

LEGACY OPTIONS HIGH SCHOOL



Innovation Plan

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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: Legacy Options High School

Location (address) TBD _____

Plan Contact (name and position): Anthony McWright Principal

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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*)? **New / 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.?

Y/N

➤ If so, when was the request made and what was it for? June, 2015

Has the school been granted status as an Alternate Education Campus (AEC)? **Y/N** – seeking AEC Status

➤ 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.*) **Y/N**

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

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

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

August 24, 2015

Dear Denver Public Schools Board of Education and Colorado State board of Education,

Legacy Options High School is one of a handful of Multiple Pathway Centers in Denver Public Schools (DPS). It is a new pathway school that will be located in far northeast (FNE) Denver. The school will have a focus on successfully preparing and graduating high-risk students grades 9-12, ensuring that all Legacy Options students are postsecondary ready.

Legacy Options, through its status as a DPS Multiple Pathway Center (MPC) is, by definition, innovative compared to traditional schools and requires innovation status to fully implement its model. Legacy Options is asking for continued innovation status to effectively meet both its vision and mission through a school design that is intentionally created to successfully engage high-risk students in a rigorous education that individualizes instruction, accelerates grade-level mastery and graduation while successfully preparing and empowering all Legacy Options students for the professional world of the 21st century. The following includes standard design elements of the MPC model that require innovation status:

- A rigorous application and induction process: Our robust admission process ensures students are committed to changing their behavior and successfully attaining their high school diploma or GED
- Student/Parent Contract for attendance and behavior to define our high expectations and assure clear communication between families and school.
- Extended school day to keep the focus on academic instruction
- Extended school year that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Accelerated curriculum allowing students to accelerate the earning of graduation credits in order to earn a full semester of credit every nine weeks
- A competency-based instructional model that requires students to demonstrate mastery of the standard with an emphasis on continuous progress monitoring
- Human resource practices that ensure our ability to hire and retain supportive, relationship-oriented teachers and staff with a talent for engaging our at-risk students; an “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Multiple pathways to graduation, where students understand that the goal is not just their score on the test but the connection to postsecondary options
- Additional mental health supports/p programs including partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed.

According to the Encarta online dictionary, a professional is “businesslike, conforming to the standard of skill, competence, or character normally expected of a properly qualified person in a work environment” (2011). As determined in the vision, Legacy Options will be a place for the development of all Legacy Options Panthers to engage in the professional world of the 21st century. This development will be defined through an intentional culture of professionalism

throughout all aspects of the school. It is also the “game changing” result that must be developed in each of our students in order for them to truly be successful in the 21st Century workplace. It is the expectation of Legacy Options that all members of the Legacy Options community act professionally toward each other. This expectation will be present throughout all systems and structures in the school including language, dress and conduct.

The Legacy Options professional culture will be comprised of collaborative, collegial and reciprocal dialogue in all aspects of decision making at Legacy Options. Examples of “genuine engagement” may include students trained to lead lessons with the support of a teacher, student participation in teacher evaluation, community members leading professional teacher learning and parents participating in parent-leadership institutes, while also learning from their students during student lead conferences. Teachers will be afforded time to collaborate daily.

Primary to this culture is also a focus on belonging. Students as a whole in the school should feel that they not only belong to the culture of the school but that they are empowered to create the culture of the school. This will be accomplished through several leadership opportunities in the school as well as ensuring that all school members in the building feel like a family in that they can trust each other and rely on one another for support. This belonging for students is symbolically signified through our intake and orientation process where new students will be welcomed into the school by their peers, teachers, parents and community.

Sincerely,

Anthony McWright

Founding Principal

EXECUTIVE SUMMARY

Essential Information Form

Name of School	<i>Legacy Options High School</i>
School Type	<i>New Innovation School intended improve student performance in alignment with the Denver Plan 2020.</i>
Grade Configuration <small>(note if you are seeking a change to your grade configuration as part of this process)</small>	<i>9-12</i>
Model or Focus (e.g., Arts, College Prep, etc.)	<i>Intensive Pathway, Alternative Education</i>
Region and/or Neighborhood	<i>Far Northeast Denver</i>
Primary Contact Person (name, email)	<i>Anthony McWright</i> <u>Anthony_McWright@dpsk12.org</u>

Enrollment Projections: *Delete unnecessary rows and/or provide additional columns if you will not reach full enrollment by year five. Project your student headcount (not your funded FTEs).*

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
9	60	60	60	60	60
10		60	60	60	60
11			60	60	60
12				60	60
Total # students	60*	120*	180*	240*	240

*Legacy will enroll more students based upon demand

Student Demographics: What is the current breakout of students that you serve, or are projecting to serve? Note if you expect any variations to this upon becoming an innovation school.

	FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other %
Student Demographics	95%	30%	30%	55%	40%	2%	3%

Executive Summary Narrative and Overview of School-Based Flexibilities in this Plan:

Overview of School Plan & School- Based Flexibilities:

Legacy Options' focus is on the whole child. We believe that everyone can learn, become better thinkers, and independent learners. Students will meet academic challenges with honesty, integrity, enthusiasm, and a willingness to solve problems. We aim for a culture of cooperation, with respect for individual differences and community values. We foster a school climate that is safe and supportive of individual students, enabling them to succeed in our ever-changing world.

As we focus on our mission the overall vision emphasizes promoting an environment where every student has the opportunity to achieve his/her utmost potential while becoming prolific residents of society.

Culture:

Legacy Options is charged with nothing less than completely changing, and in many cases, saving students' lives! Legacy Options students will be high-risk; they are not only over-aged and under-credited but also present great risk factors such as gang involvement, drug and alcohol abuse, adjudication, mental health needs, pregnancy, truancy and behavioral issues. Legacy Options is a holistic intervention for every student and must be a "game changer" in the sense that every student enrolled at Legacy Options must be completely supported academically, socially and emotionally to change his/her life. Without this unique, intensive form of support the "game" for these students will continue to remain the same, as will the cycle of poverty, violence and self-destruction they are taking part in.

To successfully provide a "game changing" culture for ALL Legacy Options students, an "all hands on deck" approach must be expected from the entire Legacy Options community, including all staff and teachers. In order for Legacy Options to succeed in supporting students in reaching their goals, all of Legacy Options' community must be ready to devote 110% of their talent and skill whenever and wherever it is needed. This will include an extended working day, week and year, and will also require teachers and staff to give students support outside the silo of traditional job descriptions. Legacy Options requires innovation status to ensure that it will be able to broaden position descriptions, offer competitive salaries for extended year and/or flex work schedules and completely innovate and extend the time offered to teachers for professional development, ensuring that each teacher has the skills required to work with high risk students.

In addition, innovation status will allow Legacy Options to deliver a variety of intensive supports outside the localized effort of the professionals in the building. This includes supports such as affective needs prevention and services, enrichment courses, tutoring and other learning experiences that fall outside the academic core but create the whole child program and culture needed for student success. Ideally the school will require several social workers and psychologists to provide the intensity of support needed by Legacy Options students. Unfortunately, this level of professional support is cost prohibitive in a small school setting such as Legacy Options, therefore the school must be able to extend its hiring to semi-professional and community staff that can support Legacy Options students in collaboration with student services staff. This will allow the student services professionals in the building to focus primarily on delivering Tier III intervention and allow other staff to provide triage and strategic prevention supports.

Leadership:

The Legacy Options School's leader will be able to clearly articulate the school's vision, demonstrate strong leadership competencies, and be committed to and passionate about supporting at-risk students

and ensuring that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options.

Anthony McWright, the founding school leader, has dedicated more than 20 years working with at-risk youth from many different backgrounds, most recently as the principal resident at PREP Academy in central Denver. As an administrator, Anthony has led educational initiatives that have resulted in dropout rates declining, daily attendance improving and graduation rates increasing. In addition, Anthony's leadership has led to decreased suspension rates and improved attendance rates. He has a bachelor's and master's degree in music education as well as a Specialist's degree in Educational Leadership. Anthony currently has a current administrator's license in both Mississippi and Colorado.

Education Plan:

"A competency is simply a statement of learning outcomes for a skill or a body of knowledge. When students demonstrate a "competency," they are demonstrating their ability to do something, "they are showing the outcome of the learning process" (College of Public and Community Service 2010). Though competency-based education has been demonstrated and proven to be quality education in private industry since the 1970's it has just recently gained ground in K-12 education through the work of researchers such as Robert Marzano and John Kendal who refer to this concept as "standards-based education."

Standards-based learning, requiring students to demonstrate his/her knowledge before moving on, ensures that students are prepared for college as long as the standards used are rigorous. The ACT Policy Report, *Courses Count: Preparing Students for Postsecondary Success* finds a relationship between college remediation rates and a lack of rigor in high school courses (2005). The report argues that students who do not take a college prep course load in high school are much less likely to excel in college. This statement is reiterated by the Piton report (2009). More than just taking the courses however, the reports call for an alignment of coursework with college work. To support a student pathway to college a student must know or demonstrate proficiency of rigorous standards for him/her to succeed in a college setting.

Standards-based learning and grading has over two decades worth of research behind it. Most recently however, the focus of this research has been the dynamic effects standards-based learning is having on at-risk students and students with special needs. Sharon Defur and Lori Korinek in their article *The Evolution toward Lifelong Learning as a Critical Transition Outcome for the 21st Century* describe the advancements made in students with special needs transitioning and succeeding in college due to standards based education (2008). Additionally Lee Ann Jung in her article *Standards-Based Grading and Reporting: A Model for Special Education* found incredible gains for students with special needs in inclusion settings when fundamentals of standards- based grading was used (2007). Due to the high risk nature of Legacy Options students and its goal to ensure that all of Legacy Options students are post-secondary ready, a standards or competency-based curriculum must be used to ensure accelerated growth and college/career achievement.

In most educational programs, a students' grade is subjective and is based more on the student's behavior and attendance, and less on what the student actually knows or does not know. It also does not take into account the learning process as a key component to a student's skill development. If a student turns in and passes a series of activities the student gets a certain grade, the term ends and the student moves on. If the student earns a C or a D he/she may have turned in A quality work and F quality work. With competency-based education this would mean that the student was proficient in one area

and not proficient in another. Taking and reporting out the mean of these points in time does not accurately describe the student's performance, nor does it give the student any motivation to, through the learning process, work to improve the F work until it becomes an A. Instead the student is happy that he/she passed and moves on to the next course. This philosophy is a reason why so many students have educational gaps.

Students must be given the chance to make mistakes, learn from them and then return the previous F work to proficient work. In this way students are allowed to engage in the learning process while being held accountable to the quality of the final product. This mirrors the business world in many ways. In business an employee wanting to keep his/her job would never turn in F work. Instead that person would have to work independently or in collaboration with another to revise the product until it was to standard.

At Legacy Options students will have an opportunity to revise their work until they reach proficiency on the standards for the course. Teachers work with students to revise and resubmit their work. This ensures that all students are competent in their core subjects as well as in their CTE, college and enrichment subjects before they earn their diploma. Such a process guarantees that students are participants in their own education and that teachers are aware, on a daily basis, of how far each student is away from being proficient or advanced in any one outcome. Through this process authentic intervention is possible. Our courses are organized in trimesters and a student is able to earn a full semester credit during each trimester. If the student has not shown mastery during the trimester, he will have the option to retake the class during the school year

Legacy Options we will be using the Common Core State Standards as well as Colorado Academic Standards. The standards, infused with the 21st Century Standards, will be used as the basis for our curriculum.

Teaching:

Legacy will provide multiple opportunities for professional learning and growth through professional development and evaluation structures. Legacy teachers will be provided with frequent observations and feedback on instruction by school leaders and peers. Based on individual performance goals, teachers will engage in individually focused professional development monthly. In addition, teachers will participate in weekly professional development, monthly data team meetings, and monthly instructional planning meetings with their content teams.

Legacy Options is committed to providing students with the most cutting edge technology and innovative uses in the district. In 2011, technology and its applications are endless. Smartlab technology will explicitly support student learning. Other examples of learning through technology may include: using the students' cell phones for educational applications, using Mimeo or Promethean Boards to present PowerPoint's and podcasts or developing projects through the use of a free Microsoft online applications. Each of Legacy Options's students will have abundant access to netbooks and other personal technologies. At Legacy Options, 21st Century skills begin with proficiency in technology and end with the higher level skills that will be necessary in using technology as a tool to successfully communicate, collaborate, think and create in a global society.

Though online learning has made the news in the last decade, blended online learning is quickly being seen as the classroom of the future, allowing students to have —the best of both worlds. NACOL supports the use of blended learning stating that this form of learning has limitless potential for

students due to the fact that it develops all of the skills students will need for the 21st century (2010). Alfred P. Rovai and Hope Jordan in their article Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses (2004) found that blended courses produced not only greater achievement from the students but also produced a stronger sense of community among students than either traditional or fully online courses. Our blended learning takes place in our Credit Recovery classes which currently use Apex Online

Governance:

Collaborative School Committee

Legacy will assemble a School Advisory Board (SAB) in place of the Collaborative School Committee (CSC). The SAB will meet monthly.

The SAB responsibilities will include but not limited to:

- advising the school leader on school business and operations
- holding the school accountable for effectively carrying out its plan and reaching its goals
- making recommendations on the school’s educational program, budget, and systems
- overseeing fund raising and finances to support innovative school programs
- communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

Leadership Succession Plan

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

The school’s CSC/SAB in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC/SAB from the district’s principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC/SAB and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC/SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

Budget:

	2015-16	2016-17	2017-18	2018-19	2019-20
Number of Students	60	120	180	2240	240
Per Pupil Revenue	\$385,847	\$700,744	\$1,017,404	\$1,362,947	\$1,362,947
Mill Levy Support - Intensive Pathway School Projection	\$361,902	\$417,241	\$590,221	\$460,965	\$460,965

District Start - up Funding	\$200,000	\$150,000	\$ -	\$ -	\$ -
Total Revenue	\$947,749	\$1,267,985	\$1,607,625	\$1,823,912	\$1,823,912
Full Time Staffing	\$787,234	\$1,077,399	\$1,394,486	\$1,610,773	\$1,610,773
Non- Salary Expenses	\$150,353	\$ 180,424	\$202,977	\$202,977	\$202,977
Total Expenditures	\$947,749	\$1,267,984	\$1,607,625	\$1,823,912	\$1,823,912
Balance		0	0	0	0

Budget Savings as a Result of Innovation Status:

As a result of Innovation Status the school projects an average annual savings of \$128,000 due to budgeting on actual salaries versus district averages. This is accomplished while hiring a majority of veteran staff members.

Expected Outcomes as a result of Innovation Status:

The Legacy Options School was designed specifically to address the need identified by Denver Public Schools to serve as a pathway high school to serve at-risk students residing in the Far Northeast Region of Denver including students who are not adequately served by existing pathway schools and students who are older and further from accumulating sufficient credits to graduate.

Performance Benchmarks (3 Year): We expect to meet or exceed our district similar school’s cluster regarding expectations for student growth and achievement in all core content areas on the Alternative School Performance Framework (ALT-SPF).

Legacy Options IP High School: Need for Innovation Status:

In order to implement the school’s model in a way that fits community needs and supports student achievement, Legacy IP HS has identified the following needs for innovation:

- Curriculum:** Legacy IP HS needs the ability to implement a personalized curriculum based on technology pathway programs;
- Professional Development:** Legacy IP HS needs flexibility to direct more PD time for teachers and administrators to effectively implement the school’s personalized learning and pathway programs;
- Time:** Legacy IP HS needs to have a flexible calendar and use of student and teacher time within the school day to offer targeted PD offerings to ensure successful execution of the school’s plan;
- Human Resources:** Legacy IP HS needs flexibility to recruit and select teachers that demonstrate effectiveness in serving at-risk youth. All teachers will be hired using annual contracts to ensure the school is attracting and retaining high quality teachers. The school will provide appropriate supports to address poor performance.
- Budget:** Legacy IP HS needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and will budget on actual teacher salaries.

Section I. CULTURE

A. Vision and Mission Statements

Mission: Our focus is on the whole child. We believe that everyone can learn, become better thinkers, and independent learners. Students will meet academic challenges with honesty, integrity, enthusiasm, and a willingness to solve problems. We aim for a culture of cooperation, with respect for individual differences and community values. We foster a school climate that is safe and supportive of individual students, enabling them to succeed in our ever-changing world.

Vision: Legacy High School provides an environment where every student has the opportunity to achieve his/her utmost potential while becoming prolific residents of society.

The Legacy Options vision and mission directly support the DPS mission of providing all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our diverse society. The Legacy Options vision and mission embody the district's core values of *Students First, Integrity, Equity, Collaboration, Accountability, and Fun*.

