:

Field, T., Bernal, E.M., & Goertz, J. (2001). How gifted/talented students perceive FOSS science program. *Understanding Our Gifted*, 13(2), 3-5.

Description: In this article, the authors worked with a 5th grade, self-contained, gifted classroom using FOSS's Models and Designs kit. The students had the opportunity to do three activities including "Black Box," "Hum Dinger," and making model go-carts. In "Black Box," the students needed to figure out the inside design of a sealed, opaque box. In "Hum Dinger," the students needed to design a model that hums and dings. In the model go-carts, the student created a self-propelled go cart powered by a rubber band. The students completed surveys about their thoughts about the various activities. **The students enjoyed the activities and were challenged by the activities. The students strongly recommended that the kits be purchased for future students and they wrote persuasive letters to try to make this happen. The students were observed to be very persistent in doing the activities and did not give up when they had issues. They enjoyed the challenge of the activities.**

1. Bransford, John. *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy, 2000. Print.
2. "Full Option Science System." *Full Option Science System in Encyclopedia*. Web. 09 July 2014.
3. FOSS Database of Research: <http://lhsfoss.org/scope/research/search.php>

How do these resources support the instructional shifts in this content area?

"Science is both a body of knowledge that represents the current understanding of natural systems, and the process whereby that body of knowledge has been established and is continually extended, refined, and revised. Because science is both the knowledge of the natural world and the processes that have established

this knowledge, science education must address both of these aspects.”⁴

The instructional shifts in science over the past few years have been significant. With the revision of the Colorado Academic Standards, the introduction of the Next Generation Science Standards and the Common Core, teachers of science, as well as other subject areas, have been required to make substantial shifts in classroom practice, expectations of their students, and assessment strategies. The above quote illustrates the idea that science is not only an extensive body of knowledge, but more importantly, a process, a way of thinking, and a system to create that body of knowledge. Science, by nature, is constructed and discovered – not delivered.

The Delta FOSS curriculum was designed for students to construct and discover their understanding of science. Students are introduced to experiences first. This creates a common classroom experience to build from as well as increases the level of discovery in the classroom. At least two to three times a week, students use these inquiry-based, hands-on investigations to attempt to answer scientific oriented questions. Student-to-student interaction, writing, research and reading enhance and support content development throughout the investigations. Readings are provided *after* investigations to support the development of content. As is often typical in a textbook-based curriculum, readings are provided *before* investigations, which tends to “spoil” the discovery of content. In the real world, scientists discover through investigation and scientific process, not by opening an “all knowing book of science facts.”

Delta FOSS also fosters discourse and reflective thinking. Discourse allows students to engage in the complexity of converting experiences and ideas into spoken or written words. Discourse and relative thinking are important cognitive processes that require students to synthesize an idea or concept into clear sentences that convey information.⁵ Delta FOSS is designed to meet these instructional shifts by mimicking what real scientists do: focusing on the process of science to learn content and the discourse and reflective thinking that scientists do every day in the real world.

4. *Colorado Academic Standards; Science*. Colorado Department of Education, 2009. Web.

5. "What Is FOSS?" *Hands-on Inquiry Based Science Kits for Both Elementary and Middle School Students*. Web. 09 July 2014.

Describe the process and frequency through which the curricular resources and assessment results would be continuously evaluated against the assessment frameworks and standards.

The Delta FOSS modules provide teachers with clear science content learning objectives and outcomes. Throughout the modules there are multiple opportunities for assessment through observation, writing and group conversations. These ongoing formative assessments could be easily aligned with the DPS scope and sequence to assess district-level goals. DDS also will have weekly Data Team meetings as well as Understanding by Design/Backwards Planning (UbD) meetings. During these conversations teachers will ensure that student data is consistent with the learning goals of the unit(s). The UbD meeting will allow for adjustments in lessons and unit progressions in response to outcomes at the Data Team meetings. These meeting will total 120 minutes per week, allowing ample time for these goals to be met.

Our middle school science teacher has a very strong science background and has already begun the process of aligning the Delta FOSS modules to the DPS scope and sequence. Delta FOSS also provides a correlation chart correlating the Delta FOSS modules with the Colorado Academic Standards⁵.

5. <http://www.delta-education.com/science/foss/correlations/Colorado.pdf>

What funding source(s) will be used to support initial purchase and ongoing material needs?

Denver Discovery School is a district-funded school and uses district funds to purchase curriculum. October, 2013, DDS choose Delta FOSS as their requested Science program and therefore requested the appropriate budget to fund for this program. We allotted for the funds in our FF&E budget to be able to purchase Delta FOSS for 109 6th grade students in 2014-2015 and will continue to request these funds for future years to come.

Describe the process, structures, and systems (both initial and ongoing) that will support successful implementation and professional learning around the use of this resource? (Also, indicate the person who will lead the professional learning, either a staff member with experience with the resources or an outside consultant.)

Our science teacher is a highly qualified and experienced science teacher. She brings a wealth of knowledge and experience around best practices in science education. Delta FOSS provides kit trainings as an option and each module comes with instructional support DVDs. Delta FOSS has comprehensive teachers guides

School Name: Denver Discovery School
Network: Innovation

Principal: Kristen Atwood Phone Number: 303-257-5285
Instructional Superintendent: Debbie Hearty

Request to Purchase or Use

Non-Adopted Core Curricular Resources

Supplemental Resources

Format (click correct box):

Hardback

Paperback

Digital

Title: **Math in Focus, Singapore Math**

Publisher: **Houghton Mifflin Harcourt**

ISBN Numbers and Authors for each Course:

Author: Dr. Fong Ho Kheong, Gan Kee Soon, Rr. Ng Wee Leng

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Subject Area: **Math** Grade(s): **6,7,8**

Grade 6: Course 1	
9780547879468	Course 1 Student Book Bundle (A & B)
9780547879260	Course 1 Teacher's Edition Bundle (A & B)
9780547819495	Course 1 Blackline Activities Book
9780547882253	Course 1 Extra Practice Bundle (A & B)
9780547880860	Course 1 Reteach Bundle (A & B)
9780547819860	Course 1 Enrichment
9780547819396	Course 1 Assessments
9780547819686	Course 1 Transition Guide
9780547819327	Teacher One-Stop Planner CD Course 1
9780547819822	Exam View Assessment Generator CD Course 1
9780547820651	Student Book eBook 1 year online access
9780547820064	Student Book eBook 6 year online access
9780547822051	Teacher's Edition eBook 1 year online access (includes online access to Teacher's Edition and other ancillary components)
9780547822044	Teacher's Edition eBook 6 year online access (includes online access to Teacher's Edition and other ancillary components)

Grade 7: Course 2	
9780547879291	Course 2 Student Book Bundle (A & B)
9780547879253	Course 2 Teacher's Edition Bundle (A & B)
9780547819501	Course 2 Blackline Activities Book
9780547882314	Course 2 Extra Practice Bundle (A & B)
9780547886831	Course 2 Reteach Bundle (A & B)
9780547819532	Course 2 Enrichment
9780547819389	Course 2 Assessments
9780547819693	Course 2 Transition Guide
9780547819358	Teacher One-Stop Planner CD Course 2
9780547819846	Exam View Assessment Generator CD Course 2
9780547819952	Student Book eBook 1 year online access

9780547820675	Student Book eBook 6 year online access
9780547822402	Teacher's Edition eBook 1 year online access (includes online access to Teacher's Edition and other ancillary components)
9780547822105	Teacher's Edition eBook 6 year online access (includes online access to Teacher's Edition and other ancillary components)

Grade 8: Course 3	
9780547879307	Course 3 Student Book Bundle (A & B)
9780547879284	Course 3 Teacher's Edition Bundle (A & B)
9780547819518	Course 3 Blackline Activities Book
9780547882505	Course 3 Extra Practice Bundle (A & B)
9780547882352	Course 3 Reteach Bundle (A & B)
9780547819549	Course 3 Enrichment
9780547819372	Course 3 Assessments
9780547819402	Course 3 Transition Guide
9780547819365	Teacher One-Stop Planner CD Course 3
9780547819853	Exam View Assessment Generator CD Course 3
9780547820453	Student Book eBook 1 year online access
9780547820316	Student Book eBook 6 year online access
9780547821993	Teacher's Edition eBook 1 year online access (includes online access to Teacher's Edition and other ancillary components)
9780547821856	Teacher's Edition eBook 6 year online access (includes online access to Teacher's Edition and other ancillary components)

For Review of Non-Adopted Core Curricular Resources

Why are you proposing this specific curricular resource for your specific student population?

Math in Focus follows the pedagogical framework developed by the Singapore Ministry of Education—emphasizing concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. Math in Focus is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. Math in Focus teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each.

Singapore math teaches concepts using a concrete–pictorial–abstract learning progression to anchor learning in real world with hands-on experiences. To allow all students to reach high levels of conceptual understanding and use of skills, a consistent approach of concrete to pictorial to abstract pedagogy is repeatedly employed. Common models across grade levels provide consistency in problem-solving strategies. Differentiated resources are easily accessed through online curriculum materials as well as blackline masters for each grade level. Formative and summative assessments are available to students online and visual flipcharts are available for each lesson at all grade levels.

Math in Focus provides supports for all learners. The curriculum provides teachers with resources and supports for ELLs, opportunities for re-teaching for struggling students, extra practice for on-level students, and enrichment for advanced students. In addition, each unit has a pretest that allows the teacher to assess students' readiness for a particular unit of study. If students have missing prerequisite

skills or are ready to practice the skill at a higher grade-level, Math in Focus provides teachers a reference to how the same concepts were taught in a previous grade-level. In this way, teachers can strategically backfill missing skills without having to go outside the curriculum for instructional resources.

What data support the requested alternative core program?

Math in Focus has been found to be a rigorous and successful curriculum. In a study conducted by the Educational Research Institute of America, Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math (by Marshall Cavendish) “program is equally effective with various demographic and achievement level students.” Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

Achieve, an education policy organization states in their 2010 report, “Overall, the CCSS are well aligned to Singapore’s Mathematics Syllabus. Policymakers can be assured that in adopting the CCSS, they will be setting learning expectations for students that are similar to those set by Singapore in terms of rigor, coherence and focus.” <http://www.achieve.org/files/CCSSandSingapore.pdf>

“The results showed that the Math in Focus classes made significant gains over the course of the tryout period. The effect size was large. The results also show consistent evidence that the Math in Focus: Singapore Math by Marshall Cavendish program is equally effective with various demographic and achievement level students.” Math in Focus Course 1 (6th grade) Study conducted by the Educational Research Institute of America, April 2011, <http://hmhelearning.com/math/mathinfocus/resources/MiF%20Course%201-Study.pdf>

In addition, the initial implementation of Math in Focus in current innovation schools in Denver Public Schools has shown the curriculum to be effective.