Core principles: Scholarship, Honesty, Aspiration, Responsibility, Perseverance

B. Targeted Student Population

Legacy Options School will serve students residing in the Far Northeast (FNE) Region of Denver who are at-risk of dropping out or have dropped out of high school. Legacy Options will provide an intensive pathway high school for 9th through 12th grade students. Legacy Options will open with 60 intensive pathway high school seats to address the projected need in the 2015-2016 school year and will expand to full student enrollment of 240+ in four years.

C. Stakeholder Participation in the Planning Process

Parent/Guardian (CSC) and Teacher Input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process in 2015. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available on the website. Teachers provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during 1:1 meetings with the principal, and during summer orientation: August 13 & 17. Additional input and revisions were made by teachers via a shared Word document of the plan, marked up and revised: July — August.

Parent /CSC provided meaningful opportunities for input into the plan. Parents/Guardians provided input on the school plan through membership on the interim-CSC. Parents/guardians dedicated time and energy to (writing, editing, revising the school plan) through individual 1:1 meetings with the principal, as well as through writing and editing the draft version of the plan provided to all parents via email (July-August) and during 2 dedicated plan development and revision meetings with parents on August 14 and 21st. The CSC voted to approve this innovation plan on August 24, 2015 and the Teachers voted via secret ballot vote to approve this innovation plan on August 24, 2015. Specific vote results and letters of support can be found in Appendix B & C.

In addition, Legacy Options School was designed in direct response to the need for an intensive pathways school in the FNE region of DPS. The plan is aligned to the DPS guidelines for Multiple Pathways schools. Community partners and parents of at-risk students have provided letters of support for the school concept and identified school leader. Letters of support from school and community leaders are included in Appendix.

Over the course of March – July 2015 the principal and planning team members have met with numerous families and community members to discuss and seek input into the innovation plan for Legacy Options HS. Below is a list of some of these community meetings:

- 3/12/15 Charles Elbot
- 3/25/15 Mrs. Shelli Brown / with Ron Allen (Families Forward Research Center)
- 5/12/15 Councilman Christopher Herndon - District 11
- 5/12/15 DPS Board Member-Landri Taylor
- 5/13/15 Commander Les Perry - Denver Police District 5
- 5/19/15 Collaborative School Committee - Community Meeting at Montbello Rec. Center
- 5/29/15 Collaborative School Committee - Community Meeting at Montbello Rec. Center
- 5/8/15 Sean Bradley Candidate for District 11
- 5/8/15 Courtney Brown
- 5/9/15 Stacie Gilmore Candidate for District 11
- 5/21/15 Ms. Carrie Smith

Parental and Community Outreach Activities

ACTIVITY	AUDIENCE	PURPOSE
Connect with DPS high schools and keep them updated on Legacy Options – Denver progress	High School Principals and Counselors	Communicate future options for at-risk students, gain support for referrals, outreach to students and parents
Hold information sessions at local community resource centers. Direct contact with families in community	Parents, Students	Communicate future option for students, gain support for enrollment
Conduct meetings with local colleges, technical schools	Higher Education Partners	Promote recruitment of teachers and explore post-secondary credit opportunities for students
Conduct meetings and presentations	DPS Intensive Pathways Office	Communicate how best we can serve the targeted student population
Conduct meetings and presentations to political leaders	Political Leaders (i.e.) Mayor’s office, City Council, Governor’s	Gain support for Excel Academy- Denver and the outreach to our most at risk students

Conduct meetings with agencies who serve our target student population	Employees of community and government agencies and organizations (i.e., CYC, Goodwill, United Way, WIC)	Student support services and referrals
Conduct meetings with local businesses	Business Community	Internships for students, outreach to parents
Conduct meetings with local religious leaders	Faith-based organizations	Outreach to parents and guardians

(Appendix B – Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee – no page limit)

Legacy Options will partner with community programs that will help solidify and intensify the affective supports given. The first is PROJECT VOYCE (<http://projectvoyce.org/>), a student advocacy, leadership and empowerment non-profit. 4ASPECTS is a leadership program that educates and teaches students anger management skills, self-esteem and how to avoid gangs, drugs/alcohol and other peer pressures. Other outside tutoring programs will partner with us for similar affective support of our students. All of these programs will be classes throughout the day and have afterschool leadership/mentoring groups. In addition to these programs Legacy Options will partner with DPS’ Student Board of Education (SBE) to provide a leadership class. From this class Legacy Options will elect two members to the Board and engage with these members around a school improvement project. Each program is designed to empower students to know and understand how to use their own power as leaders in their school and in their community. Working collaboratively with teachers and staff, these partners are integral to the layered interventions that must occur to support our students’ success.

Restorative Justice and Positive Behavior Intervention and Support (PBIS) techniques will be used to strengthen a consistent intentional culture. Dress code, behavior expectations, and student/parent contracts will help to create an expectation of professionalism and achievement. Practices such as the Legacy Options School Culture Curriculum /Orientation as well as “Confidence Saturdays” (to recognize student achievement) PBIS program, Continuation Ceremonies and the final Graduation Ceremony will symbolically support a culture of high expectations, academic achievement, student engagement and positive/empowering peer support. Additionally, advisories, student cohort groups, frequent student feedback, transparent communication and consistent student support will allow for the development of positive, trusting student-adult relationships.

(Appendix C – Evidence of Support from Parents/Guardians, and Community Groups – no page limit)

D. School Culture & Student Engagement

The Legacy Options School culture will continue to be collaboratively developed and implemented by Legacy Options staff members, students, and families. The culture will reinforce norms and expectations for academic work, collaborative practices, behavior, and disciplinary actions and will include but not be limited to:

- Shared core values that are posted and evident throughout the school.
- A contract outlining norms and expectations, for students, staff, and parents/guardians.
- Agreements with community partners for enrichment, CTE, and field experiences.

- A dress code conducive to academic excellence and professionalism.
- Flexible hours for participation and demonstration of mastery.
- No homework beyond online or off-site work requirements.
- A point system to track attendance, participation, work completion, etc.
- A Student Advisory Board and Student Discipline Court.

Systems and Structures:

Legacy Options leadership team members will make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings will include informal visits to the student’s home to welcome them to the Legacy Options community. Legacy Options staff members will participate in an **orientation at** the start of the each trimester. The first week will be focused on school culture and social/emotional supports for students. The second week will be focused on instructional strategies and routines. For the founding year, staff will also participate in a two day team-building encounter focused on solidifying commitment to the school vision and mission and bonding as a team.

Legacy Options staff members will arrive 30 minutes before students and participate in a **Morning Check In**. Staff members will have an opportunity to share what is happening in their personal and professional lives and what supports they need that day. They will also share successes and challenges they are experiencing at school and solicit support from their colleagues. All staff members will **greet students** at the start of each class, making positive comments and having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment.

Thursday afternoons. Staff members will take ownership for facilitating professional development and will have multiple opportunities to take on additional leadership roles: mentoring teaching fellows, facilitating groups, serving on the School Advisory Board, and developing and implementing new enrichment and electives for students. Leadership and advancement opportunities will support a pipeline of future leaders committed to the vision and mission of the school.

Orientation will include setting norms and expectations as well as role playing and practicing routines and proactive social skills with a small “family” of students and a family teacher. During orientation, students will be assessed and will develop their Individualized Plan in collaboration with parents/guardians, teachers, and counselors.

Engagement Groups:

They will meet for one hour each week around a variety of topics addressing social and emotional needs of students (e.g. grief counseling, anger management, etc.) Students will be assigned to a **Learning Family** with a designated staff facilitator or family teacher. Students will check in with their family teacher daily at a regular schedules activity period. Each family teacher will be assigned 10 students.

Students will engage in individualized reflection on what is happening in their life outside of school and what they will do that day to be successful in school. Students will share concerns with the group and solicit feedback and support or a “shout out” about something that they are proud of. Students will also do a verbal check in with the Family Teacher about what support is needed to be successful that day. A stoplight system – red, yellow, green – will be used to prioritize the verbal check in time and ensure that students in need of support receive it. Family Teachers will also facilitate role play and practice of positive social skills and conflict resolution. Students will work with their family teacher and support staff to develop and commit to an **Individualized Plan** that includes the student’s academic history, interests, and goals and will be used throughout the year to monitor student progress and guide instructional decisions and supports.

Monthly **Town Hall Meetings** of all Legacy Options students and staff members will recognize and acknowledge individual and group accomplishments and progress toward goals. Town Hall Meetings will be collaboratively planned by the Student Advisory Board and the School Leadership Team. Legacy Options parents/guardians will sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.). Every parent/guardian will be required to participate in quarterly **Parent Conferences**. If they cannot attend at the scheduled time at the school, an individual appointment will be scheduled. Parents/guardians will also be expected to access the parent portal either at home or at the school.

Legacy Options will provide **wrap around support for parents and guardians** through community providers, programs, and trainings offered at the school and in the FNE community (e.g. ESL, resume writing, computer classes, etc.). By design, Legacy Options serves students who are at-risk of academic failure as well as higher than average percentages of students with special needs, students receiving special education services, and proportionately high percentages of English language learners. The Legacy Options School culture will be focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Legacy Options students will be better prepared to be successful inside of the classroom.

E. **Student Discipline Policy**

Legacy Options will base its discipline policy and procedures on Board Policy JK and Regulation JK-R with modifications to the discipline ladder of consequences to reduce out of school suspensions, keep students in school, and increase restorative approaches to support the social and emotional needs of its at-risk students.

Legacy Options will use a level system for behavioral consequences that includes 5 levels: Level 1 minor infractions and classroom issues resulting in extended time for improvement,

restorative practices, plans being written, referral to additional group support, conversations, conferences; Level 2 and 3 mid-level infractions resulting in ISS or OSS, possible DPD involvement, restorative practices; and Level 4 and 5 major infractions resulting in expulsion requests and DPD involvement.

Students who have committed Level 2 and 3 infractions may voluntarily choose to take their case to the Legacy Options Student Discipline Court. The Student Discipline Court conducts a structured peer review of the facts and circumstances of the case by a panel of student leaders and recommends a disposition. Sentencing options may include community service, attending educational workshops, apologizing to victims, and other restorative approaches. The Student Discipline Court provides an opportunity for students to learn about the legal and judicial process, engages students in the school and community, and holds students accountable.

Legacy Options staff members will be provided with training on fairly and consistently implementing disciplinary procedures with an intentional focus on ensuring that all students succeed. A due process checklist will be used by staff when administering disciplinary actions to ensure that the school disciplinary procedures are followed.

Through the RtI process, the leadership team will look at disaggregated disciplinary data by individual students and student groups on a weekly basis and will work with Family Teachers and Student Advisors to address any disproportionality in disciplinary procedures. Discipline for students with disabilities will be in accordance with the student's IEP, behavior intervention plan, 504 Plan, and Board Policy JKF.

Positive Behavior Interventions and Support:

Legacy Options students and staff will collaboratively develop the school's norms and expectations at the start of the founding school year. These common expectations (e.g. safety, attitude, integrity, and leadership) will become the basis of a point system used to provide students with daily feedback on academic and professional behaviors across school settings. Points will be associated with increasing levels of privileges and consequences and are intended to provide frequent feedback to allow students to regulate their own behavior and move from more extrinsic incentives to more intrinsic incentives. Students and teachers will track points earned in each class as well as in out of class settings. Students will check in with their Family Teacher once or twice each day to monitor progress. In order to earn full privileges, students must meet the following criteria: 1) earn 90% of all points for all classes; 2) no antisocial behavior - bullying, verbal abuse, and intimidation; and 3) no drugs or alcohol use. Students with multiple behavioral infractions will be referred to the Student Intervention Team for a functional behavioral assessment and development of a behavior support and intervention plan.

F. Student Recruitment & Enrollment

Recruitment

As an intensive pathways school, Legacy Options will recruit and enroll a significant majority of its students through referrals from agencies and schools. Therefore, the primary recruitment

strategy will be to engage with the FNE middle and high schools and agencies that serve at-risk students (e.g. Gilliam, DYC commitment/placement facilities, etc.) and share information about the Legacy Options School. Legacy Options will work with DPS departments that support intensive pathways, community engagement, drop-out prevention and recovery, truancy, adjudicated youth, and poverty and homelessness, to identify and reach out to disconnected youth. Legacy Options will work with community groups (e.g. faith-based organizations, Boys and Girls Club, Goodwill, United Way, WIC, etc.) to ensure that at-risk youth and their families are aware of this new intensive pathways school option. Additionally, Legacy Options will recruit students through a variety of direct and indirect marketing strategies (e.g. door to door, open houses, flyers, website and social networking, DPS School Choice Enrollment brochure, DPS secondary school events, etc.).

Recruitment strategies will be the same during the pre-opening and opening years, with more time spent during the pre-opening year on developing relationships with community agencies and schools and developing systems for onboarding and orienting students. As enrollment is critical to the opening of the school, Legacy Options will aggressively recruit students during the preopening year. Agency and school referrals will be solicited and students who are referred before April 2015, will have first priority for 2015-2016 enrollment. Second priority will be given to any students who enroll through the DPS School Choice enrollment system by April 30, 2015. If additional seats remain available following choice enrollment, applicants will be considered on a first come first served basis until enrollment is full. A waitlist will be used to fill openings as they become available.

Enrollment

Legacy Options will enroll students at the start of each trimester through agency and high school referrals as well as collaboration with the DPS School Choice Office. The enrollment process will include an application and a personal interview with the student and parent or guardian. The Legacy Options enrollment process will ensure that the enrollment criteria are applied consistently to all applicants. Students who apply for enrollment will be required to participate in a one week orientation and sign a school/student/guardian compact prior to beginning classes. Once full, Legacy Options will maintain a waiting list and will enroll students as space becomes available.

Legacy Options will enroll any students it can adequately serve and will work with the district in the event that a student has a disability that requires additional supports through a center based program or students that require newcomer support and programs. Legacy Options will work closely with the district and an interagency team to ensure that every student has access to educational opportunities to support their growth and development and prepare them for postsecondary success.

Our enrollment process will begin with the prospective student and his/her parent/guardian visiting Legacy Options to fill out an application or they will be able to fill out this application online via the Legacy Options website. Next, they will schedule an enrollment interview to review the Student-Parent Contract detailing all Legacy Options academic, behavior and

attendance policies. If the interview the student commits to attending the school, the student will be invited to attend a Culture Curriculum program at Legacy Options. Upon completion of the program the student will meet with an administrator to discuss whether or not Legacy Options is the best option for the student. Once accepted for enrollment in Legacy Options, both student and parent will sign the Student/Parent Contract. In the event that the student is not able to commit to attending the school, the administrator and transitions team will assist the student in either returning to the home school or exploring other options.

G. Student Attendance & Satisfaction

Student Investment

Each Legacy Options student will have an **Individualized Plan (IP)** created collaboratively by the student, parents/guardians, and teachers. The IP will include but not limited to:

- Academic Plan
- Academic Assessment Results
- Portfolio of Academic Work
- Career Plan
- Community Service and Field Experiences
- Professionalism / Behavior Plan
- Student – Parent – Teacher Compact

Students will work collaboratively with teachers, student advisors, and their parents/guardians to monitor and adjust their IPs to ensure that they reach their academic, social/emotional, and career goals.

Legacy Options students will have representation on a **Student Advisory Board** that will have input into school decisions and goals and will take on a leadership role in planning student events and developing the student handbook. In addition, the Student Advisory Board will oversee the administration of a quarterly student satisfaction survey and will make recommendations to the school leadership team on how to increase satisfaction levels. All Legacy Options students will participate in a minimum of 20 hours of volunteer service learning. Students will also have opportunities to participate in peer to peer tutoring, mentoring, mediation, and the Student Discipline Court.

Student Attendance

Legacy Options' average attendance (enrolled minutes – absent minutes / enrolled minutes) will meet or exceed the SPF expectations for alternative schools with an 87% or higher. A Legacy Options office staff member will be responsible for collecting and monitoring the daily student attendance data in Infinite Campus (IC) and providing daily reports to the office manager. The office manager will make calls to parents or guardians. After a second consecutive absence the student advisors will contact the parents or guardians and make a plan, if necessary, to improve attendance. Every week on Friday an attendance report will be run on all students from IC. Using the data from IC, the office support staff will produce a weekly RTI report that categorizes each student's attendance as red/yellow/green. Student

advisors, social worker, and family teachers will use this report to follow up with individual students and develop attendance plans that include rewards and consequences associated with attendance.

Student Satisfaction

Legacy Options student satisfaction will reach 85% positive responses in year one and 90% positive responses by year two and beyond to meet the SPF expectations. The Legacy Options Community Liaison will be responsible for distributing and collecting the annual DPS student satisfaction surveys. In addition, the school will develop and administer a student and parent satisfaction survey at the end of each 12-week trimester. The Student Advisory Board will conduct a root cause analysis each quarter and will recommend action steps to increase student satisfaction.