What funding source(s) will be used to support initial purchase and ongoing material needs?

DDS will use textbook mill levy, and district curricular funds to fund the purchase of initial and ongoing materials.

What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?

Prior to the start of the school year, all teachers will participate in an initial professional development orienting them to the program components, scope and sequence, and instructional design. The initial professional development will be provided by the publisher and will take place at the beginning of the school year, prior to students arriving. Publisher professional developers will spend 3 additional days supporting teachers around implementation and alignment to CCSS.

After this initial set of professional development, teachers will participate in ongoing support and professional development through observation and feedback, coaching, grade level and vertical planning, and lab classroom observations. Administrators and math teacher leaders will provide unit planning professional development using DPS’s Unit Planning Protocol in collaboration with IB unit planning templates.

Administrators and teacher leaders will provide the majority of professional development during the year. DDS administrators and teacher leaders will meet with Math in Focus consultants to guarantee that the professional development is in alignment with the academic goals of DDS.

How will student mobility be accommodated into and out of this alternative core program to the DPS core program?

Each chapter of Math in Focus, Singapore Math contains a pre-assessment to determine students' prior knowledge. Any student new to our school will take the current pre-assessment and depending on his/her prior knowledge, math teachers will decide where to begin instruction. Each lesson in Math in Focus, Singapore Math contains online transition resources so teachers can modify instruction students who are not yet ready for the prescribed lesson. Each lesson 6-8 is traced back to the lowest grade level where the concept is introduced. Teachers can choose the appropriate lesson for the students' zone of proximal development and lead students up to the grade level lesson.

How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?

Math Teacher Leaders will provide new teachers professional development in Math in Focus, Singapore Math. Professional development offered by Teacher Leaders will include: new teacher induction classes, modeling lessons, teacher coaching, collaborative planning meetings, and student assessment data analysis.

How does this curriculum support your performance school's mission and vision?

The program emphasizes concept mastery, a concrete–pictorial–abstract approach, metacognitive reasoning, and the use of model drawing to solve and justify problems. *Math in Focus* is designed to provide students with a coherent sequence of topics that gives students time to fully master foundational math skills. It teaches math concepts to mastery by emphasizing the various facets of each concept, and then limiting repetition from year to year. This means that a great deal of attention is paid to the order in which math concepts are taught at each grade, and the time spent on each. Math in Focus's aligns perfectly with our vision by providing a research-based rigorous mathematical program to raise student achievement at DDS.

Vendor: **Houghton Mifflin Harcourt**

Vendor Contact Name: **Rebecca Osborn**

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Email: **Rebecca.Osburn@hnhco.com**

Vendor Street Address: **1900 South Batavia Avenue**

City: **Geneva**

State: **IL**

Zip Code: **60134**

Price Each: **see attached pricing proposal** Quantity:

Subtotal:

Account Number:

Order Number:

Approved by:
(Principal or Assistant Principal)

Date:

Approved by:
(Chief Academic Officer or designee)

Date:

Appendix D: Job Descriptions for all Leadership Team Positions

Job Description: PRINCIPAL

Essential Functions:

Denver Public Schools is recognized as a top district in the country for cultivating a healthy environment where school reform can flourish. We are the fastest-growing large urban school district in the nation and have demonstrated double-digit growth with our state assessment scores during the last several years. We are laser-focused on hiring talented leaders to drive better outcomes for students through raising the academic bar and closing achievement gaps. In Denver, the principal upholds and drives our shared core values: Students First, Integrity, Equity, Collaboration, Accountability and Fun. The principal provides the overall direction and leadership of a DPS School in an innovative and progressive environment through supporting the DPS vision of leading the nation's cities in student achievement, high school graduation, college readiness, and career success.

Culture and Equity Leadership

Leads for equity toward college and career readiness.

- Aware of, speaks openly about, and celebrates differences and diversity among students, families, and staff; and in society.
- Publically draws attention to all equity gaps that exist for various groups of students with plans to address their elimination; leader makes difficult decisions that will close achievement gaps in the school.

Leads for culture of empowerment, continuous improvement and celebration.

- Ensures intentional and regular celebrations to mark the success of individual, group, and school achievements.
- Empowers teachers to make instructional decisions and meets formally and informally with teachers to review student data, discuss instructional implications and better understand how to support teachers in meeting student needs

Instructional Leadership

Leads for high-quality, data driven instruction by building the capacity of teachers to lead and perfect their craft.

- Regularly participates in data-driven conversations with individual and groups of teachers to review student level data, discuss instructional implications, and understands how to support teachers in meeting student needs
- Ensures teachers receive regular, direct, actionable feedback regarding their classroom practice to grow professionally and increase instructional consistency across all classrooms.

Leads for the academic and social-emotional success of all students (linguistically diverse, students with disabilities, gifted and talented, historically under-achieving students).

- Values students with different academic and physical needs and shares this value broadly with the school community through comments, actions, and school-wide decision making (e.g., students with disabilities have appropriate space/location in the building to support their learning).
- Ensures that data for diverse student populations is available to all teachers; disaggregated; embedded into data analysis processes; and that next steps are clearly defined and taken based on the analysis

Leads for effective English Language Acquisition programming

- Ensures that the DPS best practice on identification of, instruction of, assessment of, and program evaluation for English language proficiency takes place.
- Is knowledgeable about and supports teachers in the implementation of English language development standards across all content areas.

Human Resource Leadership

Identifies, develops, retains and dismisses staff in alignment with high expectations for performance.

- Anticipates open positions and actively recruits and hires high quality, diverse staff matched to the needs of the school and the school's strategic plan.
- Regularly looks at a body of evidence, including student achievement data to assess performance in order to identify supports and make effective performance management decisions.

Applies teacher and staff performance management systems in a way that ensures a culture of continuous improvement, support, and accountability.

- Facilitates reflective feedback conversations based on teachers' levels of self-reflection so all teachers are supported in articulating their strengths and discovering their areas for growth.
- Ensures that performance conversations and aligned professional development provide teachers with the tools necessary to meet the needs of diverse student populations.

Strategic Leadership

Leads the school's Vision, Mission and Strategic Goals to support college readiness for all students.

- Regularly uses quantitative and qualitative data to identify the school's current reality (trends and gaps for all student groups represented at the school).
- Collaboratively develops a motivating, shared vision and mission that is the driving force behind initiatives that help students acquire 21st century skills.
- Distributes leadership to inspire change in support of an empowered school culture.
- Models the leadership behavior he or she expects to see in others and provides feedback to develop leadership capacity.
- Functions successfully in an environment where change is the norm and ambiguity is often present; models this for others.

Organizational Leadership

Strategically aligns people, time and money to drive student achievement.

- Utilizes innovative staffing and scheduling to ensure the school day and school year maximize instructional time to benefit all students.
- Makes creative, sound, legal/ethical, and transparent budget decisions based on the school's mission, strategies and learning goals.

Ensures effective communications with and between all staff and stakeholders.

- Communicates with all staff members on both a personal and professional level in order to build a strong sense of community.
- Recognizes communication styles unique to cultural norms and adjusts his/her style accordingly to meet needs; frequently and deliberately checks for mutual understanding and solicits feedback from others.

Community Leadership

Actively advocates for members of the school community and effectively engages family and community.

- Actively finds ways to communicate the successes of the school to the broader community and creates partnerships to bring additional people and resources into the school.
- Uses innovative ideas that increase student enrollment (as appropriate), using a comprehensive marketing plan as well as planned activities for outreach at various points during the school year.

Demonstrates professionalism and continuous professional growth.

- Reflects shared values in interactions in the school, district, and community; demonstrates high standards for professional and personal interaction.
- Models and upholds high standards for professional behavior that are representative of the positive norms, values, and culture of the organization.

Education/Experience:

Master's Degree is preferred. Appropriate specialization such as, administration, curriculum, instruction, and literacy will be strongly considered. Five (5) to seven (7) years of actual instructional/classroom experience as an educator is required. Previous leadership experience preferred.

Licensure/Qualifying Standards:

A current valid State of Colorado Principal License.

Job Description: Educational Counselor/Dean of Students

POSITION OBJECTIVE – Describe general objectives. Include the purpose of the position, expected outcomes and results, and overview of areas of accountability.

Support students in meeting and maintaining goals of the DDS program by engaging them in opportunities to learn and develop skills while holding students accountable. This role supports teachers with engaging students in the classroom via coaching and professional development. The objective of these supports is for students to show growth in all core academic areas and display their “DDS behaviors” consistently.

ESSENTIAL FUNCTIONS – Describe each of the basic functions and responsibilities of the job.

- Manages student behavior plans and coordinates with individual teachers, support staff, parents, students and outside agencies.
- Supports the implementation of the school culture system
- Oversees Restorative Justice behavior support for all students in grades 6-7
- Conducts de-escalation counseling and training for staff and students
- Supports the RTI process by working with, tracking and documenting Vista Academy Behavior and Academic Responsibility Plan and other documents that monitor behavior and academic success of students
- Supervises students during lunch/recess rotations
- Supervises school activities in the building and outside of the building during hallway transitions, before and after school, during field trips and etc.
- Develops and facilitates interventions and supervises extended learning
- Develops clear protocols and expectations for coaching, peer and classroom observations, including specific forms to provide critical feedback around student engagement
- Develops and implements approaches to new teacher supports including providing critical resources and setting up mentoring relationships to meet the unique and real needs of new teachers
- Identifies model classrooms or learning labs for teachers to observe best instructional practice by content area
- Works collaboratively and cross functionally with school and the District ELL Support Model team
- Coordinates with outside organizations and agencies such as drug and alcohol agencies, mental health organizations to provide services to students.
- All other duties as assigned concerns

LICENSURE & CERTIFICATION – Include licensure and certification requirements, if applicable.

- Colorado Teaching License or similar teaching endorsement/certification preferred
- Current and valid Colorado driver’s license

EDUCATION & EXPERIENCE – Describe the minimum education and experience required for the job.

- Have 3-5 years teaching or educational experience
- Bachelor’s degree from an accredited four-year educational institution
- Master’s degree from an accredited educational institution is preferred
- Successful experience working with low performing schools and/or districts including schools with a high number of ELL students
- Experience as a Dean of Students or Student Advisor is preferred
- Urban experience preferred
- Successful experience in working with adults in a coaching situation; experience with the data team process
- A minimum of five years successful teaching experience

KNOWLEDGE & OTHER QUALIFICATIONS – Describe specific knowledge and qualifications required for the job.