H. Ongoing Parent/Guardian Involvement & Satisfaction

Parent Involvement

Legacy Options will partner with community organizations to provide parents/guardians with access to training and support at the school on a variety of topics such as: filing FASFA or taxes, resume writing, job/career opportunities, learning English, grief counseling, etc. In addition, Legacy Options will partner with the community partners to assist students and families with accessing transportation to community events.

Legacy Options parents/guardians will participate in the development of Individualized Plans and will communicate about successes, concerns, and next steps via the weekly communication system. Parents/guardians will be expected to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.) and will be encouraged to become involved in the school community. Every parent/guardian will be required to participate in quarterly conferences focused on student learning and development. Legacy Options faculty will teach parents/guardians how to access the parent portal at the school and will encourage them to use it between conferences to stay informed and involved.

Parent Satisfaction

Legacy Options parent satisfaction will reach 85% positive responses on the DPS parent/guardian satisfaction surveys in year one and 90% positive responses by year two and beyond. Legacy Options will exceed SPF expectations for parent response rates with more than 50% of parents/guardians responding to the survey. The Legacy Options community liaison will be responsible for distributing and collecting the DPS parent satisfaction surveys. Family teachers and student advisors will follow up with parents/guardians via parent teacher conferences, phone calls, and home visits to encourage parents to complete and return the surveys. In addition to the DPS survey, the school will develop and administer a student and parent satisfaction survey at the end of each 12-week trimester to gather feedback and monitor progress. The School Advisory Board will conduct a root cause analysis, in collaboration with the leadership team, and recommend action steps each quarter to increase parent satisfaction.

Section II. LEADERSHIP

A. Leadership Team Personnel

The Legacy Options School leader will be able to articulate a vision for the school that includes all students attaining the 21st century skills needed to compete in a global market place, to advocate for themselves, and to contribute as competent educated members of society and will be a fierce advocate for students and their families. Additionally, the school leader will be the instructional leader of the school and will provide frequent feedback, coaching, and support to teachers and support staff and will be a licensed school administrator.

The school leader will demonstrate leadership competencies including: culture and equity, instructional, human resource, strategic, organizational, and community leadership skills. The school leader will be committed to and passionate about supporting at-risk students and ensuring that they graduate with a high school diploma or equivalent by offering multiple pathways for enrollment into postsecondary educational options.

Other members of the leadership team will be identified by August 2015 and ongoing communication will occur with the leadership team during the remainder of the pre-opening year. Cross training for leadership team members and distributed leadership responsibilities will provide opportunities for Legacy Options to grow its own leadership and ensure smooth leadership succession. Leadership team job descriptions, including qualifications and credentials, are included in Appendix G.

B. (Appendix G – Job Descriptions for all Leadership Team Positions – 10 page limit)

(Appendix H – Resumes for all Identified Leadership Team Members – 10 page limit)

C. Leadership Succession Plan

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

The school's CSC/SAB in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC/SAB from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC/SAB and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC/SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

Prior to the school opening initial meetings and individual meeting contact with community members, the board representative for the district, the city councilman for the region, and potential students,

parents and community member were held. After the initial meeting have been held a Collaborative School Committee will be established and will meet monthly in part to focus on school matters but also monitoring and inspecting the progress of the innovation plan.

School Culture & Student Engagement

The Legacy Options School culture will be collaboratively developed and implemented by Legacy staff members, students, and families. The culture will reinforce norms and expectations for academic work, collaborative practices, behavior, and disciplinary actions and will include but not be limited to:

- Shared core values that are posted and evident throughout the school
- A contract outlining norms and expectations, with non-negotiables, for students, staff, and parents/guardians
- Agreements with community partners for enrichment, CTE, and field experiences
- A dress code conducive to academic excellence and professionalism
- Flexible hours for participation and demonstration of mastery
- No homework beyond online or off-site work requirements
- A point system to track attendance, participation, work completion, etc.
- A Student Advisory Board and Student Discipline Court

Systems and Structures

Legacy leadership team members will make a **personal contact** with each student and their parents/guardians prior to the first day of school. These initial family meetings will include informal visits to the student's home to welcome them to the Legacy community.

Legacy staff members will participate in a **two week orientation** prior to the start of the school year. The first week will be focused on school culture and social/emotional supports for students. The second week will be focused on instructional strategies and routines. For the founding year, staff will also participate in a two day team-building encounter focused on solidifying commitment to the school vision and mission and bonding as a team.

Legacy staff members will arrive 30 minutes before students and participate in a **Morning Check In**. Staff members will have an opportunity to share what is happening in their personal and professional lives and what supports they need that day. They will also share successes and challenges they are experiencing at school and solicit support from their colleagues.

All staff members will **greet students** at the start of each class, making positive comments and having verbal interactions with each student as they enter the classroom to set the stage for a positive learning environment.

Legacy instructional staff will engage in **weekly professional development** on Friday afternoons. Staff members will take ownership for facilitating professional development and will have multiple opportunities to take on additional leadership roles: mentoring teaching fellows, facilitating groups, serving on the School Advisory Board, and developing and implementing new enrichment and electives for students. Leadership and advancement opportunities will support a pipeline of future leaders committed to the vision and mission of the school.

All Legacy students will participate in a one week **orientation** prior to the start of school or a mid-year enrollment. Orientation will include setting norms and expectations as well as role playing and practicing routines and proactive social skills with a small “family” of students and a family teacher. During orientation, students will be assessed and will develop their Individualized Plan in collaboration with parents/guardians, teachers, and counselors.

Engagement Groups will meet for one hour each week around a variety of topics addressing social and emotional needs of students (e.g. grief counseling, anger management, etc.)

Students will be assigned to a **Learning Family** with a designated staff facilitator or family teacher. Students will check in with their family teacher daily at the beginning or end of the day during the 15 minute *Check In* times. Each family teacher will be assigned 10 students. Students will engage in individualized reflection on what is happening in their life outside of school and what they will do that day to be successful in school. Students will share concerns with the group and solicit feedback and support or a “shout out” about something that they are proud of. Students will also do a verbal check in with the Family Teacher about what support is needed to be successful that day. A stoplight system – red, yellow, green – will be used to prioritize the verbal check in time and ensure that students in need of support receive it. Family Teachers will also facilitate role play and practice of positive social skills and conflict resolution.

Students will work with their family teacher and support staff to develop and commit to an **Individualized Plan** that includes the student’s academic history, interests, and goals and will be used throughout the year to monitor student progress and guide instructional decisions and supports.

Monthly **Town Hall Meetings** of all Legacy students and staff members will recognize and acknowledge individual and group accomplishments and progress toward goals. Town Hall Meetings will be collaboratively planned by the Student Advisory Board and the School Leadership Team.

Legacy parents/guardians will sign a **Parent Compact** committing to participate in the weekly communication system, communicating concerns and successes to the school, agreeing to next steps when intervention is necessary, and agreeing to volunteer in some way (e.g. making copies, fundraising, organizing community events, making food for events, sitting on an advisory board or committee, etc.).

Every parent/guardian will be required to participate in quarterly **Parent Conferences**. If they cannot attend at the scheduled time at the school, an individual appointment will be scheduled.

Parents/guardians will also be expected to access the parent portal either at home or at the school.

Legacy will provide **wrap around support for parents and guardians** through community providers, programs, and trainings offered at the school and in the FNE community (e.g. ESL, resume writing, computer classes, etc.).

By design, Legacy serves students who are at-risk of academic failure as well as higher than average percentages of students with special needs, students receiving special education services, and proportionately high percentages of English language learners. The Legacy Options School culture will be focused on students and staff members collaborating to catch students up academically and prepare them with the 21st Century Skills to graduate from high school and succeed in postsecondary options. By focusing on providing supports that are necessary outside of the classroom, Legacy students will be better prepared to be successful inside of the classroom.

D. Leadership Team Coaching & Evaluation

The principal will be evaluated based on the LEAD school leadership framework with modifications, if necessary, to reflect the unique features of the school. The Legacy Options Principal will use the DPS resources for coaching and professional development of school leaders (e.g. OSRI, ISs, CAO, etc.) as well as seeking other professional growth and development opportunities to support the successful implementation of a new intensive pathways school.

The Legacy Options principal will supervise, coach, and evaluate members of the leadership team including the assistant principal, administrative assistants, community liaison, and office manager. Leadership team members will facilitate and participate in weekly *Learning Walks* with teachers to observe and engage in collaborative discussions about instructional practices. The principal and assistant principal will supervise and evaluate all staff. The principal may designate other school staff to conduct teacher and staff observations, coaching, and evaluations.

E. School Personnel Structure

In addition to the leadership team discussed above, the Legacy staff will include an instructional team and a support services team. The instructional team will be comprised of core teachers, electives teachers, ELA, special education, and intervention teachers, and a pro tech teacher. The support services team will include student advisors, counselors, social worker, psychologist, CSOs, school nurse, office support staff, and paraprofessionals.

The office manager will manage the budget, accounting, and business functions of the school under the supervision of the school principal. If at some point in the future the school increases its involvement in financial management (e.g. opens its own bank account to manage private grants and donations, etc.), the school may hire a business manager or contract with an accounting firm. The school will remain accountable to the district accounting office and will implement sound financial management and accounting practices.

The community liaison will manage community partnerships and services provided to the school and may be supported by dedicated personnel donated by a community partner organization.

F. Employment Policies

Salaries and Benefits:

Legacy Options teachers' salaries will be based on the DPS salary scale. Legacy Options teachers will participate in ProComp and will receive additional compensation for: extended time, additional responsibilities, and meeting personal growth goals. Leadership team, instructional staff, and support staff members will all be eligible for school determined performance incentives. The Legacy Options leadership team members' salaries will be based on the DPS salary scale. The school may determine additional stipends for extended time and additional duties based on input from the CSC/SAB.

Employment Policies:

Legacy Options will seek waivers to hire teachers on annual contracts. Alternative schools have a long tradition of struggling to recruit and retain experienced and effective teachers. Working

with the most at-risk students in the state can be challenging and lead to higher rates of burn-out than other teaching positions. Legacy Options will therefore look to recruit experienced and effective teachers, including DPS teachers who are ready to make a change in their professional lives.

Legacy Options teachers will be mission-driven and committed to going beyond the parameters of the school day and the school walls to do whatever it takes to support Legacy Options students in reaching their academic and social/emotional goals. In turn, Legacy Options teachers will be compensated for the additional time and responsibilities that are required of them and will receive significant coaching and support to help them to be successful and supportive of all students.

Legacy Options students will in many cases be behind academically and in particular in their need to accumulate credits, and therefore need teachers who are highly effective at teaching at-risk students to ensure that they are able to catch up academically and graduate college and career ready.

Student support personnel including school counselors, social worker, psychologist, and paraprofessionals will be interviewed and hired by the school, in collaboration with the district Student Services Department. In an intensive pathways school serving the most at-risk students it is important to control who comes into the building and to adequately train all staff on the school culture and unique needs of the student population. In addition, more time will be allocated to student support services at Legacy Options than is typically provided in other schools.

Legacy Options will hire non-licensed teachers with field experience and expertise, when appropriate, to teach elective, enrichment, and intervention courses but shall comply with NCLB license requirements for Highly Qualified teachers in core content areas. Legacy Options will also seek a waiver to allow school leaders to supervise, coach, and evaluate staff, under the supervision of the principal, without a principal license when such staff have successfully completed a CDE endorsed training on the LEAP framework. The school principal and assistant principal will be licensed administrators. Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).

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.

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.

A sample outline of the Legacy Options Employee Manual is included in Appendix K. (Appendix K – Personnel Policies or Employee Manual – 15 page limit)

G. Operations - Transportation

Legacy Options students will have the opportunity to participate in the DPS FNE shuttle system, *the Success Express*, and will also have access to public transportation at a free or reduced rate, depending on available funding. Legacy Options will work together with community partners to arrange transportation to field experiences such as internships, mentoring, and community service.

This school will be following the DPS school calendar and does not anticipate to be open when Denver Public Schools are closed but retains the ability to modify the school calendar annually based on the needs of the school. Any such modification will be made prior to May 1st with input from the school's SAB/CSC.

H. Operations – Safety and Security

The Legacy Options principal will be the primary person responsible for developing, maintaining, and overseeing the implementation of the Emergency Management Plan (EMP). Two Campus Security Officers (CSOs) will support the implementation of the EMP. CSOs will be hired by the school principal and report to the Administrative Assistant responsible for student support services. Legacy Options will install security cameras, staff identification cards, and a card reader system to further ensure that the building is safe and secure. All Legacy Options staff members will be trained in the security procedures and the EMP.

Section III: EDUCATION PROGRAM

A. Curriculum

Teaching through Integrated Technology

Legacy Options is committed to providing students with the most cutting edge technology and innovative uses in the district. Smartlab technology will explicitly support student learning once the school reaches full enrollment to fund the resources through CTE. Examples of learning through technology include using Mimeo or Promethean Boards to present PowerPoint's and podcasts or developing projects through the use of a free Microsoft online applications. Each of Legacy Options's students will have abundant access to netbooks and other personal technologies. At Legacy Options, 21st Century skill will begin with proficiency in technology and end with the higher level skills that will be necessary in using technology as a tool to successfully communicate, collaborate, think and create in a global society.

Blended Online Learning

Though online learning has made the news in the last decade, blended online learning is quickly being seen as the classroom of the future, allowing students to have —the best of both worlds. NACOL supports the use of blended learning stating that this form of learning has limitless potential for students due to the fact that it develops all of the skills students will need for the 21st century (2010). Alfred P. Rovai and Hope Jordan in their article Blended Learning and Sense of Community: A Comparative Analysis with Traditional and Fully Online Graduate Courses (2004) found that blended courses produced not only greater achievement from the students but also produced a stronger sense of community among students than either traditional or fully online courses. Our blended learning will take place in our Credit Recovery classes which currently is scheduled to use Apex Online. The school will use the Mastery Connect Data System to track each student's progress toward mastery in each core standard to measure mastery learning and teacher effectiveness with standards implementation.

Post-Secondary Readiness: Preparing for College and Career

Once students demonstrate grade level learning Legacy Options will collaborate with other institutions to offer various CTE programs while also partnering with local community colleges to engage students in concurrent enrollment courses. All 10th grade level students who test at grade level in MAP and Acuity will take the ACCUPLACER to ensure they will qualify for concurrent enrollment or 050, 055 and 099 courses. Credit Recovery will be offered through APEX and Edgenuity learning online. A study done by the Piton Foundation regarding the state of education and college success in DPS found a high correlation between those who enrolled in at least two or more college or accelerated classes in high school fared much better in both enrolling and graduating from college (Buckly, P, April 2009).

Credit Recovery & Unit Recovery

Credit recovery provides opportunities for students to retake classes and/or demonstrate competency in specific content standards for a class they previously failed. Credit recovery opportunities will be made available to Legacy students using the standards-based APEX

Learning digital curriculum, and/or Edgenuity, and end of course assessments. Credit recovery options will be available during the school day, during extended learning time, and during the summer session.

Unit recovery provides opportunities for students to collaborate with the original teacher to retake a unit previously failed. Through unit recovery, students are required to demonstrate competency in the specific content standards for the respective unit(s) in order to earn credit for the original class. Unit recovery options will be supported by Legacy's blended learning instructional model.

Advanced Placement Courses

Apex Learning offers College Board-Approved comprehensive online Advanced Placement (AP) courses supported by AP teachers with an average of 14 years of experience. Highly interactive instruction, including simulations and ongoing assessments, help students stay engaged.

- Apex AP English Language and Composition
- Apex AP Statistics
- Apex AP Calculus AB
- Apex AP Chemistry
- Apex AP Chemistry (DL)
- Apex AP Physics B
- Apex AP Psychology
- Apex AP U.S. History
- Apex AP U.S. Government and Politics
- Apex AP Macroeconomics
- Apex AP Microeconomics
- Apex AP Spanish Language

Concurrent Enrollment

Concurrent Enrollment (CE) is a way for high school students to take college classes tuition free while in high school. Legacy students who have concurrent enrollment in their IP will take the Accuplacer assessment to determine if they are eligible to take college level classes. Students may take up to two college classes per semester in content areas related to college and career goals in their IPs. CE classes count for both high school and college credit. DPS pays for tuition but not books and fees. If a student fails a class, they will be required to pay back the tuition. The goal is that all Legacy students will graduate with a college credit option.

Legacy will partner with Community College of Aurora (CCA), Community College of Denver (CCD), University of Colorado at Denver (UCD), and Emily Griffith Technical College to offer Concurrent Enrollment courses.

Every Legacy student will be provided with the opportunity, access, and inclusion needed for them to reach their potential and graduate ready for postsecondary success.

B. Scope/Sequence

Legacy Options will use DPS core curriculum and will have flexibility in implementing pacing guides to meet the individual needs of students on a trimester calendar. In addition, Legacy teachers will map the Apex Learning course scope and sequence documents to the Colorado

Academic Standards including the Common Core State Standards and will supplement with teacher directed lessons when necessary to ensure that all key concepts and grade/course standards are mastered and students graduate ready for postsecondary education and career options.