- Ability to work urgently in a fast-paced and results-oriented environment
- Detailed-oriented and self-directed
- Ability to provide feedback to students and teachers/staff in a supportive and constructive manner
- Strong communication, counseling, interpersonal, verbal and written skills
- Demonstrated organizational and problem solving skills
- Proficient in Microsoft products, outlook word, excel, power-point, Smart or Power Board, Clickers, Infinite Campus and etc.
- Knowledge of Restorative Justice practices and programs
- Must have knowledge of RTI processes and have some experience in a school where an RTI program was implemented.
- Demonstrated knowledge of professional development facilitation
- Ability to effectively coaching and mentor teachers and staff

EQUIPMENT & VEHICLES USED – Include the equipment and vehicles used, if applicable.

Various office equipment, SmartBoard and other educational technology.

The above statements are intended to describe the general nature and level of work being performed by individuals assigned to this job. They are not intended to be an exhaustive list of all responsibilities, duties, and skills required of personnel in this classification.

KRISTEN A. ATWOOD

3480 Syracuse Street, Denver, CO 80238
720-424-4792

OBJECTIVE

To develop and create one of Denver Public School's highest performing Middle Schools for the Greater Park Hill/Stapleton community.

HIGHLIGHTS OF QUALIFICATIONS

- Designing and implementing a teacher evaluation process aligned to LEAP thus creating opportunities for reflective dialogue as well as identifying specific next steps based on the school-wide and individual focus areas.
- Developing and implementing school-wide Professional Development using Lesson Study as our platform for learning and reflection.
- Leading weekly data teams to support teachers as we continually plan lessons using real-time data to support instructional decisions.
- Trained and experienced using cognitive coaching to work instructionally and reflectively with teachers.
- Skilled in supporting teachers with the implementation of strategies from the DPS Planning Guides, Singapore Math and SpringBoard.
- Skilled in supporting teachers with the implementation of 'best practices' in regards to effective instruction to meet the demands of all learning styles in a rigorous and technologically advanced classroom.
- Actively involved in planning and participating in District "Learning Labs" to support teacher and student growth.
- Successful in providing whole-staff, grade-level as well as individualized support for teachers around professional development for purposes of more deliberate teacher work.
- Outstanding oral and written communication skills.
- Outstanding organizational skills.

PROFESSIONAL EXPERIENCE

Principal, Denver Discovery School

August, 2013 – Present

- Administrator responsible for all teacher evaluations, data teams, professional development, and teacher coaching.
- Instructional leader responsible for high achievement as well as high growth for all students, including gifted and talented as well as students with disabilities.
- Instructional leader well versed in intervention programming as well as differentiation practices to support the growth of each and every student.
- Oversees culture, discipline, and UbD conversations.
- Responsible for the day to day operations of the school building

Director of Achievement: McAuliffe International Schools June, 2012 – August, 2013

- Administrator responsible for all teacher evaluations, data teams, professional development, and teacher coaching.
- Instructional leader responsible for high achievement as well as high growth for all students, including gifted and talented as well as students with disabilities.
- Instructional leader well versed in intervention programming as well as differentiation practices to support the growth of each and every student.

Assistant Principal: Florida Pitt Waller, K-8, June, 2011 – June, 2012

- Instructional Leader – 4th-6th grade, emphasis on Writing and data analysis.
- Site Assessment Leader – TCAP, Interim Assessments, STAR Assessment.
- Supported school-wide and grade-level Data Team conversations.
- Teacher evaluations – 16 certificated staff members.
- Paraprofessional evaluations – 18 paraprofessionals.

Assistant Principal: Green Valley Elementary June, 2010 – May, 2011

- Key player in the deliverance of CDE's recommendations after in-depth state audit.
- Key player in the intense process of 'School Turnaround' coming in as new administration with one year to maintain moral, instill high academic expectations in the classroom, while reducing all staff at the school.
- Supported school-wide and grade-level Data Team conversations
- Dean of Students – Primary disciplinarian for K-5
- Site Assessment Leader – CSAP, Interim Assessments, STAR Assessment
- Teacher evaluations – 15 certificated staff members
- Paraprofessional evaluations – 16 paraprofessionals – ECE, ELA-S, Special Education

Instructional Specialist: Network 5, Denver Public Schools August, 2009 – June, 2010

- Developed and presented Professional Development modules that aligned classroom instruction and progress monitoring with the specific learning outcomes expected for all students.
- Organized a five-day intervention observation and debrief session involving over four administrators and twenty-five teachers and paraprofessionals.
- Supported new and veteran, as well as both general and special, educators in the coaching cycle as we worked towards more successful teaching practices.
- Worked with general and special educators to provide modeling of district curriculum as well as district interventions for purposes of more intentional practices.
- Utilized backward design to align classroom instruction with Colorado content standards and district curriculum in general and special education.
- Provided training, technical direction and guidance to teachers regarding appropriate use of assessment data (CBM's, Benchmarks, CSAP results, and more intense diagnostics) to create a Body of Evidence to guide high-quality instruction and determine next steps.
- Consulted with principals and classroom teachers to provide strategies and feedback on best practices and instructional techniques in both Reading and Math and assisting in differentiating instruction to the needs of students.

Special Educator: Thomas Jefferson High School, Denver, CO July, 2001–June, 2009

- Pivotal player in the implementation process of Inclusionary Instruction
- Department Chairperson, 2004 – 2008

- Scheduling of students using Infinite Campus
- All-school Professional Development around the use of Assessment Frameworks to support lesson planning and curriculum development.
- Mentoring and continued support of new teachers
- Principal of Summer School at Thomas Jefferson High School, 2006
- Classroom Teacher for the Studio Literacy Program, Wilson Reading Program, SpringBoard, and Modified Computational Math, and Modified Algebra.
- Development and implementation of Individual Learning Plans (ILP's) Individual Education Plans (IEP's).
- Development and implementation of multi-sensory approaches to teaching in all content and specialized areas.
- Mastering and exemplifying differentiated instruction strategies in both general and special education classes.
- Collaboration with department, outside agencies and families.
- Coach for Girls Soccer Team, 2002 – 2004.
- Sponsor for Class of 2005 – 4-year commitment.
- *Mile High Teacher of the Year* – Thomas Jefferson High School, 2007/2008.

Special Educator: Smiley Middle School, Denver, CO

1997 – 2001

- Reading and Math classroom instructor.
- Developed, implemented and evaluated interventions for students.
- Part of a pilot program to introduce inclusionary education at the 6-8 level.
- Utilized a multi-disciplinary approach to create effective IEP's.
- Teacher of Saturday School program.
- Club Sponsor for Wellington Webb's after-school programs.
- Coach for Girls Soccer Team, 1998 – 2000.

RECOGNITION

- *Mile High Teacher of the Year* – Thomas Jefferson High School, 2007/2008

PROFESSIONAL DEVELOPMENT

- Adaptive School Training, 2013
- Cognitive Coaching Training, 2013
- Lesson Study Training, 2012
- Secondary SIT Training, 2008
- Member of the Peer Assistant Team - provides support for teachers on remediation, 2009
- Springboard Institute, 2007
- Transition Summer Institute, 2007
- Member of the Principal Search Committee (PSC) at TJHS, 2006
- Graduate Research under Elizabeth Kozleski, April, 2004 – September, 2004
 - UCD/Adams 14 District Partnership project, 2005
- Co-chair of the Principal Search Committee (PSC and CSC), Thomas Jefferson High School, 2003 – 2007
- Presenter on 'Accommodations and Modifications around Technology Usage' at the 2004 Tech Odyssey in Education Conference, University of Colorado at Denver, January, 2004.
- Denver Public Schools Literacy Program, 2003
- Intel Teach to the Future, Spring 2003, September, 2006

- Completion of Studio Course Fall Institute, Summer 2003
- English as a Second Language Professional Development Training, Fall 2001
- Standards Resource Team, 2001
- Colorado School Mediation Project, 2000

EDUCATION AND CERTIFICATION

University of Denver, Denver, CO Administrative Licensure

Graduation Date: June, 2007

University of Colorado, Denver, CO Masters in Language Literacy and Culture

Graduation Date: June, 2001

Bowling Green State University, OH Bachelor of Science in Special Education

Graduation Date: June, 1997

REFERENCES

Debbie Hearty, Chief Culture, Equity and Leadership Team

Gwen Henderson-Gethers, Principal, Collegiate Preparatory HS

James Scott, Instructional Superintendent, FNE

Janice Spearman, Principal, Lincoln Elementary

Appendix F: School Organization Chart & Staff Roster

	2014-15	2015-16	2016-17
Principal	1.0	1.0	1.0
Educational Counselor/Dean of Students	.75	1.0	1.0
Guidance Counselor	.5	.2	.2
Special Educator	.5	1.0	2.0
Interventionist	.5	1.75	1.75
GT/HGT & PBL	.5	.5	.5
Secretary II	1.0	1.0	1.0
Psychologist	.2	.2	.4
Nurse	.2	.2	.4
Math Teacher	1.0	2.0	3.0
Language Arts Teacher (ELA Qualified)	1.0	2.0	3.0
Social Studies Teacher	1.0	2.0	3.0
Science Teacher	1.0	2.0	3.0
Specials (ELA Qualified)	.5 music .5 Art .5 PE .5 Spanish*	1.0 music 1.0 Art 1.0 PE 1.0 Spanish*	1.0 music 1.0 Art 1.0 PE 1.0 Spanish* 1.0 Engineering
TOTAL STAFF:	11.15	18.85	25.25

At full build the school will have approximately an 18:1 Student to Teacher ratio with a full array of specials.

Below is a list of roles and responsibilities for our administrative team. Working as a team, the Dean of Students, Special Educator and Guidance Counselor will:

<input type="checkbox"/> Develop and communicate the school's vision and create a plan to achieve that vision;
<input type="checkbox"/> Serve as the instructional leader and oversees curriculum development and assessment;
<input type="checkbox"/> Facilitate and ensure strong family-school partnerships;
<input type="checkbox"/> Maintain communication with the CSC, including presentation of formal reports as appropriate;
<input type="checkbox"/> Ensure a safe environment for learning (including school bus transportation and bike routes for students)
<input type="checkbox"/> Oversee recruitment, selection, evaluation, supervision, retention, and dismissal of the Teachers, Guidance Counselor, Secretary, Support Staff, Dean of Instruction, and Consultants;
<input type="checkbox"/> Implement and follow policies and procedures;
<input type="checkbox"/> Coordinate development and implementation of the school schedule;
<input type="checkbox"/> Host visitors and cultivates relationships with community members;
<input type="checkbox"/> Promote the school in the community and media;
<input type="checkbox"/> Manage the facility;
<input type="checkbox"/> Oversee school finances;
<input type="checkbox"/> Ensure compliance with the school district and accountability systems (e.g. annual reports, accountability plan, renewal, etc.);
<input type="checkbox"/> Ensure compliance with all local, state, and federal policies, regulations, and reports;
<input type="checkbox"/> Provide leadership and direction to staff;
<input type="checkbox"/> Oversee, continually evaluates, and is accountable for all school programs, finances, facilities, strategic planning, and operations;
<input type="checkbox"/> Build and maintains connections with community members, and organizations.
<input type="checkbox"/> Delegate day-to-day responsibility to secretary, and other school administrators;
<input type="checkbox"/> Collaborate with the Administrative Team to ensure that educational and other programs have all required supports and resources.
<input type="checkbox"/> Ensure curriculum alignment with Common Core State Standards;
<input type="checkbox"/> Implement effective internal assessment systems and uses data to inform decisions; oversees weekly data teams;
<input type="checkbox"/> Plan and implements summer instructional program;
<input type="checkbox"/> Observe teachers and consultants, meeting with them to provide feedback;
<input type="checkbox"/> Oversee, plans, and implements professional development activities;
<input type="checkbox"/> Seek and shares curriculum and instructional practices from other schools and professional journals;
<input type="checkbox"/> Attend teacher meetings, supports teachers, and facilitates positive faculty dynamics;

<input type="checkbox"/> Site Assessment Leader (SAL) Coordinates standardize testing processes and reporting
<input type="checkbox"/> Effectively communicate with teachers, parents, and administrators to facilitate the IEP process;
<input type="checkbox"/> Remain current on rules set forth in early childhood, special education and ELL law and regulations;
<input type="checkbox"/> Maintain privacy of student records and information;
<input type="checkbox"/> Serve as primary liaison with DPS Special Education Services and ELL Services;
<input type="checkbox"/> Ensure compliance with SPED, ELL regulations and the maintenance of accurate special education records in accordance with state/federal law;
<input type="checkbox"/> Ensure that students with IEPs receive the instruction and services required by law from qualified staff;
<input type="checkbox"/> Develop and implement peer mediation and conflict resolution programs;
<input type="checkbox"/> Be responsible for immediate crisis intervention with students when necessary;
<input type="checkbox"/> Conduct aggressive parent outreach in cases of extreme attendance, homework, and/or behavior issues;
<input type="checkbox"/> Implement crisis counseling;
<input type="checkbox"/> Closely monitor most struggling students in terms of family life, peer relationships, schoolwork, and homework;
<input type="checkbox"/> Network families with support organizations when necessary;
<input type="checkbox"/> Enforce school rules and policies when necessary;
<input type="checkbox"/> Assist staff with lunch and recess coverage;
<input type="checkbox"/> Work with staff to develop individualized behavior modification plans for struggling students;
<input type="checkbox"/> Builds and maintain connections with parents and families;
<input type="checkbox"/> Develop and implement parent volunteer program;

Appendix H: Personnel Policies or Employee Manual

DENVER DISCOVERY SCHOOL

STAFF HANDBOOK

The following policies and procedures for teachers and students will allow us to create and uphold a middle school culture of high expectations in a safe, focused, and nurturing environment.

DDS is an innovation school and has secured the following waivers. The specific replacement policies for each waiver are included in the innovation plan which is provided to all staff members.

1. DPS Policy Waivers

- BDFH-R4: Collaborative School Committees
- CFBA: Evaluation of Evaluators
- DF & DF-R: Revenue from Non Tax Sources
- IC/ICA: School Year/School Calendar
- IE: Organization of Instruction
- IGA: Curriculum Development
- IGD: Curriculum Adoption
- IIA/ IIA-R: Instructional Materials
- IJJ/ IJJ-R: Instructional Materials
- IKE / IKE-R: Promotion, Retention and Acceleration of Students
- GCF: Professional Staff Hiring
- GCB: Professional Staff Contracts and Compensation
- GCID: Professional Staff Training, Workshops and Conferences
- GDA: Support Staff Positions
- GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures
- GDI: Support Staff Probation, Tenure and Seniority
- GDD: Support Staff Vacation
- IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)
- IKB: Homework

2. DCTA Collective Bargaining Agreement Waivers

- Article 1-2: Definition of Teacher
- Article 1-7: Definition of “School Year”
- Article 2-4-1: Waivers from Agreement
- Article 5-4: School Leadership Team
- Article 8: Professional Standards
- Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers
- Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action
- Article 13-7 Hiring timelines
- Article 13-8 Personnel Committee
- Article 14-1: Summer School Teaching Positions
- Article 20: Procedures for Conducting Reduction in Force
- Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time
- Article 32: Extra Duty Compensation
- Article 7: Grievance Policy

3. State Statute Waivers

- Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel
- Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay
- Section 22-32-109(1)(g): Handling of Money
- Section 22-32-109(1)(n)(I): Schedule and Calendar
- Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
- Section 22-32-109 (1)(n)(II)(B): School Calendar
- Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks
- Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards
- Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development
- 22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
- 22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel
- 22-32-126: Employment and authority of principals
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision

- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers – Compensation
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review
- Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule
- 22-63-402. Services – disbursements
- 22-7-1207: Advancement – decision – parental involvement

INTRODUCTION

Welcome to Denver Discovery School! This handbook provides a framework of expectations for all employees at DDS.

IMPORTANT NOTICES

The information contained in this handbook is the most current at the time of printing and supersedes all previous handbooks, policies, or practices by DDS.

DDS reserves the right to alter, amend, change, modify, or terminate any terms, benefits, or provisions contained in this handbook or any other DDS documents, plans, policies, or procedures at any time, with or without notice to the employee.

The provisions contained in this handbook are informational in nature only. They are not intended to, and do not, create or constitute a contract of employment or promise of any kind between DDS and its employees.

Any promises, representations, or statements concerning "fair" treatment or the like, whether in this handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.

No agent or other representative of DDS, except the principal, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, any such promise, representation, or statement by the principal must be in writing and signed by both parties.

DISPUTE RESOLUTION

Collaborative Resolution Process: The principal, faculty, and staff at DDS are committed to solving problems in a good faith and at the lowest possible level. Therefore, if the faculty or staff members believe that the terms of the Innovation Plan have been violated they are expected to raise the matter with the appropriate member of Administration to help resolve the dispute. They will listen to the concern or dispute and make the final decision. If the claim or dispute involves the principal, the faculty or staff member should raise the matter with Instructional Superintendent (IS) or HR Representative to resolve the dispute. The decision of the IS or HR Representative shall be final in such instance.

EMPLOYMENT PROCEDURES

DDS retains the right to dismiss employees teachers for cause at any time. Dismissal decisions will be in accordance with the school's annual contract employment policy for teachers, and the procedure for dismissal will mirror the procedure outlined in DPS Board of Education policies GDQD and GDQD-R for classified employees and include Performance Improvement Plan, if applicable. Any teacher at HTES is subject to renewal or nonrenewal at the end of each contract year, for any reason. All teachers at DDS are hired on annual contracts. All other employees at HTES will remain at will.

EQUAL OPPORTUNITY

DDS is an equal opportunity employer. This means that DDS provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

HARASSMENT

DDS expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Improper interference with the ability of DDS's employees to perform their expected job duties is not tolerated. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes.

Sexual harassment is considered to be:

Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

Offensive comments, jokes, innuendoes, and other sexually oriented statements.

Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

HARASSMENT OR DISCRIMINATION COMPLAINT PROCEDURE

The principal and other administrative personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, or another factor protected by law, or believe that you have been treated in an unlawful, discriminatory manner, promptly report the incident to your supervisor or to the principal.

Complaints will be investigated promptly. Your complaint will be kept confidential to the greatest extent possible.

If DDS determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

DDS prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

ACCOMMODATIONS OF INDIVIDUALS WITH DISABILITIES

Qualified individuals with a disability may make a request for reasonable accommodation to the principal. On receipt of an accommodation request, the principal will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that DDS might make to help overcome those limitations. DDS may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

The principal (in conjunction with the appropriate district representatives identified as having a need to know), will determine the feasibility of the requested accommodation.

The principal will inform the requesting individual of DDS's decision on the accommodation request or on how to make a reasonable accommodation.

CODE OF CONDUCT

An obligation rests with every employee to render honest, efficient and courteous performance of duties. As an integral member of the DDS team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of integrity at all times. We ask that employees take responsibility and be held accountable for adhering to this philosophy.

We enlist the help and concern of all employees to ensure that work areas are safe and free of hazardous conditions.

When performance or conduct falls short of DDS standards or expectations, the school may take action, which in its opinion, is appropriate. Underperforming employees will be given a reasonable opportunity, as defined by the school principal, to improve their performance: Underperforming employees will first receive a memorandum of understanding outlining the area of concern. If the employee continues to underperform, he or she will receive a letter of reprimand detailing the area of concern and the expected outcomes. If underperformance continues, the employee's position with the school will be terminated.

Disciplinary actions can range from a formal discussion with an employee about the matter to an immediate discharge. Action taken by the school in individual cases should not be assumed to establish a precedent in other circumstances.

KEYS

Please see the Principal's Secretary to learn how to check out classroom keys and a building fob.

BREAKS

During the course of a day, DDS provides for at least one planning period for instructional staff and two fifteen-minute breaks for non-instructional staff. All employees will have one 30-minute (or more) meal break per day. We encourage all employees to take care of personal business either at lunchtime or after work hours.

OPEN DOOR POLICY

If you have a work-related problem or feel that procedures are not properly applied, we have an "open door policy." You are encouraged to take your problems to the Principal as the

majority of misunderstandings can be resolved between employees themselves and/or their supervisor.

PERSONNEL RECORDS

DDS keeps a personnel file on each employee. To ensure that your personnel file is up-to-date at all times, notify the principal in writing of any changes in your name, telephone numbers, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

REFERENCE CHECKS

All inquiries regarding a current or former DDS employee must be referred to the principal.

Should an employee receive a written request for a reference, he or she should refer the request to the principal for handling. No DDS employee may issue a reference letter to any current or former employee without the permission of the principal.

Under no circumstances should any DDS employee release any information about any current or former DDS employee over the telephone. All telephone inquiries regarding any current or former employee of DDS must be referred to the principal.

In response to an outside request for information regarding a current or former DDS employee, the principal will furnish or verify only an employee's name, dates of employment, job title and department. No other data or information regarding any current or former DDS employee, or his or her employment with DDS, will be released unless the employee authorizes DDS, in writing, to release such information or DDS is required by law to furnish any information.

CONFIDENTIALITY

All of the operations, activities, business affairs, and records of DDS are confidential and employees must, therefore, treat all such matters accordingly. No school related information, including without limitation, documents, files, records, computer files or similar materials (except in the ordinary course of performing duties on behalf of DDS) may be removed from work premises without permission from the principal. Additionally, the contents of DDS's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required by a business purpose.