Legacy lesson plans will include standards-based content/language objectives. Teachers will also create units using the network's common syllabi. Content/Language Objectives (CLOs) are measurable statements that indicate what content students will learn and how they will demonstrate that learning through language functions and forms. Language functions are the purpose(s) of the communication, such as narration or persuasion. Language forms are the conventions used to communicate, such as the grammatical structures, patterns, syntax, and mechanics associated with the sentence level meaning.

The scope and sequence outlines of Apex Learning English I and Algebra I courses, which Apex Learning has already aligned to the CCSS, are included as samples in Appendix J. A syllabus for each Apex Learning course can be found on the website <http://www.apexlearning.com/courses>.

(Appendix L –Course Scope and Sequence for One Grade in Each School Level for non-adopted curriculum – (not needed for teacher created curriculum) – 20 page limit)

C. School Schedule & Calendar

Legacy students attend on an individualized flexible schedule with classes beginning at 7:50 am and ending at 3:00pm. Full time students will attend an 8 hour day and receive an average of 420 minutes of academic instruction a day (450 minutes Mon,Tues,Wed., Fri. & 300 minutes Thursday). Language Arts and Math classes will be offered in 65 minute blocks Mon,Tues,Wed., Fri. and 35 minute blocks on Thursday for a total of 420 minutes of each per week. Students who participate in ELD, Special Education, or Interventions for up to 90 minutes a day will have a minimum of 65 minutes each of core English or Math instruction. Science and Social Studies classes will be offered in 65 minute blocks Mon,Tues,Wed., Fri. and 35 minute blocks on Thursday for a total of 210 minutes of each per week.

During the second half of the pre-opening year and into the summer prior to opening, newly hired core teachers will be provided with stipends to develop lesson plans aligned to the Apex Learning scope and sequence and Colorado Academic Standards including Common Core State Standards. Lesson plans will include direct instruction and collaborative group work to preteach, reteach, deepen and extend student learning of critical content and language objectives. In addition, Legacy teachers will have one week prior to the start of each school year and two half days (2 ½ hours) each month, and 90 minutes 4 days a week of common planning time together as content teams to analyze student data, develop supplemental lesson plans, identify curricular materials, and refine the instruction and assessment cycle.

(Appendix M – School Calendar & School Day Schedule for both a teacher and a student – 4 page limit)

D. Progress Monitoring and Assessment

Legacy Options will test students in conjunction with the Denver Public Schools testing windows and will utilize Denver Public School interim assessments should they provide reliable data for targeting instruction and interventions. The school will reserve the right to waive district interim assessments and use school determined interims to progress monitor student growth.

Benchmark Assessments

The NWEA MAPS assessments will be administered at the beginning, middle, and end of the year to benchmark Legacy students' progress against the standards and to triangulate data from interim and formative assessments. MAPS assessments will be given in reading, language, math, and science.

Interim Assessments

Legacy teachers will create Interim Assessments to be administered approximately every 6-9 weeks to monitor student progress within the curriculum. Interim Assessments will include the Apex Learning competency based assessments as well as supplemental items to ensure that all key content and language objectives are measured. Legacy students will not participate in the district interim assessments which are aligned to the district curriculum materials and scope and sequence.

Formative Assessments

Scored and un-scored formative assessments will be used to give students continuous feedback. Within the Apex Learning online curriculum, students have frequent opportunities to test their own understanding and monitor their progress through private, no-stakes self-checks. Low stakes assessments give students a chance to engage with content at a personal level while still demonstrating knowledge and skills to their teachers. Higher stakes practices create both formal, structured opportunities for students to show what they know and can do, as well as important opportunities for teachers to provide immediate feedback.

Unit-level diagnostic assessments within Apex Learning also provide formative information. These diagnostics are computer-scored, results are immediately available to students and teachers, and the Apex Learning system will direct students to appropriate instructional content based on that student's strengths and weaknesses.

The Apex Learning approach to assessment is based on Bloom's classical six-level taxonomy. An additional level has been added to emphasize the importance of demonstrating creative skills. The following seven-level hierarchy guides the development of assessment items:

- Knowledge: Can the student recall the information?
- Comprehension: Can the student explain ideas or concepts?
- Application: Can the student use the knowledge in another familiar situation?
- Analysis: Can the student differentiate among constituent parts?
- Synthesis: Can the student generalize from known facts?
- Evaluation: Can the student justify a decision or a course of action?
- Creativity: Can the student generate new products, ideas, or points of view?

Performance Goals

Performance Benchmarks (3 Year): We expect to meet or exceed our district similar school's cluster regarding expectations for student growth and achievement in all core content areas on the School Performance Framework.

Each student will set individual achievement and behavior targets in their IPs. In addition to school wide goals for achievement, participation, and satisfaction, Legacy will track how many students reach their individual goals with a goal of 80%.

The school dashboard provided to the School Advisory Board/CSC quarterly will include interim achievement targets for the whole school and disaggregated student populations (e.g. achievement, goal attainment, attendance, truancy, tardiness, dropout recovery, credit recovery, student satisfaction, parent satisfaction).

1. Corrective Action:

If achievement goals are not met, corrective actions will include: whole school professional development; targeted observations, feedback, coaching and support; and personnel actions.

If corrective actions are not sufficient to reach achievement goals, the School Advisory Board may make recommendations for changes in educational programming, scheduling, or use of resources.

2. Progress Monitoring:

Legacy content teams will meet twice a month for 2 ½ hours each time to analyze student achievement data from benchmark, interim, and formative assessments and to make adjustments to instruction and interventions based on data. In addition to ongoing communication with parents and students provided through IPs and daily logs, at the end of each trimester individual student data will be reported to students and parents/guardians via in-person conferences, online parent portal, and printed report cards.

The leadership team will conduct a Dashboard Review at the start of the school year and after the completion of each trimester. The Dashboard Reviews will include analyzing student progress toward school goals by school, course, and student groups (e.g. ELL, SPED, FRL, age, credits, etc.). The school leader will report the dashboard data to the School Advisory Board and the school community each trimester.

SAMPLE DATA ANALYSIS AND USE CALENDAR

Data Teams and Instructional Planning (2½ Hours / Planning Meeting)

Trimester 1:

Dashboard Review - Baseline & Goals

Adjust instruction and interventions based on data team findings

Review NWEA Data

Adjust instruction and interventions based on data team findings

End of 1st Trimester - Review Interim Data (1st Cycle)

Trimester 2:

Adjust instruction and interventions based on data team findings

Review Interim Data (2nd Cycle) – Dashboard Review

Adjust instruction and interventions based on data team findings
 End of 2nd Trimester - Review Interim Data (3rd Cycle)
 Dashboard Review - Progress Toward Goals

Trimester 3:

Adjust instruction and interventions based on data team findings
 Review Interim Data (4th Cycle)
 Adjust instruction and interventions based on data team findings
 End of 3rd Trimester - Review Interim Data (5th Cycle)

3. Promotion & Retention Policies:

Consistent with district policy IKE, Legacy students will be reported as in the following grade levels based on credits earned, not based on the student’s age:

Grade 9 (Freshman) Less than 60 credits

Grade 10 (Sophomore) 60 to 120 credits

Grade 11 (Junior) 121 to 170 credits

Grade 12 (Senior) 171 to 240 credits

**Note that, in accordance with state policies, students will take the state assessments (PARCC, CMAS, & COACT) that correlate to their year in school not their grade level based on credits earned.

4. Graduation Requirements (*High Schools only*).

Legacy graduation requirements will meet the district and state requirements and prepare graduating students for college and other postsecondary opportunities. In addition, in order to meet the Higher Education Admission Requirements (HEAR), Legacy students will have the opportunity to complete at least one unit of foreign language.

	DPS Graduation Requirement	Higher Ed Admission Requirement
English	4 Units	4 Units
Mathematics	4 Units	4 Units
Science	3 Units	3 Units
Social Studies	3 Units	3 Units
Academic Electives	4 Units	2 Units
Foreign Language		1 Unit
Physical Education	1 Unit	
Electives	5 Units	
TOTAL	24 Units	17 Units

Consistent with DPS Graduation Requirements (Policy IKF), Legacy students who will not meet the General Program of Study requirements may have the option to graduate through one of the following alternative courses of study. The student’s IP will indicate his or her course of study and associated requirements.

Combined General Course of Study

The combined General Course of Study requirements are the same as those for the General Course of Study, except that students with an Individual Education Program may earn up to 140 semester hours (14 units) in Special Education modified courses in the core subject areas and world language classes.

Work Experience and Study Program

Two hundred and forty semester hours (24 units) will be required in grades 9, 10, 11, and 12, and/or through the first semester in which the student's twenty-first (21st) birthday falls, from courses approved by the school principal and determined by the staffing team. Transcripts will reflect differences in program content. The content areas and work study requirements are as listed below. Numbers of units are stated as minimums:

Language Arts	3.0 Units
Mathematics	2.0 Units
Social Studies	2.0 Units
Science	1.0 Unit
Physical Educ	1.0 Unit
Electives	9.0 Units *1.0 Unit in Vocations and/or Transition Classes is Required.
Work Experience	6.0 Units

*Work experience coordinated through special education. Vocations/Transitions course must be taken and passed as a prerequisite or in conjunction with work study.

Designated Course of Study

The designated course of study will substitute for the curriculum/content standard approved by the Board of Education. In making determinations for earning a diploma, assessment instruments will be selected and administered so as to best ensure that when an assessment is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level rather than reflecting the student's impaired sensory, manual, or speaking skills.

Students with severe and profound disabling conditions that interfere with their ability to meet the requirements for either of the above courses of study and have satisfied the requirements of an Individualized Education Program shall graduate with a high school diploma.

Students may attend school in grades 9, 10, 11, and 12, and/or through the semester in which the student's twenty-first (21st) birthday falls, as determined by the IEP.

E. English Language Learner Students

Legacy will provide an English Language Acquisition (ELA) program that serves English Language Learners (ELLs) through English as a Second Language (ESL/ELA-E) services, Supported English Content Instruction, and English Language Development (ELD) and ensures that ELLs receive content instruction that enables them to graduate from high school with the 21st century skills for success in postsecondary education and the workforce.

Identification Process

Legacy will have an Instructional Services Advisory (ISA) team that is responsible for placing English learners in ELA program services, classifying them as ELLs, reviewing their progress

while receiving program services, recommending them for redesignation, and monitoring students for two years after redesignation and one year after they exit from ELA program services.

The ISA team will consist of the school principal or designee, two ELA designated teachers, one core content teacher and one special services / counselor. The team contact who communicates with the ELA Department will be the school principal or designee.

The Office Manager will be responsible for administering the DPS Home Language Questionnaire (HLQ) and the Parent Permission Form (PPF) as part of the registration process for all students. The HLQ is used to identify students who are new to DPS and whose primary or home language is other than English. The PPF is completed by parents or by the student if he/she is 18 years old to obtain permission to place ELLs provisionally in an ELA program, pending assessment and placement.

Assessment and Placement

Legacy will administer the W-APT screening placement test to students whose home language is other than English during the one week orientation time (within the first 10 days of school).

No later than 30 days after students have completed orientation, parents/guardians will be notified if a student is recommended for placement in the ELA program. Communication with parents/guardians will be in their native language to ensure that they understand and can make informed decisions about participation in the school programs and services.

After the placement test is administered and parents are notified of the scores by mail and through a personal communication, parents/guardians will be informed about the range of services available for their for their student and will make a decision on which ELA Program Services they would like their student to receive may decline recommended ELA Program Services by completing a Parent Permission Form 3.

The ISA Team will meet quarterly and will be responsible to:

- Review services provided to newly identified ELLs;
- Monitor identification of ELLs to identify potentially inappropriate identification and placement;
- Review English Language Proficiency (ELP) and Academic Progress of all ELLs (including those who have declined services);
- Identify of ELLs in need of intervention, as indicated by objective data and collaboration with appropriate staff, to address the student's instructional needs;
- Review ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the redesignation of ELLs;
- Review ELL student information/data with recommendations to the DPS ELA department, as indicated by objective data, regarding the reentry of ELLs into the program;

- Recommendations to the ELA Department regarding changes in language acquisition services, supported by evidence, which may include formal and informal assessments, observations, and information by the classroom teacher or parent.

The ISA will use a body of evidence to making meaningful decisions for ELLs. The ELA teacher will consider the student’s abilities to: (1) understand academic English vocabulary; (2) engage in classroom conversation in English; and (3) understand classroom materials in English.

Evidence regarding these factors may come from the following data sources:

- State English Language Proficiency assessment (W-APT & WIDA-ACCESS);
- Classroom performance (reading and writing work samples, ELD assessments);
- Interim Assessments (SRI and short cycle assessments);
- State Assessments (TCAP or PARCC);
- Standards-Based Progress Report(s);
- Attendance;
- Classroom behavior; and
- Other Data Sources as Appropriate.

ELA Program Design and Curriculum

DPS English Language Acquisition (ELA) Program Models and Services for English Language Learners							
GRADE S SERVED	THRESHOLD	PROGRAM MODEL	SERVICES BY PROGRAM MODEL				
			Native Language Support	Resource Teacher	English Language Development (ELD)	Supported Content Instruction in English	Native Language Instruction
Secondary (6-8, 6-12, 9-12)	<15 ELLs	No ELA Program- Strategic Support	Yes				
	≥15 ELLs (all languages)	ESL/ELA-E	Yes		Yes	Yes	
	50-99 Spanish-speaking ELLs (intermediate proficiency or below)	ESL/ELA-E	Yes	Yes (ELA-S)	Yes	Yes	
	≥100 Spanish-speaking ELLs (intermediate proficiency or below)	TNLI	Yes		Yes	Yes	Yes
	≥100 Spanish-speaking ELLs (intermediate proficiency or below) and ≥15 ELLs (other than native-Spanish speaking)	TNLI and ESL/ELA-E	Yes		Yes	Yes	Yes (for Spanish-speaking ELLs)

Legacy expects to serve 75-90 Spanish-speaking ELLs at full-build (25-30% of the total population) and will implement an ESL/ELA-E program model. If the Spanish-speaking ELL population reaches 100 students, Legacy will transition to a TNLI program model. The ELA-S teacher would be qualified to offer the Native Language Instruction in the TNLI model.

Legacy ELL students will receive supported English Content Instruction. Core teachers will be trained to use sheltered English strategies to make content accessible to ELLs using the SIOP model (See SIOP lesson plan template.)

Native language support will be provided including curricular resources in the student’s native language when possible and review of core content in the student’s native language with a paraprofessional or ELA teacher when necessary to support comprehension.

A qualified ELA-S resource teacher will provide English Language Development (ELD) classes for ELLs who qualify for ELA program services. The ELD class will be 45-90 minutes a day and will include direct instruction in English language usage and including content vocabulary development, survival vocabulary development, oral language development, listening comprehension, and the development of reading, and writing skills in English using the district approved ELD curriculum, Hampton-Brown *Edge*.

A body of evidence, including at least three of the following data points, will be used to determine where to place students in the Edge curriculum.

<i>Edge</i> Level	Access (overall)	Access (reading)	LEXILE (SRI)	TCAP (reading)	Benchmarks & Interims (reading)
Fundamentals	1/ 2 low	1/ 2 low	500 or less	Unsat. (U)	Unsat. (U)
A	2 high/ 3 low	2 high/ 3 low	500-800	U High/ PP Low	U High/ PP Low
B	3 / 4	3 high/ 4 low	750-1000	PP mid-high	PP high/ P low
C*	5	4-5	900+	P low	PP high/ P low

The ISA team will monitor student progress quarterly using language development data from the eAssessments in the Edge curriculum (e.g. Key Vocabulary, Literary Analysis – Plot and Nonfiction Text Features, and Comprehension) as well as data from the Apex Learning assessments, SRI assessments, and six-week cycle assessments measuring student progress on content standards.

In addition to measuring quarterly progress of ELL students in English language proficiency and core content areas, the ISA team will annually review performance of ELL students in the Fall when data from state content assessments become available.

Legacy will set individual performance targets for each student on academic and language objectives. Performance goals for the school include 80% of students reaching individual performance targets.

Verbal and written communication with parents/guardians of ELLs will be in their native language. Parents/guardians will be engaged in: the development of the student's IP which includes academic, language, and behavioral goals and quarterly conferences to discuss progress toward goals.

ELA Teaching

The school principal or administrator designee will oversee the ELA program, lead the ISA team, and supervise and evaluate ELA teachers. The school principal, has been trained on the effective implementation of the Inside and Edge curricular materials through the FNE PLC and has overseen the ELA program at Rachel B. Noel Middle School for the past two years.