DRESS CODE

Teachers are expected to maintain the highest degree of professionalism throughout the terms of their employment at DDS. All male teachers are expected to wear dress shirts, dress slacks, and dress shoes on each school day. All female teachers are expected to wear comparable professional attire, including dress slacks, dresses or skirts. Female teachers are expected to have shoulders covered except when extreme cases of heat (air-conditioning system is not working). Teachers are expected to wear closed-toe shoes.

SMOKING

DDS is a smoke-free campus. Teachers may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day.

USE AND CARE OF EQUIPMENT

All equipment, furniture, and other materials provided by the school are the property of Denver Public Schools. Teachers are expected to treat all equipment with the utmost respect. In general, school materials should not be taken home, with the obvious exceptions of laptop computers and supplies needed to complete work at home.

TECHNOLOGY RESOURCES POLICY

The technology resources of the school are made available to teachers in order to ensure the delivery of the academic mission of the school. As a result, technology resources should be used for these expressed purposes:

- Teacher use of the Internet and their computers during the school day is intended for academic and teaching purposes only. Personal use of the Internet or email should be avoided.
- It is strictly forbidden to use school technology to access inappropriate Internet materials (such as pornography), to access any illegal materials, or to conduct any illegal business.
- All files on the school computers and all emails sent or received through a school account are the property of the school and may be monitored or seized at any time at the discretion of the principal. As a result, there is no reasonable expectation of privacy when using the school's technology resources. Use of DPS's e-mail, voice mail, Internet access, and other electronic information resources constitutes the employee's acknowledgment of and consent to this policy and DPS's right to monitor.

The school reserves the right to take disciplinary action for inappropriate use of its technology resources up to and including termination of employment.

WORKPLACE SEARCHES

To safeguard the safety and property of our employees, our students, and DDS, DDS reserves the right to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises.

It is considered to be part of each employee's job at DDS to cooperate with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

PERSONAL LEAVE

Twenty-four hour notice is required for any personal day.

PROFESSIONAL DEVELOPMENT

Teachers are expected to attend all school-mandated professional development opportunities and trainings. This includes, but is not limited to the week before school starts, weekly common planning time and summer trainings offered by Project Based Learning consultants. If you need to miss a staff development session, you are still responsible for the information that was covered. Please meet with the Principal to collect handouts and debrief the content covered.

ACCIDENTS, ILLNESS REPORTS-CHILDREN

In the event of minor injuries to students, teachers are asked to administer basic first aid (bandages, soap and water, rest, TLC, etc.) If students complain of illness, allow them to take a break or put their head down if they are not feeling well. When necessary, send students to the main office – to see Ms.

Allen. If the teacher feels strongly that the parent needs to be called or the student needs to go home, please advise the office. Students may not contact parents directly about accidents, injuries or illness. It is recommended that teachers use rubber gloves when working with students who are bleeding, vomiting, etc. Contact the nurse or office personnel for supplies and additional information to assure your personal safety.

A student with a more serious illness or injury should be referred to the clinic immediately. Parents will be notified as necessary. An accident report form may need to be completed and returned to the office by the staff member(s) who witness an accident.

ACCIDENT REPORTS-STAFF

Injuries to employees should be reported to the principal and principal's secretary immediately and an accident form completed. Information on Worker's Compensation will be provided for employees.

Important: In order to qualify for Worker's Compensation, you must report an accident within 48 hours.

EMPLOYEE ATTENDANCE AND PUNCTUALITY

The overall operation of DDS depends on the regular presence of all of our employees. Therefore, all employees are expected to report to work on time, on all scheduled workdays and during all regular work hours.

If you are unable to work or you will be late for work, you must notify the principal no later than thirty minutes before your regular starting time. You must call the principal each day of your absence, no later than thirty minutes before your regular starting time, until a date of return has been established.

If an employee is absent without giving notice, the employee may be considered as having voluntarily resigned. In addition, absenteeism that is deemed excessive in the principal's sole discretion may result in HR involvement.

HOURS

All full-time salaried employees (teachers and administrators) are required to be at the school from fifteen minutes before the school day starts until fifteen minutes after the school day ends on every school day, Monday through Friday. All full-time employees are also required to attend all special events, including but not limited to Back-to-School Night (Thursday, September 25, 2014), Parent-Teacher Conferences (2 per year) and EXPO Nights (3 per year).

All teachers are expected to teach up to 6 of 10 classes/blocks and serve as an advisor for approximately 20-25 students. Teachers will also complete an additional component of service to the school, which may be any one of the following to be determined by the principal:

- Teaching an enrichment class during the regular school day
- Another responsibility designated by the principal

TEACHER ABSENCES

Call or log on to the Smart Find Express - If you have any questions, please contact the HR Call Center at 720-423-3900 - as soon as you know you will be absent, and never later than 6:30 a.m. for a same day absence. After you have called SFE, call the school with the SFE job number and leave a message if no one picks up. You will need to also email this job number to Cindy Allen and Kristen Atwood. If you do

not plan to return the next day, call the school by 1:00 p.m. so we may attempt to retain the substitute for the following day.

To request a specific substitute:

Phone the substitute and confirm availability. Please use the Denver Discovery School Substitute list first (once created). Log on to SEMS (tip sheet available in the office), follow the prompts. You may also call SEMS at 720-423-3231, you will need the substitute's ID number if you call SEMS.

Write down the job number and give it to the principal's secretary.

Staff can check their personal days and sick days in the Lawson system.

You must maintain a substitute teacher folder, which is kept in the office. The following items are to be included:

- Welcome letter to the substitute teacher
- Information for Substitute Form completely filled out
- GPS (A Guided Preparatory for Success) forms
- Emergency information, such as a floor plan with the evacuation route marked in red.
- Detailed lesson plans complete with times and duties to be covered. It is better to leave an over abundance of work rather than leaving too little. The secretary will not take lesson plans over the phone.

All teachers must have Emergency Sub Plans and Folders.

Remind students that cooperation and completed class work is expected. When you return to work, you are to complete the back of the "Substitute Teacher's Summary Report" and return it to the office. Be sure to let the principal's secretary know if there are substitutes who should be added to or deleted from our list of substitutes.

You must find a replacement for your assigned supervision duty if you are absent. The office personnel cannot do this for you.

An absence before or after a holiday and cumulative absences deemed to be excessive may require a doctor's note. District policy states that sick leave is to be used for a teacher's own illness, illness of an immediate family member, or the death of a family member or friend. Abuse of this policy will be investigated.

Paraprofessional Absences- Call the school secretary at 720-424-4792, by 7:00 a.m. and when possible, call the classroom teacher.

BUILDING HOURS AND CLASSROOM CARE

The building is open from 6:00 a.m. to 9:00 p.m. Please impress upon students that the custodial staff works extremely hard to make our building clean. We must all work together to keep the building clean. It is expected that classrooms will be safe, neat, orderly, and visually appealing. The last class of each day is asked to have students put chairs up on desks.

Each classroom should present an environment that encourages and displays the learning process and the talents of our students. What is being taught should be clearly evident in all classrooms. Paper should not be posted on the classroom doors or within 3 feet of the door unless it is posted on a permanently affixed bulletin board.

Teachers are encouraged to either consider not having a teacher desk in their classrooms, or moving those desks to the back of the classroom. This will allow for more mobility in the room and less of a focus on the teacher desk and more of a focus on instruction. Kidney tables are available for small group instruction upon request.

NOTE: If you use another area of the building (auditorium, library, gym etc.), please return the area to its original condition. Food is strictly prohibited in the library and gym.

CALENDAR (Building Master Calendar)

The building master calendar is available to all staff through the school website (<http://denverdiscoveryschool.dpsk12.org>). All requests to add calendar items must be submitted to the principal by email with a cc: to the secretary. All activities must be scheduled and approved. Submit activities for the calendar as soon as possible to avoid conflicts. Please keep in mind that our after school programs have first priority to building spaces.

NOTE: Any classroom activity outside the regular agenda (i.e. a walk to the park, class play, bringing in special equipment or materials, special classroom celebrations, etc.) must be communicated with the principal.

COMMITTEES

A variety of committees are in place to ensure that important decisions are made collaboratively. All teachers are required to serve on at least 1 committee. A committee sign-up sheet will be circulated at the beginning of the school year. This year, everyone is part of the Student Intervention Team. Each and every one of us is a leader in DDS's community. Our philosophy is to hire ONLY staff members who are prepared to spend the majority of their time with students and serving our community of learners during the school day. We will not be an administrative heavy staff and instead rely on support from each and every DDS employee.

COMMUNICATION WITH PARENTS AND COMMUNITY

WRITTEN COMMUNICATION - All written communication with parents and community must be submitted to the principal before it is sent. A final copy must also be given to the office. A template for school letterhead and notices is available and should be used.

TELEPHONES – A quick phone call to a parent to share positive information about a student is always appropriate. When calling to discuss an issue or concern, please do so privately.

CONFERENCES - Parent/ teacher conferences must be scheduled in advance. Do not take class, planning or duty time for an unscheduled conference. Please maintain this policy for the benefit of everyone in the building. Simply explain to the parents that you are happy to meet with them and in order to give them your full attention, it would be best to arrange a time to meet. Conferences should be kept to a reasonable amount of time. Please notify the principal if a parent's request requires an exorbitant amount of time.

COMMUNICATION WITH STAFF

Good communication is an essential component of a productive, pleasant and efficient workplace. The standard at Denver Discovery School will be calm, respectful, considerate and honest communication. We have systems and structures in place to ensure that matters are discussed appropriately. ALL staff members are expected to be courteous and professional to colleagues, parents, students and community members. At no time is it appropriate to raise your voice to a student, parent or colleague. There will be no tolerance for yelling, or demeaning and inappropriate communication.

To facilitate communication, please note the following:

Check your mailbox (in the staff workroom/lounge) upon arrival, at your lunch break and after school, if you have received a large package, a note will be placed in your mailbox indicating the location of the item.

- Voice mail and email MUST be checked daily upon arrival and when you leave. You may consider leaving a message on your voice mail to indicate what time of day you will check your voice mail.
- Daily announcements may be made via intercom every morning.
- The weekly bulletin will be posted in Infinite Campus each Monday morning. Please refer to the bulletin throughout the week regarding activities and information. If you wish to put anything in the weekly bulletin, submit your information to the principal by Thursday of each week.
- Professional development, faculty meetings and/or team meetings will be held on a weekly basis or as necessary.
- Before changing procedures or scheduled events, please notify the principal and office.
- Be sure to notify the lunchroom, at least two weeks in advance, if your class will not have their regular lunchtime or if you need sack lunches.
- If a class is out of the classroom for activities other than those regularly scheduled, notify the office and leave a note on the door indicating the location of the class and approximate return time.

CUMULATIVE RECORDS

Cumulative records are kept in the office in a locked file and are available to teachers at any time during school hours. Check with the secretary before removing cumulative records from the office. Cumulative records are to be signed out and are not to be taken from the building.

CUSTODIAL SERVICES

All requests for custodial services should be made to the facility manager using e-mail. Our facility manager is George Johnson (George_Johnson-Jr@dpsk12.org). If further assistance is needed, contact the principal.

DIAGNOSIS OF STUDENT PROBLEMS

Staff members will not make a diagnosis about a student's problem without confirmation from a medical professional or a school specialist, i.e.-"Your child has strep throat", "Your child needs Special Education". Staff members will not recommend medications or mental health needs. If you have a concern about a student, please advise the mental health team- counselor, psychologist, nurse or principal.

CHARACTER VALUES

At DDS, we abide by these values as we encourage success on many levels. We ask all parents, teachers, staff members, and children to abide by these values and have indicators for success.

Leadership – At DDS, we walk beside each other, sharing our ideas, learning and inspiring one another to boldly make the world a better place.

Perseverance - Students at DDS will build the confidence and capacity to take risks and meet increasingly difficult challenges.

Inclusion and Collaboration - Students at DDS learn best when we have diversity and inclusion. Diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others.

Discovery - Students at DDS learn best with filled with emotion, challenge and given the proper support to discover on their own.

Compassion - Service and compassion - Students and teachers are strengthened by acts of consequential service to others.

Gratitude - We appreciate what makes us each unique. We are thankful for those around us, for what we have, and who we are becoming. We celebrate our accomplishments.

DISCIPLINE

Discipline at Denver Discovery School is a team effort. The primary person responsible for classroom discipline is the teacher. Establishing clearly defined expectations, applying them in a consistent manner and maintaining continuous parent contact are important in all matters of discipline. All staff members will be familiar with and implement the school discipline policy. For the sake of consistency and due process, use only the school approved discipline policy.

If you wish to detain students after school for any amount of time, you must notify a parent before the student is detained (please see *GPS policies and procedures*).

Students may be kept in the classroom during lunch for a period of time but may not be denied the opportunity to eat. Physical and verbal abuse of children cannot and will not be tolerated.

GPS – A GUIDED PREPARATORY FOR SUCCESS

There will be times when our middle school students do not complete their homework, dress according to school code or behave as expected in the classroom.

Ensure your expectations and the school's expectations are taught explicitly in the classroom daily for the first 6 weeks of the school year. A checklist is provided below, which allows you to do a self-reflection on your classroom routines. This reflection should be completed by September 5, 2014. Upon day 1 of the third week of school – September 8, 2014, infractions of these behaviors will result in a GPS.

GPS is intended to ensure students have a supervised time in which to complete their missing assignments.

Teacher – The teacher who assigned homework the previous day, will check homework during the 'Do-now'. Teachers will teach students to enter classroom, remove homework for teacher check-in and begin the do-now. Check all homework for completeness. Enter students who need a GPS into **Infinite Campus** by 12PM to ensure families are notified and students serve their GPS that same day of the infraction. After 12PM, the student will serve their GPS the following school day.

PERSON monitoring GPS - Check roster to ensure all students are present, make note of students who did not attend. Set expectations for a silent work period and actively monitor student work time. Offer support and encouragement when needed. Place completed work in mailbox of assigning teacher.

Students – Should report to GPS in the main office immediately after school and use the entire 30 minutes to complete missing work. A system may be developed whereby Ms. Allen will locate each student during period 10 and walk them to the office for GPS. If the student finishes their work, they may read silently; they may not leave even if all work is complete.

*Students may use computers during this time if it relates to their assignment – they may not play games, email, facebook, etc.,

Making poor decisions is part of the growth process. We learn from our mistakes here at DDS and reflect and persevere to become stronger humans.

Positive Supports such as Teacher Like a Champion Techniques, No Nonsense Nurturing, relationship building should be used whenever possible instead of assigning a GPS.

Teacher assigning – call home and speak to parents regarding the infraction and the teacher assigned consequence. Set up time with student to ensure they will be successful in your class the next day.

Classroom Management Self-Assessment			
<u>Sugai, Colvin, Horner & Lewis-Palmer</u>			
Effective Classroom Management Practices	Current Status		
	Not In PI	Partial	In Place
	0	1	2
Classroom behavioral expectations defined and taught (consistent with school-wide expectations)			
Classroom <u>routines</u> defined and taught a) Signal established for obtaining class attention			
Self-management routines established			
Positive environment established a) 5 positive comments to every correction/negative b) First comment is positive/ celebrations			

Physical layout is functional a) Classroom activities have locations b) Teacher able to monitor whole class c) Traffic patterns established			
6. Maximize academic engagement Opportunities for student responses Active supervision/monitoring			
7. Promote academic success a) Academic success rate matches level of learning b) Curricular adaptations available to match student ability			
8. Hierarchy of responses to problem behavior Do not ignore moderate/intense problem behavior Responses to problem behavior allow instruction to continue			
9. Vary modes of instruction			
10. System available to request behavioral assistance			
Summary Score	Total Points = _____ X 100% = % 20		

DISMISSAL

All classes are to be dismissed promptly at 3:55pm.

Students who participate in the after school program, or have a GPS, need to quickly make their way to the assigned locations. All other students must leave the school grounds immediately. Students are not permitted to stay between the end of the school day and the beginning of an evening event. Students remaining at the school for any other reason must have parent and principal permission.

TELEPHONE

All teachers have their own telephone at the school and their own voice mail account. These phones are intended for school business only. Teachers are expected to record and maintain a current voicemail greeting.

The office phones are for school business only.

Please caution your family and friends not to call unless it is an important matter. Also, your family members should identify themselves for ease in getting messages to staff members. Phone calls will not be transferred to classrooms during instructional times. Phone messages will be routed to your voice mail or sent to you via e-mail.

Generally, students are not to use the telephone at school. If needed, the teacher may ask a student to call a parent regarding discipline or academics.

If you call a student's home, leave a message so the parent knows who called and how to contact you

Each classroom has been equipped with a direct phone line. This means that when calls are placed from within the classroom, the specific phone number for that room will be displayed on caller ID systems outside of the school. As such, parents can press redial and call directly into the classroom – bypassing the office.

Phone calls should not interrupt the instructional momentum. If the phone rings when you are in the middle of a lesson or working with students, please disregard the call and allow it to go to voice mail.

Answering calls that are from extensions within the building will facilitate communication between classrooms and the office.

If students are assigned to answer the phone, please take time to teach them proper phone etiquette and to practice saying the greeting. The following student greeting should be used:

“Hello, this is Room _____

(Student's Name) speaking.”

CELL PHONES

Cell phones are not to be used during the school day during class time. Telephone calls made to teachers during school hours will be disruptive to the classroom. If you have some special considerations regarding a cell phone, please discuss it with the principal.

TEXTBOOKS

Students will be responsible for textbooks and library books if they are lost or damaged. Fines will be imposed on students, as appropriate, for textbooks and library books that are lost or damaged. Notification will be given to students and parents about the textbook policy. The teacher will inventory all textbooks and classroom resource books at the end of the school year. Classroom libraries are the property of Denver Discovery School and it is expected that all books assigned to specific classrooms will remain in the rooms at the end of the year.

VISITORS TO THE BUILDING

All visitors in the building must have a visitor's pass. Do not allow a visitor into your classroom or in the halls unless the office has authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at school. Parents may not go to a classroom directly to get their child.

For early dismissal, the parent will have a note from the office, or you will receive a call from the office.

If you encounter someone in the hall you do not recognize, proceed as follows:

- Ask if you can be of assistance.
- Ask whether or not he/she has reported to the main office. If the person does not have a badge, escort him/her to the office or out the nearest door. Stay with the person until he/she goes to the main office or out of the building and then notify the office.
- Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.
- Notify the office of all unregistered guests
- Close and lock classroom and office doors when not occupied.

VOLUNTEERS

Volunteers are essential to many of our programs. The office will ensure that all volunteers have completed an application and have a background check done prior to working with students. It is the teacher's responsibility to set a schedule and define tasks for the volunteer to complete while in the classroom.

E-MAIL

E-mail is the primary communication tool used between the office and all teachers. Important information and messages will be transmitted through e-mail. You will be expected to check your e-mail three times daily – once upon arrival, once mid-day and once prior to departure. Failure to do so can result in disciplinary action.

EMERGENCY PROCEDURES

Emergency Procedures and Evacuation Locations are listed in a separate document. Teachers should be familiar with and discuss these procedures with students as they apply to their classrooms. Each classroom should practice the evacuation, lock-down, and severe weather drills early in the school year. Fire drills will take place monthly.

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

Excursions are to be of educational value and must relate to the appropriate curriculum with academic connections being clearly evident. Excursions, speakers and events will be discussed and scheduled at team planning meetings. The DPS Purchasing Department must approve any payments for performances, individual or group, 6 weeks in advance. The office staff will have the appropriate paper work. There are limited school funds available as scholarships to cover those unable to pay the fee. Additional funds may be collected at the beginning of the second semester.

Procedures for scheduling excursions:

Determine the purpose, location, and date of the excursion.

Check the building master calendar and get approval from the principal.

Transportation requests must be made at least three weeks in advance and adhere to the times defined by the transportation department. All requests must be approved by the principal.

No student may be excused from excursions without prior consultation with the principal or parent. It is the teacher's responsibility to make appropriate educational arrangements for students who do not go on the excursion with the class. Scholarships may be available for excursions through the principal.

FIRE CODES

Fire drills will take place monthly. All staff members must follow the Fire Code regulations. Keep all fire doors shut. Close doors to all rooms when unoccupied.

MEDICINE

District policy states that no employee of the Denver Public Schools shall diagnose illness or prescribe medicine. All requests for the administering or taking of medicine in school should be referred to the nurse. After proper procedures have been followed, all medicine will be administered in the health clinic (1st floor Swigert main office space) by the nurse or by other designated personnel (Ms. Allen). Students may not have inhalers, cough drops, or the like, in their possession.

MONEY AND VALUABLES

Teachers may bring their own property to school for their classroom or their desk. The school is not responsible for any property lost or stolen, during, or outside of school hours. Teachers are discouraged from keeping valuables at school. Do not, at any time, leave money, class keys, your wallet/purse, or any valuables where they are easily accessible as they could be stolen. Take precautions to secure your belongings at all times.

Close and lock your doors when not in the classroom. Please report thefts immediately. Money collected from students, parents, or staff for any activity or items must be receipted daily by the secretary, without exception. A money envelope will be provided by the office.

OFFICE

The office will be open each day from thirty minutes before school starts to thirty minutes after the school day ends. Office personnel have a variety of responsibilities and are very busy. When information is requested by the office, please complete tasks in a timely fashion so that the office staff can maintain their efficiency.