The Legacy ELA resource teacher, responsible for teaching the ELD class, will be ELA-S qualified, with a masters degree and a state endorsement in teaching culturally and linguistically diverse students, will complete the district-approved training program or equivalent, and will have passed the district Spanish proficiency assessment. A minimum of one core teacher per content area will be ELA-E designated and appropriately trained. In addition, all Legacy teachers will be ELA-T designated and trained and Spanish-speaking paraprofessionals will provide native language support as needed.

All Legacy teachers will engage in professional development focused on setting rigorous content and language objectives and using effective teaching strategies to support ELLs. ELA teachers will be supported by the district ELA department and will have opportunities to participate in district ELA training.

The Legacy principal will continue to participate in district training on the assessment and implementation of ELA programming as well as participating in school-based professional development on instructional strategies to support ELLs and cultural competency.

Exiting/Redesignation

When the body of evidence indicates that an ELL has reached sufficient grade-level proficiency in each of the four language domains (overall WIDA-ACCESS level 5, Reading, Listening and Speaking level 5, and 4.5 in Writing) to permit students to participate effectively in grade-level academic content instruction and assessments in English without ELA program services (Partially Proficient or Above on TCAP Reading, Writing, Math, and Science), the ISA, in collaboration with the student's parent/guardian, will recommend redesignation and begin progress monitoring.

When considering an English language learner with an IEP for redesignation, the ISA Team will consult with the Special Education/IEP team and include the special education teacher's signature on the redesignation form.

Redesignated students will be monitored for two years after redesignation to determine if additional ELA program services are needed. Monitoring will take place twice each year, after the first and third nine weeks of school. The ISA team will document redesignated students' academic performance using the ELA Monitoring Form and supporting documentation (report cards, reading assessments, writing samples, attendance data).

If, during the two-year monitoring period, the ISA team determines that a student would benefit from further ELA services, they may readmit him/her to the ELA program.

If after the two-year monitoring period the ISA team determines that a redesignated Fluent English Proficient (FEP) student can meaningfully participate in academic instruction without ELA program services, the student will be exited from the ELA program and monitored for one additional year.

F. Special Education Students

Legacy will provide special education services in accordance with the federal Individual with Disabilities Improvement Act and the state Exceptional Children's Education Act. The School and District recognizes that the Plan to create an Innovation School will not impact or in any way diminish the schools' or District's obligations to comply with all obligations under the Individuals with Disabilities Education Act ("IDEA"), the federal IDEA regulations, the Colorado Exceptional Students' Educational Act ("ECEA"), or the Colorado Rules for the Administration of the Exceptional Students' Educational Act.

Identification

Legacy student records will be reviewed for inclusion of an IEP. In addition, students may be referred for a special education evaluation by a parent or via the Student Intervention Team (SIT) process (described below under RTI). A teacher may refer a student to the SIT team and the SIT team will determine if the student should be referred for a special education evaluation. Students who are evaluated by the special education team and are determined eligible for an Individualized Education Program (IEP) will receive specialized instruction and accommodations in accordance with their IEP.

Special Education Services

Legacy will offer a continuum of services to meet the needs of students with disabilities and ensure that students with disabilities receive a free and appropriate education. Special education services provided to students with disabilities will range from accommodations (e.g. extended time, alternative formats, assistive technology, paraprofessional support, academic interventions, etc.) to specialized instruction provided by a special education teacher and/or service provider inside and/or outside the general education classroom as described in the IEP (e.g. inclusion support, co-teaching or supporting teachers in designing instruction, specially designed instruction by a special education teacher and/or service provider, individual and group counseling, etc.).

The Legacy IEP teams may consult with district Student Services Support Teams, as necessary, to develop an IEP that meets the unique needs of the student with disabilities.

Student Services Support Teams

- Regional Support Specialists (RSS)
- Child Find Team
- Deaf / Hard of Hearing Team (DHH)
- Special Education Assessment Services (SEAS)
- Speech and Language
- Transition Team

- Vision Team

Affective Needs – Center Based Program

Legacy will not have a Center Based Program but will work with the district should this service be requested.

Progress Monitoring of Students on IEPs

Student progress will be monitored regularly (weekly or bi-weekly) by special education teachers, classroom teachers and specialists providing instruction or interventions to students with disabilities. Regular progress monitoring data will be used to adjust instruction to meet individual student learning needs.

Student progress toward IEP goals will be monitored by the special education teacher each time all students in the school receive Standards Based Progress Reports and progress will be reported to the student and parent/guardian.

Eligibility Reviews

A re-evaluation will be conducted every three years by the IEP team to determine if the student continues to require special education services to participate or make progress in the general education curriculum. A student who is exited from special education services will continue to be monitored through the RTI process and may be reevaluated and placed on an IEP as necessary.

Teacher Qualifications, Hiring, Professional Development and Evaluation

Legacy special education teachers will be licensed and endorsed to teach special education. Special education teachers will participate in all aspects of the professional development system which includes professional development specific to special education, their individual learning needs, and the whole school focus. Teachers may attend special education training provided by the district or other providers. Special education teachers will participate in the school coaching and evaluation cycle and will be evaluated by a school leader.

Program Evaluation

Periodic IEP reviews, instructional observations, progress monitoring of IEP goal attainment, formative and summative assessments of academic achievement, and state assessments (TCAP) will be used to determine the effectiveness of the special education program. The evaluation of special education program effectiveness is also part of the larger district evaluation process.

Response to Instruction and Intervention (RTI) is a dynamic problem-solving process and structure for providing a continuum of evidence-based, instruction and interventions, with increasing levels of intensity and duration, based on student need.

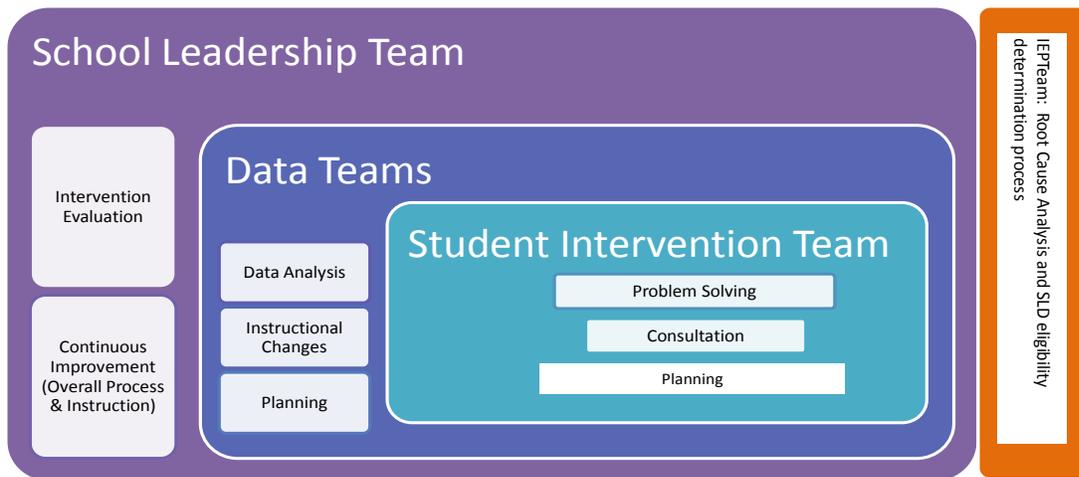
The RTI Model includes three levels of instruction / interventions which are designed to be fluid and accessible based on current student needs.

Tier I: The Universal Level refers to effective core instruction from highly qualified classroom teachers who possess deep pedagogical content-knowledge and provide differentiated core instruction to meet the needs of diverse learners.

Tier 2: The Targeted Level provides more intensive, explicit, systematic, instructional differentiation closely aligned with the pedagogy and practice of core curriculum. It offers supplemental, research-based instruction and intervention to meet the needs of students not making adequate progress at the Universal Level.

Tier 3: The Intensive Level supports students with significant and chronic deficits and/or significant underachievement who require more resources, time or intensity of instruction and interventions to reach academic and behavioral goals.

DPS Framework for Tiered Support



Data Teams

Legacy data teams will meet for 2 ½ hours two days a month to: 1) analyze data to monitor student academic progress on IP goals and 2) plan for and make instructional changes including grouping and class assignments. Data teams who identify concerns about student academic progress will refer the student to the Student Intervention Team.

Multi-tiered Student Support Team (MTSS)

The MTSS provides consultation on students who exhibit academic or behavioral concerns and are not responding adequately to instruction and interventions. The MTSS carries out a problem-solving process using a structured format and decision-making protocols that will lead to the development of strategic intervention strategies that may include changes in the amount and type of interventions. The problem should be stated in objective, measurable terms, using direct measures of academics and/or behavior.

MTSS is an interdisciplinary, collaborative team of teachers, administrators, and specialists, who work with parents to problem-solve and generate research-based interventions to address the needs of individual students who do not respond adequately to Universal and Targeted instruction.

The process involves:

1. Analysis of data related to the area of concern (root cause analysis),
2. Specifically defining the problem in measurable terms,
3. Assigning an intervention or instructional strategy,
4. Identifying specific goal(s) and
5. Progress monitoring to measure student response.

MTSS Procedures

The MTSS process consists of consultation and problem solving which focuses on the needs of an individual student. The identified student, in spite of having received the benefit of evidence-based Tier 1 and Tier 2 instruction or interventions, has not shown the expected academic or behavioral growth. Consultation with the Student Intervention Team is needed to explore more intensive and individualized intervention options. The Student Intervention Team is composed of knowledgeable school staff and the student's family, who work collaboratively to: (1) deeply examine student strength and needs, (2) to analyze the student's response to previous interventions, (3) and use a root cause analysis approach to develop a systematic plan for intensive interventions which are designed to close the academic or behavioral gap between the student and his or her peers. The team uses a continuous problem-solving process to review and revise plans as needed until the student achieves goals.

MTSS Process

1. The referring teacher completes and submits the initial referral form to the MTSS chairperson. A designated consultant (DC) is assigned.
2. The referring teacher consults with the DC to complete the Student Intervention Team Body of Evidence forms, gather supporting data, and refine the problem definition in preparation for the MTSS meeting.
3. Conduct the Student Intervention Team meeting (*see details below*). Create an intervention and progress monitoring plan.
4. The DC and referring teacher meet to examine student progress monitoring data and analyze student response to instruction.
5. Conduct Follow-up MTSS meeting six to nine weeks from the initial SIT meeting.
6. Conduct consequent Follow-Up meetings as needed.

MTSS Participants

The participants in a MTSS consist of staff members who are knowledgeable about the student and/or the subject area the student is having problems with. The parents/guardians are

essential members of the MTSS are the student's parents or guardians. The RTI process involves a highly collaborative relationship with the family of the student. Potential team members include: parent/guardian, student, teacher(s), special education, ELA, counselor, psychologist, social worker, nurse, student advisor and school leader(s).

MTSS Problem-Solving Cycle

- Define the Problem
- Gather Data and Evidence
- Identify Contributory Issues
- Delineate the Root Cause
- Develop Solution Recommendations
- Implement Solutions
- Conduct Follow-Up meeting
- Review and Establish Systematic Prevention

Academic Interventions

Legacy teachers will choose from a variety of research-based intervention programs, a menu of options, which may include but is not limited to:

Reading Interventions

- Edge, National Geographic
- Read 180, Scholastic
- Language!, Cambium Learning
- Accelerated Reader, Renaissance Learning
- Corrective Reading, SRA/McGraw-Hill
- Jamestown Reading Navigator, McGraw-Hill

Mathematics Interventions

- Mathematics Navigator, Pearson
- ALEKS Math Intervention Courses

Language Arts & Mathematics Remediation

- Extra Learning Online Courses
- Apex Learning Foundation Classes

Intervention Schedule

The Legacy schedule is designed to be individualized to meet student needs including intervention, ELD, special education, enrichment and advanced courses, credit recovery and GED classes. Intervention, special education, ELD, and electives are offered every period of the day. With 5 academic periods a day, students have the opportunity to take English Language Arts, Math, Science, and Social Studies and up to 1 additional 45 minute classes of intervention, special education, ELD, or enrichment. Intensive interventions and GED classes are also offered each day during the 45 min extended intervention period. With the blended learning model, credit recovery is offered throughout the day and during intervention Block.

Gifted and Talented Students

Students who are academically advanced will be identified through the RTI process. Parents/guardians and teachers may also recommend students for gifted/talented (GT) identification through the district. Legacy leadership will work with the district GT department to provide parents and teachers with information about the characteristics of GT students and to refer students who exhibit these characteristics for testing and identification.

Legacy will offer a variety of courses and experiences that support GT and academically advanced learners including: Advanced Placement courses, internships and mentoring experiences, student leadership opportunities, and experiential learning activities.

Legacy will serve identified GT students by developing an Advanced Learning Plan (ALP) for each demonstrated area of strength as part of the student's Individualized Plan (IP). Parents/guardians will be involved in the development of the ALP in the fall of each year and progress toward individual goals will be monitored and reported quarterly. The instructional plan will be adjusted as necessary to ensure that each student is reaching his or her potential.

G. Supplemental Programming

Mental, Emotional, and Physical Health Services

The Legacy staffing model (with a 1:6 staff to student ratio) provides more extensive wrap around student support services than a traditional school model to address the intensive social/emotional and academic needs of the school's at-risk student population. With this staffing model and the flexible schedule, increased behavioral and academic intervention and support can be provided at any point in time to address urgent or emergent student needs as they arise.

Wrap around services will include: counseling from the school social worker, psychologist, counselors and student advisor; student and family support and advocacy from the community liaison; and partnerships with community providers on an interagency services team of representatives from health, mental health, mentoring, employment, safety/security, postsecondary options, probation/legal systems, advocacy, and human services who can provide students and families with assistance in accessing clothing, school supplies, food banks, shelters, healthcare, glasses, medication, etc. The interagency team will meet regularly and provide immediate assistance to address urgent student needs. Legacy is also interested in partnering with a healthcare agency to provide an on-site health clinic for students and the community.

Extracurricular Activities

Legacy will offer extra-curricular programming sponsored by community partners such as clubs and activities as well as activities with other pathways schools such as debate, brain bowl, and intramural sporting events (e.g. volleyball, basketball, kickball, etc.).

In addition, Legacy students will have opportunities to participate in ROTC and Drum Line at DCIS Montbello and athletics at the student's neighborhood school. Transportation, scheduling, and academic / behavioral requirements for participation in off-site extra-curricular activities will be included in the student's Individualized Plan.

The Legacy Community Liaison will partner with Community Based Training to coordinate community based experiences including service learning, field experiences, work experiences, and internships for Legacy students. Community partners will provide buses for transporting students to community based experiences and may place an employee at the school to support this work and to provide resources for parents and students. Community partners may run CTE classes through Denver County for certification.

Fifth Quarter Summer Session

Legacy will offer a "Fifth Quarter" three week session immediately following the end of the school year. Student Advisors will work with students and parents/guardians to determine if participation in this summer session is necessary and/or helpful in reaching the individual academic goals in the student's IP. Fifth Quarter classes will focus on academic course completion, academic foundations or prerequisites, academic advancement, credit recovery, and GED test preparation. The Fifth Quarter provides an intensive opportunity for students to catch up and complete academic requirements, further extending learning time for at-risk students. As the majority of Legacy students will be behind academically, it is anticipated that the Fifth Quarter will have high levels of participation. The estimated budget for the Fifth Quarter is based on 100 students, 4 teachers, 2 paraprofessionals, 1 CSO and 1 administrator. The Fifth Quarter administrator may be an assistant principal or principal in training in the building or district.

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

Legacy will recruit and hire teachers who demonstrate the following characteristics: adept at building relationships with students and adults, culturally responsive, thick-skinned, can relate to what students are going through, high expectations for rigor and accountability, and a track record of success with similar populations of students.

In addition to broad-based recruiting efforts, Legacy will recruit teachers from the FNE region who are familiar with the community and have demonstrated a commitment to serving its at-risk students. Additionally, Legacy will recruit teachers from residential, treatment, and youth correctional facilities who are working toward completion of their teaching licenses and through partnerships with local college's and university's teacher preparation programs.

Legacy will post positions and advertise through DPS as well as other resources. Teachers who apply will be invited to participate in an open house event. Candidates will be divided into groups to engage in: 1) a discussion of student related topics, 2) speed interviews, 3) to prepare a lesson on the spot, and 4) to prepare a writing sample. Candidates will be observed and evaluated based on the cultural competency rubric by the Legacy leadership team and district and community partners. Top candidates will be invited to an individual interview.

Candidates who are invited to an interview will be interviewed by the appropriate selection team using interview protocols aligned to the school's vision, mission, and goals, the specific job description, and culturally responsive questions.

Core teachers (English Language Arts, Math, Science, Social Studies, Art, and Physical Education) will meet the federal definition of "highly qualified" and be licensed and endorsed to teach in their content area. Legacy will seek a waiver to allow the hiring of non-licensed teachers, including community providers and other specialized experts, to facilitate electives and enrichment classes.

Legacy will hire paraprofessionals interested in pursuing a teaching license or endorsement to support instruction and act as "teaching fellows" in core content classes, increasing the intensity of instructional support for students. Legacy will also partner with teacher education programs that prepare secondary teachers in special education, reading interventions, or English language acquisition to identify and place teachers in training in these positions. Legacy instructional paraprofessionals will also be qualified to substitute teach to reduce the need for external substitutes and to ensure continuity in school culture and expectations in every classroom, every day. Paraprofessionals will receive additional compensation for substitute teaching days.

Interview and Hiring Cycle

Pre-opening Year

July - Sept: Looking at other school models for interviewing, hiring, intensive pathways

Oct - Nov: Develop and post job descriptions

Dec - Jan: Select leadership team and SSPs

March - April: Select teaching staff

The regular interview and hiring cycle for Legacy will be from November through April with midyear positions being posted when they become available, however, Legacy has the option to post positions outside of the DPS hiring cycle whenever positions are planned or needed.

Cultural Competency

To ensure that Legacy staff members have the necessary cultural competencies to support Legacy's at-risk and diverse student population, the school will implement the following strategies:

- Cultural competency questions will be included in the interview and hiring process
- School leaders will work with the Office of Student Engagement to develop questions and rubrics
- Professional development will be provided on culturally responsive instruction and cultural competency
- Instruction will be differentiated based on needs (equity = opportunity, access, and inclusion)
- Create multiple formats for dialogue and collaboration across cultures

Retention of Effective Teachers

The Legacy staff culture will support team-building and developing a healthy and fun work environment. Legacy will provide effective teachers with multiple leadership development opportunities including facilitating professional development, participating on the school advisory board, and taking on a position on the school leadership team. Additionally, effective teachers will be eligible for ProComp and school based incentive pay. Legacy has targeted a 90% retention rate of based on teachers who have been invited to stay, an exceptionally high retention rate for an intensive pathways school. With an extensive hiring process, intensive professional development and supports, and a positive school culture and work environment, Legacy will attract and retain the effective teachers that are necessary to reach its goals and will develop the school's future leaders.

B. Teacher Coaching

Every teacher will receive weekly observations and feedback on their instruction, instructional planning, and use of student data. The principal and assistant principal will supervise and evaluate the teachers on the instructional team. Each teacher will be observed and receive feedback and coaching at least twice a month from their supervisor. Administrative Assistants will provide additional informal feedback and instructional coaching to teachers based on individual professional growth plans. The leadership team will conduct weekly Learning Walks at various times of the day. Teachers will participate in learning walks individually or as a team during their planning time.

During the pre-opening year, the school leader will research classroom observation protocols and feedback instruments used by effective schools and will work with the leadership team and teachers to customize those tools to align with the vision, mission, and goals of the school and the LEAP evaluation framework.

C. Teacher Evaluation

Legacy teachers will be evaluated using the DPS LEAP framework for effective teaching with modifications to ensure that the observation and evaluation rubrics align to the blended learning and intensive pathways models and that peer observers have corresponding expertise.

The school principal and assistant principal will have the primary responsibilities for evaluating teachers. School leaders will conduct a minimum of one full observation as well as frequent partial observations and walkthroughs each year, providing teachers with ongoing feedback on performance throughout the year. Additionally, internal or external peer observers will conduct observations for each teacher each year. The principal may designate other staff members to conduct observations and evaluations of staff. Any designated evaluator shall at a minimum have successfully completed the LEAP training.

As part of the LEAP evaluation system, teachers will set performance goals in collaboration with their supervisor at the start of the year. Individual teacher professional development will be aligned with individual goals and observations and coaching will be used to monitor progress and make recommendations for improvement throughout the year.

The LEAP evaluation system is aligned with Colorado SB-191. DPS is currently piloting multiple measures of student performance to include in the student outcomes portion of the teacher evaluation system. When fully developed, student outcomes will comprise 50% of a teacher's evaluation.

An overview of the DPS framework for effective teaching, observation form and lesson plan template samples, and an observation tracking form are included in Appendix.

D. Professional Development

Legacy will provide multiple opportunities for staff members to engage in meaningful professional development through a variety of vehicles. Professional learning opportunities will be based on: 1) identified behavioral and academic needs of students; 2) the school's core values and goals; and 3) individual professional growth plans.

Professional Development opportunities will include:

- Individual Weekly Coaching
- Individual Monthly Professional Development Time
- Content Team Weekly Planning Meetings
- Content Team Monthly Data Team Meetings
- Content Team Monthly Instructional Team Meetings
- Whole School Monthly Professional Development
- Participation in Learning Walks with Leadership Team

A sample Professional Development Calendar is provided in Appendix K.

Professional Development Evaluation

Professional Development will be evaluated quarterly by the leadership team. Evaluations will consider: 1) student progress toward individual goals related to PD; 2) observations of changes in teacher behaviors related to PD; and 3) teacher feedback on PD. Results of evaluations will be used to improve future PD offerings.

E. Pedagogy

Blended Learning

Legacy will implement a blended learning instructional model, with students splitting their time between: 1) individually adapted online instruction monitored and supported by a highly qualified teacher; 2) teacher directed small group instruction; and collaborative group work with other students. The amount of time participating in these groups will vary from student to student and based on individual needs, some students may not participate in each group during a single class period. Students assigned to each class will be working on their own Individualized Plan and will therefore not be engaging in the same digital content at the same time. Smaller class sizes of 18-21 students will support the blended learning model and allow teachers to monitor progress and provide feedback to students assigned to the class and provide targeted small group instruction based on students' learning needs. A teaching fellow or instructional paraprofessional will support teachers in core classes to implement the blended learning structures.

Data Driven Grouping

As previously described, students will be grouped for small group instruction and collaborative group work based on analysis of student academic learning needs. Content teams will meet weekly to plan instruction for the students assigned to their classes. Teachers will use data from the Apex Learning system and other formative assessments to determine concepts that need additional instructional time. At the end of each quarter, student schedules will be adjusted to ensure that all students are provided with the instructional support needed to succeed.

Gradual Release of Responsibility Model for Strategy Instruction

Through the gradual release of responsibility model, teachers support students in learning to use and apply effective strategies.

I DO The teacher **names** and **describes** the strategy, then **models** the strategy through demonstration and think alouds (teacher is most active)

WE DO The teacher provides many opportunities for students to **practice** the strategy with his/her support and **guidance** (teacher and students work together)

YOU DO The teacher provides opportunities for students to try out the strategy **independently** and reflect on their application (students are most active, receiving monitoring support from the teacher)

Students are then expected to **apply** the strategy across all literacy encounters (students have become independent)

Content / Language Objectives

Legacy teachers will be trained on how to develop content and language objectives as part of their lesson plans and will follow DPS ELA-E training pathway and district requirements for qualifications. The following five areas will be included in planning content and language objectives:

1. Content (What standards-based content and skills will students learn?)

2. Targeted Domain (What domains - speaking, listening, reading, writing – will be targeted?)
3. Language Function (How will students use language in the lesson?)
4. Language Form (What grammatical structures, syntax, and academic vocabulary will be used?)
5. Differentiated Supports (What supports will different groups of students need?)

Section V: GOVERNANCE & FINANCE

A. School Governance

School Advisory Board

Legacy will assemble an 12 member School Advisory Board (SAB) consisting of: 1 school leader, 3 teacher leaders, 1 support services team member, 3 parents/guardians, and 4 key community partners from private and non-profit sectors with expertise in data systems, organizational development, finance, and fundraising. The SAB will take the place of the Collaborative School Committee (CSC).

The SAB will meet five times a year, following the start of school and the end of each quarterly assessment and reporting cycle. The SAB responsibilities will include:

- advising the school leader on school business and operations
- holding the school accountable for effectively carrying out its plan and reaching its goals
- making recommendations on the school's educational program, budget, and systems
- overseeing fund raising and finances to support innovative school programs
- communicating with school parents/guardians and the school community, sharing information, soliciting input, and responding to questions and concerns

The SAB will have three standing committees: Accountability, Development, and Finance. Task Forces may be assigned by the SAB to carry out specific tasks according, appointing members based on individual expertise.

Leadership Succession Plan

In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.

The school's CSC/SAB in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC/SAB from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC/SAB and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC/SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.

B. Budget & Policy Narrative

Legacy's intensive pathways model requires significantly more resources allocated to: 1) social/emotional, behavioral, and mental health services, and 2) academic interventions and support to support students in graduating with the knowledge and skills to succeed in postsecondary options. Therefore, Legacy's budget includes more student services, intervention, and support personnel than traditional high school programs.

Legacy plans to budget based on actual salaries and use the difference between Legacy's actual salaries and DPS average salaries to fund the implementation of its innovative school programming including but not limited to extended time stipends and performance-based financial incentives. Neither the average to actual cost savings or the extended time stipends and performance incentives are included in the budget worksheet but the two are expected to off-set each other.

In order to make sure Legacy's unique model is sustainable, additional revenue will be generated from public and private sources. A conservative estimate of \$50,000 per year in fundraising is included in the budget. In addition to including fundraising in the Community Liaison and School Advisory Board responsibilities, Legacy will look to contract with or hire a grant writer or individual that is responsible for soliciting corporate donations. The cost of grant writing and fundraising will be covered by the funds raised, providing incentives for the fundraiser and reducing risk for the school. The actual fundraising goal will be significantly higher than \$50,000 and will allow Legacy to expand its programming options for CTE and field experiences for students.

As with any new school, the initial year's non-salary budget is tight because of the lower beginning enrollment numbers and the high numbers of personnel to implement the model.

In the event that funding requirements are not met due to lower enrollment or budget reductions, Legacy would reduce the number of student advisors from 2 to 1 and would reduce the pro tech position and community liaison position to half time. This contingency plan reduces personnel costs by \$115,300 while maintaining the intensive academic and social/emotional supports that make the program unique. DPS budget personnel recommended that the budget included in this application be a balanced budget. Therefore, no contingency set aside is included.

Legacy's office manager will manage the school budget, purchasing, and accounting under the direct supervision of the school principal. The office manager will receive training in DPS policies and procedures. Legacy's school leader will ensure that its budgeting, purchasing, and accounting practices are aligned with DPS policies and industry standards for sound financial management practices.

C. Facility

Legacy Options School will be located at 6850 North Argonne St. Denver CO 80249.

In order to meet the instructional needs of the school, Legacy Options School will be located in the FNE region of Denver and will accommodate up to 300 students, 25 teachers/classrooms, 3 conference areas, teacher workroom / lounge, 10 private offices, a gymnasium, a cafeteria, and a large space for whole school assemblies.

Section VI: WAIVERS

Waivers Requests and Replacement Policies DPS, CBA, and Colorado State Statutes

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF-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 shall be replaced by the school’s School Advisory Board (SAB). The SAB will comply with State Law on School Accountability Committees. The membership of the SAB will include the following 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 • 1 Administrators <p><u>Positions elected by majority vote of SAB – appointed for Year-1 (serving 1 year terms):</u></p> <ul style="list-style-type: none"> • 3 Teachers • 3 Parents • 1 Support Staff Member <p><u>The SAB 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 BDF-R4 in addition to the following: • 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	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	The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies: <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 the School 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	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 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	No later than 60 calendar days before the end of the school year, the principal in consultation with the CSC/SAB 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	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	<p>The Innovation School’s curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The Innovation 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, including replacement core instructional textbooks where textbook waivers are granted. • 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/SAB. • Substantive interim changes must be approved by District staff. 	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	<p>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.</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, including replacement core instructional textbooks where textbook waivers are granted. • 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 	

	<p>CSC/SAB.</p> <ul style="list-style-type: none"> Substantive interim changes must be approved by district staff. 	
School Proposal	IIA/ IIA-R: Instructional Materials & IJJ/IJJ-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, including replacement core instructional textbooks where textbook waivers are granted. 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/SAB. Substantive interim changes must be approved by district staff. 	
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"> The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; The extent to which they meet a wide range of needs, interests, and student performance levels; The extent to which they support teaching practices known to positively impact student learning; and 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.</p> <p>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,</p>	

	<p>science, foreign language and language arts; Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and 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. 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, including replacement core instructional textbooks where textbook waivers are granted. • 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/SAB. • Substantive interim changes must be approved by district staff. 	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	Educational Program: Promotion, Retention and Acceleration of Students
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 and promotion decisions for students performing below or above grade-level in core content areas will be made based on reading and math achievement levels as determined by performance on standardized assessments, attendance, and core class grades. The principal, administrators, 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. Based on the student’s progress, an academic plan will be prepared and grade retention or promotion may be recommended to school leadership by any member of the school community.</p> <ul style="list-style-type: none"> • If school leadership approves the grade retention or promotion of a student, the student will be retained or promoted. Parents will not have the ability to override the decision of school leadership. Parents will be made aware of this policy at orientation or at the time of registration for all mid-year enrollees. • All retention and promotion decisions will be finalized by May 1st. The school will regularly communicate student performance to parents/guardians. 	
School Proposal	GCF/GDF: Staff Recruitment/Hiring	Teaching: Human Resources Management: Hiring
Policy	<p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement Policy	<p>The Innovation School will follow District Policy GDF/GCF; however, 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 Human Resources office to 	

	<p>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.</p> <ul style="list-style-type: none"> • 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. • The School shall conduct reference checks.
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Collective Bargaining Agreement Articles Waivers

WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

School Proposal	Article 1-7: Definition of “School Year”	Educational Program: Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	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.	
School Proposal	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	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. 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 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Educational Program: Calendar & Schedule
Article Summary	Article 8 - Professional Standards 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	

	<p>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 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>
School's Replacement Policy	8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year may be extended to provide a summer academy for students who are not yet

	<p>achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC/SAB annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC/SAB 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 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 can 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 minimum 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> <p>8-8 The School’s teachers will be responsible for lesson plans for the length of any absence.</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</p>	

	<p>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 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>	
<p>School's Replacement Policy</p>	<p>Teachers will be hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>10-2: The school has only one type of evaluation which applies to all teachers. All teachers are hired on annual contracts.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</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 in addition to the school principal.</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>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement</p> <p>When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference.</p>	
<p>School Proposal</p>	<p>Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action</p>	<p>Leadership: Human Resources Management</p>
<p>Policy</p>	<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.</p> <p>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..</p> <p>11-2-3</p>	

	<p>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</p> <p>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	The school will follow the district’s basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.	
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>	

	13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.	
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 Human Resources 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. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</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 Human Resources process.</p> <p>The principal, in consultation with the CSC/SAB, 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/SAB, 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 CSC/SAB during the budgeting process.</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>	
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 conducted each spring for the following school year, the principal, in consultation with the CSC/SAB, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. LEGACY OPTIONS leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan.</p> <p>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 Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 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</p>

	<p>the opportunity to provide comment related to the Level One in writing. The grievant shall send a 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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State Statute Waivers	
WAIVER REQUESTS – COLORADO STATE STATUTES	
School Proposal	<p>Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel</p> <p>Leadership: Human Resource Management: Teacher Evaluations</p>
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 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</p>

	<p>conducted by non-licensed administrators when necessary and 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> <p>All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.</p>	
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	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(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,</p>	
Replacement Policy	<p>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/SAB, 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/SAB shall determine the rate of pay during the budget cycle each Spring for the following year.</p>	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	<p>(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;</p>	
Replacement Policy	<p>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 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 by providing quarterly trial balances to their DPS budget partner.</p>	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	<p>(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.</p>	

Replacement Policy	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <p>School has the authority to determine the number of professional development days, days off, and late starts/early release days.</p> <p>In accordance with the innovation plan, the school's principal, in consultation with the CSC/SAB, shall determine, prior to the end of a school year, the length of time the school will be in session during the next 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.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Educational Program: Calendar and Schedule
Policy	<p>(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.</p>	
Replacement Policy	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <p>In accordance with the innovation plan, the principal, in consultation with the CSC/SAB, shall determine, prior to the end of a school year, the length of time the school will be in session during the next 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.</p>	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Educational Program: Calendar and Schedule
Policy	<p>(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.</p>	
Replacement Policy	<p>The School has the authority to create its own annual calendar to meet or exceed the minimum standards for the District and State.</p> <p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC/SAB 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>	

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	<p>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. The school’s 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, including replacement core instructional textbooks where textbook waivers are granted. • 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/SAB. • Substantive interim changes must be approved by the Principal and District Staff. 	
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	<p>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. The school’s 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, including replacement core instructional textbooks where textbook waivers are granted. • 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/SAB. • Substantive interim changes must be approved by the Principal and District Staff. 	
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	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders at PBA will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
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	<p>(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:</p> <p>(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</p>	
Replacement Policy	The DPS board grants autonomy to the principal, in consultation with the CSC/SAB, 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 and in compliance with NCLB HQT requirements.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	<p>(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:</p> <p>(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).</p>	
Replacement Policy	In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All processes 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	<p>22-32-126.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	
School's Replacement Policy	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The school's CSC/SAB in collaboration with the district superintendent or his/her designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC/SAB from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC/SAB and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC/SAB and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.</p>	

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	<p>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. Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</p>	
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> <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:</p>	

(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 lesser 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;

	<p>reduction in program; or reduction in building, including closure, consolidation, or reconstitution.</p> <p>(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) 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>	
Replacement Policy	<p>All teachers are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>Teachers on annual contracts may be dismissed mid-year for cause.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal.</p> <p>If an teacher on an annual contract 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. The school principal has the authority to make employment offers to qualified candidates. Termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. 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	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</p>	<p>Teaching: Human Resources Management: Dismissals</p>
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</p>	

	<p>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>Teachers are hired on an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with LEGACY OPTIONS to ensure teacher contracts are consistent with the approved innovation plan.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
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 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	<p>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.</p>	

School Proposal	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 are hired on annual contracts. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. Annual contracts can be non-renewed at the end of the contract term for any reason. In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.	
School Proposal	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 procedures under this section.</p> <p>(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.</p> <p>(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.</p>	

(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

	<p>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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(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:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior 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>	
Replacement Policy	The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher's employment during the school year.	
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. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	
School Proposal	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Payment of Salaries
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	LEGACY OPTIONS will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year and mandated additional time. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.	
School Proposal	22-33-102(1) Definition of "Academic Year"	Calendar
Policy	As used in this article, unless the context otherwise requires: (1) "Academic year" means that portion of the school year during which the public schools are in regular session, beginning about the first week in September and ending about the first week in June of the next year, or that portion of the school year which constitutes the minimum period during which a pupil must be enrolled.	