Do not call the office for telephone numbers or student ID numbers. Student information can be found on Infinite Campus and the DPS telephone book is online. It is strictly the office staff's responsibility to answer the telephones. When passing through the office to reach the principal – please be respectful of the secretaries' workspace.

ORDERING SUPPLIES AND MATERIALS

The Warehouse Supply Order Form is located on the school server. When you need something from the Warehouse, fill out the form and email it to the secretary. Most basic warehouse supplies & materials are on hand. Please ask for assistance from the secretary when you are in need of an item.

To order from a catalog, fill out the catalog order form and give it to the secretary.

TEAMWORK

Teamwork is very important to ensure effective planning and positive learning opportunities for all of our students.

Grade level teams will work together in several areas, including, but not limited to, data teams, UbD, PBL, student progress monitoring, student work evaluation, strategic planning, parent communications, excursions, speakers and events, special programs, curricular issues, homework policy and supply and material orders.

Elective teachers will form a team for the purpose of communication, planning and professional development.

Content area teams will meet for planning purposes, curricular alignment, evaluation of student work, creation of assessments, etc.

INSTRUCTION

DEAR (Drop Everything and Read)

We have found great success with the DEAR program. This is a sacred time for students to be reading and engaging in books of their choice. Students will not have regular access to the school library therefore will use classroom libraries for book selection.

- Teachers- Upholding expectations that all students are silently reading. Teachers may read with students, assign an AR quiz, conference with a student to review, revisit or create reading goals or plan/grade. Support students with book choice and staying on task. Maintain classroom library for student use.
- Students – Come to class prepared with reading materials. Students should all be reading grade appropriate books silently at desk or designated spot in classroom. If a student does not have a book, they should be allowed to check one out from the classroom library. This time may not be used for anything other than reading.
- *Procedure – Students must be taught exactly what this time looks like, including where they should sit, how to exchange a book, and what it looks like to be engaged in a book.

CLASSROOM SUPERVISION

Our first and foremost responsibility is to the safety of all students.

- Students are never allowed in a classroom without a teacher present.
- Students may work in the hallways but only when the classroom door is open and they are fully supervised by an adult. The teacher should be able to see everyone, in and out of the classroom, at all times.

BEFORE CLASS

Advanced preparation allows students to know exactly what to expect when walking into class as well as ensuring that the class will be focused on learning for the entire period.

The following headings should be clear on the whiteboard daily.

Essential Question
Do Now
CLO
I-do
We-do
You-do
Closure
Exit Slip

*Your SLO will be posted clearly above the white board for us to reference throughout the school year.

STARTING CLASS

Starting every class period positive and focused is essential for the success of the lesson. These high expectations at the beginning of each class period will set the tone for the lesson.

- Teachers – To set the tone for each class period, welcome every student with a greeting. Teachers will be prepared with a “do now” for all students. Teachers will be the last one in the room after ensuring the hallway is clear.
- Students – Students will enter the classroom, obtain their “do now”, head to their assigned seat, and begin work immediately.
- *Procedure – Need to set up and teach students the procedure for obtaining their do now quickly and starting their work.

DURING CLASS

Every minute of instruction counts, from the moment students are greeted to dismissal.

- Do Now – Every class period should begin with a do now. This should be work that all students can get started on immediately and independently complete while you welcome all students into class. Teachers will need to set procedures/expectations for obtaining do now and working independently to start each class period.
- Objectives – Daily objectives must be posted on the board. There should be time set aside at the **beginning** of class to go over the objective together and set the stage for learning. Revisit objective **during** as well as **at the end** of class to check for understanding.
- Instruction
 - Always have a great opening, a “hook” or focus”
 - Review, teach, re-teach and pre-teach
 - Follow the pattern – “I do, we do, you do”
 - Plan activities, keep lecture short and focused while integrating demonstrations or examples. *Students only retain 10% of what they hear, but they retain more than 80% of what they experience and do.*
 - Focus on creating experiences where you are not the center, but the facilitator of learning
 - Address multiple learning styles and needs of students who receive language or other special services
 - Execute great transitions – (These must be thought about, planned for, and practiced)
 - Use materials and instruction that are culturally responsive and relevant to students lives and futures
 - Use best practices teaching strategies to keep students engaged (see Teach Like a Champion)
- In Planning for instruction, keep the following questions at the center –
 - How does my instruction and planned activities tie to the objective and priority benchmark?
 - What will students know and be able to do at the end of this lesson?
 - What will the students be doing? and What will the teacher be doing?
 - What am I doing to engage all learners? What will I do when a student is not engaged?
 - Which students will struggle? With what? What will I do to support?
 - What materials will I need?
 - What procedures will I need to teach, practice, or reinforce with the class?

- What will we do if this activity/instruction does not go well? What is my backup plan?
- What should students do if they finish early?
- What questions will students have?
- Teacher Role
 - Have everything prepared ahead of time
 - Position yourself to be aware of what is happening in every part of the room
 - Move around as you teach
 - Make sure all students can see you and what you are doing
 - If students are expected to move around the room, plan a way for them to do this in accordance with your expectations. Teach, practice, and give feedback on these transitions.
- Ending Class
 - Revisit Objectives
 - Exit Slip – This is a very quick way to wrap up the lesson, gauge students learning, and give information on how and what to plan for the next day’s lesson. This could be a few questions, a quiz, a reflection.

PLANNERS (Beginning or end of class)

- Students must be given a “missing planner” sheet to write homework if they have forgotten their planner.
- Teachers – Write assignment details on board.
- Students – Bring planners to every class. Write assignment details in planner. Ensure teacher has signed/stamped planner before leaving class.

*Procedure – Need to teach students the appropriate time to be writing down homework and ensure every student has all details written in planner before leaving class.

CLASS DISMISSAL

Teachers are the one to dismiss a class, not the bell (THERE IS NO BELL). By dismissing class at the door, teachers set the tone for orderly and safe dismissal.

- Teachers – Teachers will be first into the hallway before dismissing students to ensure students are exiting classrooms and entering hallways calmly. Teachers dismiss the class, not the clock.
- Teachers should be prepared for the end of class to allow all students to get to the next class on time. Students should not be held for whole class discipline reasons.

BATHROOM USE

- Teachers – Allow students to use the bathroom when needed by signing planners. Allow only one student from your class to be out of the room at a time. Students should not be using the bathroom during the first few minutes of class or during instruction time. *(However, use your best judgment for emergencies, as even though they are middle schoolers, there will be those times! Students may also forget their planners at times, use your best judgment to allow students to use the bathroom with a teacher written pass)*
- Students – Bring planners to class, fill out planner prior to asking teacher, return to class in a very timely manner. Use “forgotten planner sheet” if no planner.

- *Procedure – Explicitly teach students procedure for filling out planners, when are acceptable times to leave the classroom, and expectations for getting back to class in a very timely manner.

ASSIGNMENT HEADINGS

- Teacher – Hold students accountable for having correct heading written at the top of every paper (in both homework check and during class).
- Heading
 - **First and Last Name**
 - **Date**
 - **Assignment**
 - **Class**
 - **Advisor**
- *Procedure – The proper heading should be explicitly taught, practiced, and monitored throughout the year. Heading details should be posted in classroom.

LOCKERS

- Teachers – Hold students accountable to high expectations with locker use – only assigned student using locker; locks on at all times; nothing on the outside; cleanliness. Ensure any student at their locker during class time has a pass from their teacher.
- Students – Keep locker locked and clean. Follow expectations of acceptable times to visit locker.
- *Procedure – Students need to be instructed and reminded of acceptable times to visit lockers. This includes between classes, before and after school. Students should not be at lockers during class time without a pass from their teacher.

SEATING CHARTS

It is essential that teachers are structuring the classroom so all students feel safe, welcome, and encouraged to learn.

- Teachers – Teachers must design seating charts for all classes they teach and require students to sit in assigned seats at the beginning of every class.
- Students – Students must sit in assigned seats unless given other directions by their teacher.
- *Copies of seating charts should be placed in a folder on teacher desk.

HOMEWORK

The purpose of homework is to allow students the chance to practice skills from class time and engage in learning outside of school. Homework should not introduce new material (other than reading the next chapter in a book, for example) or require the assistance of an adult at home. Be as specific as possible with assignment details written in planner. For example, “worksheet” or “answer questions” is not enough detail for the homeroom teacher to know quantity or quality.

Homework may be given to students Monday through Friday and should be no more than 30-40 minutes an evening with the expectation of silent reading time if no homework exists that day. Homework should be meaningful and designed to reinforce skills that have been taught in the class. Teachers should check the work that is turned in and give students appropriate feedback on the work immediately. ***Because our***

students are attending school for one additional hour each day, we encourage you to only give your students homework when absolutely necessary. At DDS, we follow the following expectations for homework:

Each night of the week there is a **designated subject** assigning homework.

Monday - 30-40 minutes of Math

Tuesday - 30-40 minutes of Science

Wednesday - 30-40 minutes of Language Arts

Thursday - 30-40 minute of Social Studies

Friday – Weekend work is for Project completion, or 45 minutes of reading.

INSTRUCTIONAL LEADERSHIP TEAM

A small faculty team will be selected at the principal's discretion and will meet periodically to discuss such things as curriculum, procedures, scheduling, materials, etc. Information discussed at these meetings will be communicated to staff via e-mail or at faculty meetings.

MOVIES

The use of segments from films and videos is permitted in order to enhance the curriculum *provided they are educational in nature*. The use of full length animated and feature film's is strongly discouraged and are subject to prior approval from the principal.

OUTDOOR DUTY

All teachers will be scheduled on a rotational schedule for outdoor duty. For the safety of our students it is imperative that staff be at their assigned duty locations at the assigned times. In the event of an absence when you have duty, please ensure that your substitute is aware of the location or make alternative arrangements with a colleague.

PARKING

All staff should park on the west side of Syracuse Street or 33rd Ave. We would like for the west parking lot on Syracuse Street to be reserved for families and visitors.

PHOTOCOPYING

Photocopying codes will be provided for all teachers. Please follow the procedures as outlined to ensure fast turnaround. All copies of 20 or more must be made on the copy machine.

REIMBURSEMENTS

A limited classroom budget will be made available for teacher's to use. Any items that are purchased must be for classroom use and are to either be consumed or remain at Denver Discovery School. If reimbursement is expected, staff members should have the principal's approval prior to purchase. Reimbursements will be for amount shown on original receipt only. Taxes will not be reimbursed. A tax-exempt number is available from the bookkeeper or secretary. **Original receipts must be provided and signed by the teacher.** Receipts should be submitted to the office for reimbursement.

STUDENT ACTIVITY FUND

All cash and checks received shall be submitted to the school bookkeeper or secretary and be deposited without deductions. Money collected by teachers, groups, or organizations must be submitted to the school bookkeeper or secretary. All funds collected must be supported by proper receipts indicating purpose and must be deposited intact.