School's Replacement Policy	"Academic year" refers to the year as it is established by the locally adopted academic calendar for the School. This definition will include both an identification of days and a typical daily schedule.
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Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee

Evidence of Support from School Administration:

Letter from the School's Principal:

August 24, 2015

Dear Denver Public Schools Board of Education and Colorado State Board of Education,

Representing the school's administration, I attest that the administration of Legacy Options High School fully supports the implementation of this innovation plan.

Legacy Options High School is one of a handful of Multiple Pathway Centers in Denver Public Schools (DPS). It is a new pathway school that will be located in far northeast (FNE) Denver. The school will have a focus on successfully preparing and graduating high-risk students grades 9-12, ensuring that all Legacy Options students are postsecondary ready.

Legacy Options, through its status as a DPS Multiple Pathway Center (MPC) is, by definition, innovative compared to traditional schools and requires innovation status to fully implement its model. Legacy Options is asking for continued innovation status to effectively meet both its vision and mission through a school design that is intentionally created to successfully engage high-risk students in a rigorous education that individualizes instruction, accelerates grade-level mastery and graduation while successfully preparing and empowering all Legacy Options students for the professional world of the 21st century. The following includes standard design elements of the MPC model that require innovation status:

- A rigorous application and induction process: Our robust admission process ensures students are committed to changing their behavior and successfully attaining their high school diploma or GED
- Student/Parent Contract for attendance and behavior to define our high expectations and assure clear communication between families and school.
- Extended school day to keep the focus on academic instruction
- Extended school year that focuses on activities emphasizing academic catch-up/keep-up and acceleration, college/career readiness, and skills such as interviewing/resume building, conflict management, community service/citizenship, financial literacy, etc.
- Accelerated curriculum allowing students to accelerate the earning of graduation credits in order to earn a full semester of credit every nine weeks
- A competency-based instructional model that requires students to demonstrate mastery of the standard with an emphasis on continuous progress monitoring
- Human resource practices that ensure our ability to hire and retain supportive, relationship-oriented teachers and staff with a talent for engaging our at-risk students; an “all hands on deck” approach to staffing where teachers and staff are able to flex their hours and work outside of their defined roles
- Multiple pathways to graduation, where students understand that the goal is not just

- their score on the test but the connection to postsecondary options
- Additional mental health supports/p programs including partnerships with community-based organizations to help provide wrap-around services and enrichment services for students and families as needed.

According to the Encarta online dictionary, a professional is “businesslike, conforming to the standard of skill, competence, or character normally expected of a properly qualified person in a work environment” (2011). As determined in the vision, Legacy Options will be a place for the development of all Legacy Options Panthers to engage in the professional world of the 21st century. This development will be defined through an intentional culture of professionalism throughout all aspects of the school. It is also the “game changing” result that must be developed in each of our students in order for them to truly be successful in the 21st Century workplace. It is the expectation of Legacy Options that all members of the Legacy Options community act professionally toward each other. This expectation will be present throughout all systems and structures in the school including language, dress and conduct.

The Legacy Options professional culture will be comprised of collaborative, collegial and reciprocal dialogue in all aspects of decision making at Legacy Options. Examples of “genuine engagement” may include students trained to lead lessons with the support of a teacher, student participation in teacher evaluation, community members leading professional teacher learning and parents participating in parent-leadership institutes, while also learning from their students during student lead conferences. Teachers will be afforded time to collaborate daily.

Primary to this culture is also a focus on belonging. Students as a whole in the school should feel that they not only belong to the culture of the school but that they are empowered to create the culture of the school. This will be accomplished through several leadership opportunities in the school as well as ensuring that all school members in the building feel like a family in that they can trust each other and rely on one another for support. This belonging for students is symbolically signified through our intake and orientation process where new students will be welcomed into the school by their peers, teachers, parents and community.

Sincerely,

Anthony McWright

Founding Principal

Evidence of Support from the CSC:

In August, 2015, the legacy Options CSC affirmed unanimously support (8-0) for the implementation of the Legacy Options High School innovation plan.

Letter of Support from the CSC President

Greetings,

My name is Courtenay Brown and I am writing in support of Anthony McWright and his impassioned effort to open the Legacy Options High School in the Far Northeast Denver Area. As a resident who has lived within this community for 14 years, I have witnessed growth and the challenges that stem from that growth firsthand. This area is quickly becoming the new gateway into Denver and with that comes great opportunity for commerce, employment, and development. This is indeed a valuable opportunity for our community but what cannot be lost in this, is the educational options for the youth and families that live here.

The mission of Legacy Options High School is to provide non-traditional learning opportunities to students who are at risk of dropping out of high school or has other measures that prevent them from completing high school. Having an option such as this with a variety of needs would be beneficial to a community that has diverse needs and challenges. A school of this nature would fulfill a need not currently being offered in this area for youth who struggle to keep up with charter or public school curricula. Providing another option in educating the youth within this community allows for greater commerce and employment when the residents within that community are well prepared and yields to further development for those residents to thrive.

I have full confidence in the abilities of Mr. McWright to lead this charge. I have had the extreme pleasure and opportunity of working with him in the mentoring of youth in the Young Men of Alpha program. The knowledge and wisdom he shares with these youth are invaluable, and his acumen in contributing to the business logistics of facilitating a program are of professional caliber. He is more than qualified to carry out the task of establishing this needed option in our community.

I along with the other members of the CSC have reviewed and discussed the innovation status proposal and agree to move forward with this request. So it is with sincerity that I write this letter of support for Mr. McWright and Legacy Options High School. Should you have any questions or want to learn more please do not hesitate to contact me. Thank you for your consideration of this most important matter.

Regards,

Courtenay Brown, M.Ed

EvoLogic, LLC

Independent Consultant

720-439-9911

Courtenay.Brown@EvoLogicConcepts.com



Evidence of Support from Teachers:

On August 24, 2015 the Legacy Options Teachers conducted a secret ballot vote and unanimously voted to approve the Innovation plan for Legacy Options High School. (vote evidence below)

Election Administrator Attestation Template

Date of Vote: 8-24-15

School: Legacy Options HS

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

8

o # of votes cast

8

▪ # of votes to approve:

8

▪ # of votes to deny:

0

▪ # of blank ballots cast:

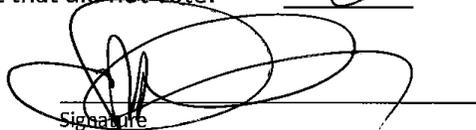
0

o # of participants on the list that did not vote:

0

CARRIE SMITH

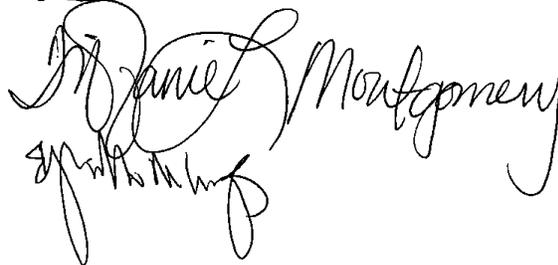
Name



Signature

Tiffanie Montgomery

Elineth M Garcia



Principal Attestation Template

I, Anthony McWright (principal) attest as follows:

1. I am employed at Denver Public Schools (the "District" or "DPS") as the Principal of this school.
2. In August 2015 the School submitted an Innovation Plan to DPS.
3. Prior to submitting the Innovation Plan to the District Board, school leadership engaged in substantive outreach and community engagement efforts to share information and receive feedback on the proposed Innovation Plan. Activities included, but were not limited to, the following:
 - a. Engagement in strategic school planning activities which included establishing a budget, and adapting the school plan to best serve the local community needs.
 - b. Hosting meetings with school administrators, staff, and community members to evaluate the need for innovation status and to discuss policy waivers that would be needed to implement the school model consistent with the proposed design.
4. Prior to the District Board's vote approving the Innovation Plan, all school administrators provided letters of support for designation as an innovation school.
5. During the hiring cycle, all employees were provided access to the school's Innovation Plan or were made aware of the school's innovation status, and were also made aware that the Innovation Plan contained waivers to specific types of employment policies including waivers from the DCTA collective bargaining agreement.
6. DCTA covered employees were also provided opportunities for input into the innovation plan and were made aware that they would be provided with an opportunity to vote via secret ballot to waive provisions of the collective bargaining agreement as they are outlined in the innovation plan. It was also made clear that how they voted was not a condition of their employment.
7. The School's leadership ensured that adequate notice was provided, and ensured that proper protocol was followed so that it was clear there was no real or perceived pressure from administrators or other third parties related to how a person voted.

Anthony McWright
Principal

Legacy Options
School

8/24/15
Date

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

Denver Public Schools

INSTRUCTIONAL SUPERINTENDENTS' OFFICE

TEL 720-423-3771
FAX 720-423-3150
WEB www.dpsk12.org



May 22, 2015

To: Anthony McWright

From: Randy Johnson, Instructional Superintendent

Re: Letter of Support

Greetings, Kim:

I am pleased to provide this letter of support for the development and opening of Legacy Options High School as a school needing Innovation Status to effectively employ unique approaches to meeting the needs of the at-risk student clientele that will be served.

As Legacy Options High School will have a core mission dedicated to serving students that have been identified as off-track (over-age, under-credits) and/or otherwise identified as at-risk behaviorally, the school will need to be able to employ staffing, scheduling and educational approaches that are appropriate for a high needs student population. Legacy Options quite simply will require a dedicated staff that is trained and focused on serving this very specific population of students in a school model that exceeds the traditional work day and work week.

Among the unique programmatic factors associated with Legacy Options High School, in addition to a flexible daily/weekly/yearly schedule, that will require an innovative approach to implementation are:

- Ability to hire and incent the best staff available
- Extended day and year programming; flexible daily and weekly schedules
- Expectation of home visits and community learning (job shadowing, experiential learning, etc.)

Legacy Options High School is great opportunity to serve some of our most in-need, at-risk students – and requires a program and approach that is understandably different than traditional schools in DPS. I fully support the request for Innovation that Principal McWright has made as important to achieving the goals of Legacy Options High School.

Sincerely,

A handwritten signature in black ink, appearing to read "Randy Johnson".

Randy Johnson
Instructional Superintendent

DENVER PUBLIC SCHOOLS INSTRUCTIONAL SUPERINTENDENTS' OFFICE
900 Grant Street, Denver, CO 80203

PREP ACADEMY

DENVER PUBLIC SCHOOLS
2727 Columbine Street, Denver, CO 80205
School Phone: 720.424.8451
School FAX: 720.424.8477



May 28, 2015

To whom it may concern:

It is with great pleasure that I write this letter of support for adoption of the Innovation Plan for Legacy Options High School, beginning in the 2015-2016 school-year.

I am currently the principal of another Pathway School, so I can confidently endorse most, if not all, of the plan's initiatives that pertain to affording students the chance to close the opportunity gap. Targeted attendance and behavior supports are a must for a high risk population. Structures to obtain original credit, make up for failed credit, and accelerate students' ability to earn credit are strategies that provide a scholastic roadmap to academic success. Specific college and career goal-setting is imperative because post-secondary opportunities can be confusing to first generation college students. Additionally, the technology age is providing ever evolving systems that require the ability to transfer and adapt current knowledge. Legacy Options' Innovation Plan addresses all of the structures stated above.

In its mission to educate the whole child, Legacy's plan speaks to the importance of intensive mental health supports. The plan emphasizes the importance of intentional relationship building with students and families, a research based strategy to improve student success. Intentional hiring of adults who have knowledge of culturally responsive pedagogy and the willingness to work with high risk youth are a must, and those aspects are also addressed in the plan. Cultural awareness, mental health supports, and relationship building will build the foundation for students. When they feel valued and supported, students will flourish academically and socially.

Planning to address student need is critical to a positive trajectory for the school, but the plans built to support staff are equally important. Hiring processes that target the specialized employees needed to work with high risk youth are essential. Once these strong educators are in place, mandated professional development and collaborative time to plan and implement interventions will indirectly impact positive student achievement. Securing the right people in the right places is laid out in the school plan.

It is obvious that much thought has gone into the Innovation Plan. There are multiple examples of ways that students, families, and staff will be supported throughout the course of the year. There are also structures to create an all-encompassing academic career pathway and design a plan for life after Legacy.

It is without reservation that I highly support and recommend the adoption of the Legacy Options Innovation Plan beginning in 2015-2016.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie Lofaro".

Jamie Lofaro, Principal



Denver Center for 21st Century Learning
1690 Williams St.
Denver, CO 80218
May 27, 2015

To Whom It May Concern:

It is with great pleasure that I endorse Anthony McWright as principal for Legacy Options High School. I have had the privilege of working with Anthony for three years. I know him to be of the highest character and hold him in the highest regard.

Legacy Options High School is fortunate to have Anthony as its principal because he has the skills needed to have a high achieving school. In the time I have worked with Anthony, I have seen him demonstrate various skills such as conflict resolution, consensus building, budget management, curriculum development, evaluation processes, disciplinary behavior actions and analyzing information pertinent to school processes. He has shown abilities that meet all basic job functioning responsibilities.

Anthony is comfortable wearing numerous hats, often overseeing various components of campus life that include interacting with students, meeting with parents, communicating with school districts and community organizations and ensuring that the school remains in compliance with legal responsibilities. He is always visible in the hallways, classes and during extra-curricular activities. He has a hands-on approach to his job and builds great relationships with students and staff.

Anthony is passionate about student education and achievement. He has the vision to inspire his staff, along with dedication and hard work to back up his shared vision. He is committed to social justice, education equity, bilingual education, gifted and talented programming, raising standardized test scores and preparing high school students for college and careers. He is able to articulate his short and long term goals in a succinct, clear fashion using data to justify his reasoning. Legacy Options High School is in good hands going forward. I can't think of a principal better suited for the position. If you have a question, please don't hesitate to call me.

Sincerely,

Renard

Renard A. Simmons

Assistant Principal

Denver Center for 21st Century Learning (DC-21)

720-424-2980

May 26, 2015

To Whom It May Concern:

I am writing to show my full support for Legacy Options High School. As the manager of the Transitions Team, I have a unique understanding of the target population of Legacy and the need for additional Intensive Pathways school options. Additionally, I have had the pleasure of collaborating with Principal Anthony McWright as he prepares to open Legacy, as well as during his tenure as an assistant principal at P.R.E.P. Academy.

Legacy Options High School is poised to meet a specific and urgent demand within Denver Public Schools. Many students throughout the district need a non-traditional setting in order to be successful, and experience increased success when they are able to enroll at one of our smaller, supportive Pathways environments. Currently, the far northeast area has only two Pathways schools - one of which targets older students who are closer to graduation (PUSH Academy), and one that targets younger students and supports them through graduation (Vista Academy). Vista is typically full, and is only able to accept a limited number of new students each year. Therefore, there is a clear need for an additional Pathways option, particularly one that can serve our younger (9th grade) students in the far northeast area.

Anthony McWright is clearly qualified and capable of leading this effort. In his previous work as assistant principal at P.R.E.P. Academy, he was able to build relationships with and promote academic achievement among students who had previously had significant struggles in prior schools. This experience will certainly be valuable as he seeks to engage a similar population at Legacy. Also, Mr. Mcwright is familiar with the obstacles that many of these students and families face outside of school, and what it takes to engage them in school and community. I am confident that he will be able to address this within the context of this new school, and am enthusiastic about his focus on parent and community engagement.