RELEASE OF STUDENTS

When a student leaves the classroom, s/he must have a classroom pass/signed planner from the teacher. If a student is to return to the classroom during lunch, s/he must also have a pass. Always ask to see passes/signed planners of students in the hall or bathroom.

RESPONSIBILITIES OF TEACHERS

Each teacher, under the supervision and guidance of the principal, is responsible for the academic achievement and educational growth of all the students assigned to his/her classroom. High expectations for success will be set and communicated on a regular basis to the students and the parents. Student progress will be continually monitored and instructional methods differentiated, as necessary, to meet the needs of all students. A variety of assessment tools will be implemented to get an accurate picture of each student's educational progress. There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials that capture and build upon students' interest.

Teachers will read and follow the Denver Discovery School Unified Improvement Plan and the school vision and use these documents in the development of professional goals and classroom strategies.

Complete lesson plans will be written in advance of taught lessons and will be available for review on a daily basis. They will be clearly written and will include specific information. See Lesson Plan template below.

The Principal will request copies of lesson plans periodically. Feedback on lesson plans will be given to specific teachers and through staff development discussions.

Lesson Planning

Unit Template for Each Unit

Name of Unit:	Date of Unit: from to
Standards Addressed:	21st Century Skills:

Enduring Understandings:	Essential Questions:
Content/Knowledge: (The student will know...)	Skills: (The student will be able to...)
Resources Needed: (Include those for differentiation)	Assessment Types: (ex.: performance, project, written quiz, unit quiz, oral feedback, online quiz, essay) PRE: Progress Monitoring: POST:

Daily Lesson Plan Templates

Resources/Materials Needed: <i>Are they in place? Pages marked? Activity items ready?</i>	Housekeeping Items: <i>student routines employed, homework put in designated place, work brought back to group</i>	Clear Directions to Students: <i>Where they are to be, what they need, behavior expected.</i>
Connection to Unit/Context of Lesson: <i>"Why are we learning this?" Children learn best when they understand how new knowledge fits into the big picture. Connect lesson to enduring understandings, essential questions.</i>		

<p>Content Language Objectives for this Lesson: What will students know and be able to do after this lesson? (content language objective) How will students demonstrate their learning and interact with the learning?</p>
<p>I-do - Demonstration:</p>
<p>We-do - Active Engagement: <i>What are some ways you can assess students' learning during this time?</i></p>
<p>You-do - Independent Practice:</p>
<p>You-do continued - Independent Practice: <i>What formative assessment(s) are you using to determine students' understanding and skill?</i></p>
<p>Closure: <i>How are you using data collected from formative assessment(s) to refine student learning during this time?</i></p>
<p>Exit Slip:</p>
<p>Teacher Reflection: <i>What did they learn? Who needs help? How will I adjust the lesson for next time?</i></p>

Teachers are expected to maintain an Edmodo site. The purpose of Edmodo is to keep students and parents informed electronically of classroom events, activities, assignments, etc.

Students are to be under supervision at all times and are the responsibility of certified personnel. **DO NOT LEAVE A CLASS UNATTENDED FOR EVEN A SHORT PERIOD OF TIME.** An accident may happen in an instant, and you are liable even if you are not present.

SPECIAL EDUCATION and 504's and HIGHLY GIFTED/GIFTED TALENTED

If a student has an IEP or 504 Plan, the teacher must be familiar with the documents (IEP's, 504's, and ALP's) and design instruction to meet the needs of that student. A

copy of the goals must be kept on file and it is the student's classroom teacher's responsibility to communicate with the Special Ed team to ensure that appropriate strategies are in place to meet the student's IEP goals.

When Special Ed teachers or Gifted teachers are working with students in the classroom, efforts should be taken to ensure that the Special Ed student is interacting with others and experiencing the curricular content and activities in the least restrictive manner.

In the event that a teacher suspects a student may be in need of Special Ed services, the teacher must sign up to discuss the child's behavior and/or needs at an upcoming SIT meeting. The SIT sign-up sheet is located in the counseling office. Students will not be referred for Special Ed testing and/or services without having been presented to the SIT team.

ACKNOWLEDGEMENT FORM

2014-2015

I hereby acknowledge that I have received a copy of the Denver Discovery School Employee Handbook. I agree to comply with the policies set forth in the Handbook. I understand that if I have any questions about the matters contained in the Handbook, I should ask my supervisor or the principal.

I understand that the Handbook is informational in nature only, and that it is not intended to, and does not, create or constitute a contract of employment.

I understand that any promises, representations, or statements concerning "fair" treatment or the like, whether in this Handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.

I understand that no supervisor, agent, or other representative of DDS, except the principal, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, I understand that any such promise, representation, or statement by the principal must be in writing and signed by both parties.

I understand that the provisions of the Handbook are the most current at this time and supersede all previous policies, manuals or handbooks issued by DDS. Further, I understand that the provisions of the Handbook are subject to modification at any time, at the sole discretion of DDS, with or without notice to me. I agree to comply with any such modification upon publication.

Signature: _____

Name: _____

(Printed)

Date: _____

Appendix J: School Calendar & School Day Schedule

No later than 60 days before the end of the school year, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.

- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.
- A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.

SAMPLE STUDENT SCHEDULE

SAMPLE STUDENT SCHEDULE					
	GROUP 1 (~25-30 students)	GROUP 2 (~25-30 students)	GROUP 3 (~25-30 students)	GROUP 4 (~25-30 students)	Small group (pulled)
Arrival	Arrival	Arrival	Arrival	Arrival	N/A
Period 1	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	N/A
Period 2	Advanced Math	Science	Language Arts	Social Studies	N/A
Period 3	Science	Math	Social Studies	Language Arts	N/A
Period 4	DEAR /ELD	DEAR	DEAR	DEAR	N/A
Period 5	Social Studies /ELD	Language Arts	Math	Science	N/A
Period 6	PE	Spanish	Art	Music	Math/ Reading
Period 7	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	N/A
Period 8	Language Arts	Social Studies	Science	Math	N/A
Period 9	Spanish	Art	Music	PE	Math/ Reading
Period 10	Art	Music	PE	Spanish	N/A
Closing	Locker/Bus/Sports/ Departure	Locker/Bus/Sports /Departure	Locker/Bus/Sports /Departure	Locker/Bus/Sports /Departure	N/A

Note: Groups 1 and 2, and Groups 3 and 4 are intentionally scheduled to allow for collaborative projects between Math/Science and Language Arts/Social Studies. This schedule allows for teachers to co-teach for nearly 2 hour blocks when combining classes for project based learning.

Example Thursday - Enrichment Schedule					
	TIME	GROUP 1 (~25-30 students)	GROUP 2 (~25-30 students)	GROUP 3 (~25-30 students)	GROUP 4 (~25-30 students)
Arrival	7:45-8:00	Arrival	Arrival	Arrival	Arrival
Period 1	8:00-8:50	Advanced Math	Science	Language Arts	Social Studies
Period 2	8:50-9:40	Science	Math	Social Studies	Language Arts
Period 3	9:40-10:30	DEAR/ ELD	DEAR	DEAR	DEAR
Period 4	10:30-11:00	Social Studies / ELD	Language Arts	Math	Science
Period 5	11:00-11:40	Lunch	Lunch	Lunch	Music
Period 6	11:40-12:20	PE	Spanish	Art	Recess/Lunch
Period 7	12:20-1:00	Social Studies	Language Arts	Science	Math
Period 8	1:00-1:50	Spanish	Art	Music	PE
Period 9	1:50-2:40	Elective 3	Art	PE	Spanish
Period 10	2:40-3:55	Enrichment	Enrichment	Enrichment	Enrichment
Closing	3:55- 4:05	Locker/Bus/Sports/ Departure	Locker/Bus/Sports /Departure	Locker/Bus/Sports /Departure	Locker/Bus/Sports /Departure

Sample School Day Schedule At Full-Build (for planning and forecasting purposes only)

		6 th Grade				7 th Grade				8 th Grade			
	TIME	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 1	GROUP 2 (~25-30 students)	GROUP 3 (~25-30 students)	GROUP 4 (~25-30 students)
Arrival	7:45-8:00	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
Period 1	8:00-8:15	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory	Morning Meeting/Advisory
Period 2	8:15-9:10	Advanced Math	Science	Language Arts	Social Studies	Physical Education		SPANISH	MUSIC	ART	ENGINEERING	Social Studies	Language Arts
Period 3	9:10-10:05	Science	Math	Social Studies	Language Arts	ART	ENGINEERING	Physical Education		SPANISH	MUSIC	Language Arts	Social Studies
Period 4	10:05-11:00	DEAR /ELD	DEAR	DEAR	DEAR	DEAR /ELD	DEAR	DEAR	DEAR	DEAR /ELD	DEAR	DEAR	DEAR
Period 5	11:00-11:55	Social Studies	Language Arts	Math	Science	Advanced Math	Science	Language Arts	Social Studies	Physical Education		ART	ENGINEERING
Period 6	11:55-12:50	Physical Education		SPANISH	MUSIC	Science	Math	Social Studies	Language Arts	Social Studies	Language Arts	Math	Science
Period 7	12:50-1:30	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch	Recess/Lunch
Period 8	1:30-2:25	Language Arts	Social Studies	Science	Math	SPANISH	MUSIC	ART	ENGINEERING	Language Arts	Social Studies	Science	Math
Period 9	2:25-3:20	ART	ENGINEERING	Physical Education		Social Studies	Language Arts	Math	Science	Advanced Math	Science	SPANISH	MUSIC
Period 10	3:20-4:15	SPANISH	MUSIC	ART	ENGINEERING	Language Arts	Social Studies	Science	Math	Science	Math	Physical Education	
Closing	4:15 - 4:20	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure	Locker/Bus/Sports/Departure

DRAFT SCHEDULE NOTES: This schedule is for planning purposes only based on school at full-build. Specific courses offerings, periods, transition time, and length of school day is to be determined annually with consultation from the CSC per the school schedule replacement policy.

- ARTS & SPANISH are either semesters or A/B Days
- ENGINEERING & MUSIC are either semesters or A/B Days
- Specials teachers have planning from 7:45am – 8:15am; one period per day,
- All Specials have extra duty assigned during DEAR, Spanish Teacher (or other assigned qualified core teacher) teaches ELD during 45 minute DEAR/ELD Block.
- PE teachers have double classes with 2 adults leading class (support from a Paraprofessional).
- Core Teachers (LA, Math, SS, SCI) have 3 planning periods per day to provide extra duties and at least 1 common planning period/ PD hour per day.
- Core Teachers oversee Recess/Lunch/Dismissal/Transitions/Arrival/Morning Meeting