I very much look forward to continuing to collaborate with Mr. McWright and his team to support the opening of Legacy Options High School.

Sincerely,

Aviva Katz

Transitions Manager

Office of Post-Secondary Readiness

Denver Public Schools

720.556.5228

aviva katz@dpsk12.org

PREP Academy
2727 Columbine St.
Denver, Co 80205

May 27th 2015

To Whom It May Concern:

My name is Michael DeLoach. I have been in Denver Public Schools for nearly 15 years. I am currently the Dean of Students at PREP Academy where I had the pleasure of working with Anthony McWright. He was the Assistant Principal at the time and his caring, but firm nature, made him a joy to work with and a big hit with our student population. He supported our mission and vision and held himself, the staff and students accountable.

I wholehearted support Mr. McWright in the opening of the Legacy Option School in the Far Northeast. It would provide students that are struggling with academics and behavior a second chance at becoming college and career ready. Legacy Options would provide students, who struggle at traditional high schools, with smaller class sizes and more one on one attention.

Anthony McWright is the right person to lead Legacy Options School in the 21st Century. The Far Northeast would benefit from Legacy Options being in their area. Students who are forced to travel ten or more miles daily to attend other Alternative or Pathway schools would benefit greatly having Legacy in their area.

Sincerely,



Michael DeLoach
Dean of Students

To Whom It May Concern,

I am writing you today to voice my support of the opening of Legacy Options Academy as part of Denver Public Schools in the Far Northeast region of Denver. Having lived in the Northeast area for the past several years, I have come to see the need for more intensive pathway schools in this area of the city. Also, having worked with Principal Anthony McWright in various community and civic capacities, I am confident that he is a great candidate who understands both the area and demographic that it serves, and has the ability to be a great leader in the opening and running of this intensive pathways school.

The students in the Far Northeast region of Denver face a variety of challenges that include instability at home, gangs, drug involvement, and a lack of academic motivation. These are all issues the intensive pathways school will be able to address with the students, while providing them the highest level of academic programming possible. Many of the students that are affected by the above listed challenges struggle in a traditional school setting, where academics are the main focus and social and life skills are not always addressed adequately.

It is with great enthusiasm and optimism that Legacy Options High School will be very successful in the Far Northeast region of Denver. I am proud to see a school being established to better serve the youth of our city. If you require any further information, please feel free to contact me at link2361@aol.com, or by phone (303 807 9184).

Sincerely,

Purvis E. Young

26 May 2015

Distinguished Leaders of Education:

There has been a great need to provide a non-traditional high school in the Far Northeast area of Denver. Over the last few years, there has been a large teen dropout rate. This may be attributed to the traditional educational program that does not meet the needs of many students in that area. As an urban school district, we are in the process of preparing all students with the skills to perform in post- secondary optional programs. This may include, but not be limited to, college or vocational education.

Legacy Options high school will prepare the non-traditional students with more individualized student instruction due to the smaller classes. The students will have an opportunity to learn experientially as he/she progresses through the innovative educational programs.

As far as a person who is to lead this endeavor; I cannot think of a person better than Anthony McWright. Having worked with Anthony in several community and civic roles, I find that educating students truly inspires him to be at his best at all times. As the principal of Legacy Options high school, I am confident that he will never tire in his efforts for students. He is always very conscientiousness and diligent in performing tasks.

Anthony is an educational enthusiast; he is willing to step out into the unknown in order to find new and innovative ways to reach students. I find him to be very passionate and knowledgeable when it comes to motivating students and staff. He is also acutely aware of the many responsibilities that come with his job and I am very certain that he will execute them in a timely and very positive manner.

Sincerely,
Kevin Smith

DENVER PUBLIC SCHOOLS
900 GRANT STREET / DENVER, CO 80203
TELEPHONE (720) - 423 - 3200



Denver Center for 21st Century Learning
1690 Williams St.
Denver, CO 80218

May 28, 2015

To Whom It May Concern:

Please accept this letter of support on behalf of Mr. Anthony McWright, who is the Principal of Legacy Options High School that will be soon opening for the 2015-2016 school year.

As Principal of Denver Center for 21st Century Learning, I support the opening of a new Pathways school that will help educate students that are at-risk of dropping out of school and provide opportunities to prepare DPS students for post-secondary career readiness. We know that it takes a village to raise a child and with more pathways schools to help serve students that are at-risk, it will help those them to succeed in life.

We look forward to working with the staff and parents of Legacy Options High School in creating a Pathways school that will benefit the far Northeast area and the students of Denver Public Schools.

Thank you,

Christian De La Oliva

Christian De La Oliva
Principal
Denver Center for 21st Century Learning
1690 Williams St.
Denver, CO 80218
720-424-2982

www.bestschoolindenver.com

Legacy Options High School

May 25, 2015

To Whom It May Concern:

For more than a decade, the Denver Public School system has joined with schools and communities to improve education and education opportunities for students. Accordingly, there has been a struggle to provide a comprehensive, data-driven approach to continuous improvement in our schools. That struggle continues.

Written in 2001, my award winning dissertation, *Yo Mamma's Oppositional: The Cultural Production of the Educated African American*, documented the ways in which some schools leverage home, community and school resources to support the success of minority students in schools. My work was situated in the Far North East schools. Nevertheless, we know that traditional schools have not served some of our underserved populations well. A non-traditional approach may meet some of the needs of some of our African-American, Latino and other students.

The Legacy Options high school represents a fresh approach to schooling and the opportunity that we need. Rooted in a Culturally Responsive philosophy, non-traditional students will be exposed to experiential learning, small classes, individualized support and an array of innovative education programs. The mission of the school includes a focus on collaboration with students, parents and staff working together prepare students for college and career readiness. The vision of the new school, emphasizes assisting students to reach their full potential, such that they compete in an increasingly global marketplace. I hope you will agree that this philosophy is just the challenge that some of our students need.

The school will be in excellent and capable hands under the leadership of Anthony McWright. His record is exemplary in terms of management and being an instructional leaders. His attention to students, families and staff is unparalleled. He is strong and personable. Mr. McWright is dedicated to providing the best educational opportunities and educational outcomes for all students. His background is a good match for the Far North East.

It is with a great deal of excitement that I write this letter to express my full support of the establishment of this school. Now is the time. We will learn from the past, to meet the challenges of the future.

Sincerely,

Gregory A. Diggs, Ph.D.
Master Counselor
Denver Kids, Inc.

May 27, 2015

To Whom It May Concern:

The Far Northeast Denver schools are continuously working to provide an intensive, innovative, and experiential learning environment for our students. The incredibly strong and enduring students and community we serve continue to strive for equal access to a high quality education despite a history of being overlooked for needed services. Legacy Options High School will continue to support this community's students in pushing them to realize their dreams.

Legacy Options High School will work with students who have not found success in traditional schools and work towards a more professional and individualized pathway for student support. As the Transitions Liaison in the Far Northeast, I fully understand the need for wrap-around education that combines classroom and academic experiences with real-life scenarios. This is why I enthusiastically support the opening of Legacy Options High School.

I am invested in every school in this community. I know Anthony McWright, the leader of Legacy Options High School, shares a strong community vision. He and his staff will continually put youth first and look for every opportunity to expand students' minds in providing high academic expectations and high quality career, arts, and cultural options.

Sincerely,

Mitzi Brodnax
Transitions Liaison
Office of Post-Secondary Readiness

To Whom It May Concern:

Today I am writing in support of Anthony McWright and his persistent effort to start Legacy Options High School. The mission of this school is to afford non-traditional or at-risk students a chance to succeed, despite the obstacles or hurdles that prevent them from completing high school.

Educating students and being involved in community outreach programs is a true passion for Mr. McWright. I am fully confident that Mr. McWright will not waver in his commitment and desires for ensuring students strive to perform at their full potential. His goal of helping the youth-of-today flourish is a true gift. He's a trailblazer willing to battle for students who otherwise would be overlooked.

Anthony McWright is very mindful of building a philosophy and atmosphere that caters to the student's academic needs, thus reassuring them that they truly matter and are valued. Anthony will continue to be a major supporter for his students and will continue his efforts in fostering community involvement. His leadership and diligence has been a positive and motivating factor for members of the community for generations to come. Anthony has the natural ability to relate to all types of people; a true believer of diversity and inclusion. He is a mentor and leader who understand that students all have the ability to learn. I am excited to see a school being created to improve the youth of our community. Anthony certainly has the leadership ability to take Legacy Options High School to great heights. If you require any further information, please feel free to contact me at (303-332-7668 or vonmill@yahoo.com).

Sincerely,

W. DeVon Miller



Kappa Alpha Psi Fraternity, Inc.
Colorado Springs Alumni
Chapter
P.O. Box 25971
Colorado Springs, CO 80936

2014/15 Officers

May 22, 2015

Jerald Lane *
Polemarch

Al Lewis *
Vice Polemarch

Parren Nelson *
Keeper of Records

Wil Thibodeaux *
Keeper of Exchequer

Kris Kelley
Strategus

Terrill Glass
Lt. Strategus

Frank Lytle
Historian

Terrence Jackson
Membership Intake

Burnie Legette
Board of Director

Richard Peace
Board of Director

Isaac Dowdell
Board of Director

Jay McClain *
GuideRight Director

Andre Reed
Reclamation Director

Terrill Glass
Undergrad Advisor

* Board of Directors

To Whom It May Concern:

I am writing today in support of Anthony McWright and his efforts to open Legacy Options High School. Being from inner-city Birmingham, AL, I understand the need for a school that has a mission to provide non-traditional learning opportunities to students who are at risk of not completing high school.

As a community leader in both Colorado Springs and the Denver Area, I strive to help our next generation achieve their dreams. While speaking with Mr. McWright regarding the mission of Legacy Options High School, my thoughts were that this school is the "Answer" for students needing an alternate school environment. I also believe collaboration with the community is very important to developing socially responsible leaders of the next generation.

I am happy to say that I support Legacy Options' Vision: to collaborate with students, staff, and community to help students attain the 21st century skills needed to compete in a global market place, to advocate for themselves, and contribute as a competent educated member of society. If you have any questions, please do not hesitate to contact me at geraldane@gmail.com or 720-222-1104.

*AGAIN, I SUPPORT LEGACY OPTIONS HIGH SCHOOL
AND I AM WILLING TO VOLUNTEER IN ANY CAPACITY.*

Respectfully

Jerald E. Lane
Polemarch (President)
Colorado Springs Alumni Chapter
Kappa Alpha Psi Fraternity, Incorporated

May 29, 2015

Denver Public Schools

To Whom It May Concern

I am very pleased to submit this Letter of Support for Legacy Options High School, to be established in the far northeast Denver Metro area. Given today's cultural and social economic environment we are need of schools that can meet students where they are academically and emotionally; I envision this school as offering programs and services to reach each student that may attend this school.

Principal Anthony McWright, I strongly feel has the vision and skills to not only engage and encourage each student to be the best that they can be, but to also work with family members and the community; to ensure all are engaged in the success of Legacy Options High School.

As we are in the early stages of the 21st Century, we need to ensure ALL students are given the needed skills to be successful relative to academic pursuits after high school, or if they elect to pursue a vocational skill. Regardless of the path a student may chose; they will need to have the intellectually skill set to be successful and also, the belief in themselves that they can be successful.

Again, I strongly support the efforts of Denver Public Schools to ensure the success of Legacy Options High School.

Sincerely,

Steven L. Jones

Steven L. Jones

Retired IBM

Alpha Phi Alpha Fraternity, Inc.

President – Delta Psi Lambda Chapter Denver, CO.

5877 S. Walden St.

Centennial, CO 80015

Cell Phone: 303-868-6760

E-mail: sljones53@comcast.net

Community and Parent Engagement Strategy Current and Ongoing

With our many years of experience opening new schools, Legacy Options High School recognizes the great role parental and community involvement plays in the success of our programs.

Legacy Options is encouraged by the level of support for our Intensive Pathways program. Legacy Options High School will begin an intensive outreach process upon notification of an award by Denver Public Schools of a new school for 2015, which will include specific activities as described in the table below

Parental and Community Outreach Activities

ACTIVITY	AUDIENCE	PURPOSE
Connect with DPS high schools and keep them updated on Legacy Options– Denver progress	High School Principals and Counselors	Communicate future options for at-risk students, gain support for referrals, outreach to students and parents
Hold information sessions at local community resource centers. Direct contact with families in community	Parents, Students	Communicate future option for students, gain support for enrollment
Conduct meetings with local colleges, technical schools	Higher Education Partners	Promote recruitment of teachers and explore post-secondary credit opportunities for students
Conduct meetings and presentations	DPS Intensive Pathways Office	Communicate how best we can serve the targeted student population
Conduct meetings and presentations to political leaders	Political Leaders (i.e., Mayor’s office, City Council, Governor’s	Gain support for Excel Academy- Denver and the outreach to our most at risk students
Conduct meetings with agencies who serve our target student population	Employees of community and government agencies and organizations (i.e., CYC, Goodwill, United Way, WIC)	Student support services and referrals
Conduct meetings with local businesses	Business Community	Internships for students, outreach to parents
Conduct meetings with local religious leaders	Faith-based organizations	Outreach to parents and guardians

Appendix E: School Facility Questionnaire

School Name:	Legacy Options High School – Denver				
Primary Contact for Facility Planning: Anthony McWright					
Telephone:	(720) 424-3100		Email:	ANTHONY_MCWRIGHT@DPSK12.ORG	
School Type:	Performance School		Charter School		
Grade levels and student enrollment estimates for the first five years:					
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Grades	9	9-10	9-11	9-12	9-12
Enrollment	60	120	180	240	240
Region: Far North East					
Description of the facility/ies under consideration including available square footage and quotes (for years 1-5) from property owners:					
1. One facility (approximately 50,000 sq. ft.) for SY 13-14					
2. Additional, one facility (approximately 50,000 sq. ft.) for SY 14-15 to SY 17-18					
3. Quotes from property owners are not available at this time					
Are you interested in investigating the possibility of occupying a district-owned facility?					
Yes No					

Core Classroom Requirements Years 1-3:

Baseline assumption for number of students per classroom: 15

Year 1	Year 2	Year 3
21	33	42

Administrative/Support Spaces		
Main Office	Yes	No
If yes, list number of private offices needed (e.g., principal, AP, etc.):	10	
Satellite Office	Yes	No

Work Room/Copy Room	Yes	No
Supplies Storage	Yes	No
Teacher Work Room(s)	Yes	No
If yes, list number of teacher work/planning rooms needed:		

Specialty Classroom Needs		
Number of Science Labs:	2	
Number of art rooms (with or without kiln):	1 without kiln	
Number of computer labs:	2	
Library Media Center (LMC)	Yes	No
Performance/Dance Room	Yes	No
Auditorium	Yes	No
Other (list room type and number):		

Physical Education/Athletic Requirements		
Gymnasium	Yes	No
Locker Rooms	Yes	No
Weight Room	Yes	No
Field(s) – soccer, football, multipurpose	Yes	No
Baseball Field	Yes	No
Softball Field	Yes	No
Other (please list):		

Other Needs		
Playground(s)	Yes	No
Large space for class/school assemblies (e.g., morning meeting, cafeteria)	Yes	No
Spaces not addressed and/or special considerations:		

Appendix G – Job Descriptions for all Leadership Team Positions

Job Descriptions for All Leadership Team Members

Legacy Options High School

Job Description

<u>Position:</u>	Principal	<u>Department:</u>	Education
<u>Supervisor:</u>	Instructional Superintendent	<u>FLSA Status:</u>	Exempt

POSITION OBJECTIVE

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 the school in an innovative and progressive environment through supporting the Legacy Options School vision and mission as well as the DPS vision of leading the nation's cities in student achievement, high school graduation, college readiness, and career success.

ESSENTIAL FUNCTIONS

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 secondary education, 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 & CERTIFICATION

A current valid State of Colorado Principal License.

Legacy Options High School

Job Description

Position: Psychologist Department: Special Education

Supervisor: Principal FLSA Status: Exempt

Job Purpose

The Psychologist is responsible for implementing and maintaining the ESL and special education programs and services in compliance with all District, State, and Federal laws, rules, and policies, and with Legacy Options High School's objectives; provides written support and/or conveys information; serving as a resource to parents, school personnel and the local district; and maintains adequate staffing to ensure objectives of programs and services are achieved.

Essential Functions

1. Understands and implements Legacy Options High School's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Directs the development, selection, evaluation and implementation of ESL and special educational programs and educational materials.
3. Provides direction and leadership in the assessment and identification of the curriculum goals and objectives, while establishing a strategy to address specific academic needs of students with disabilities and ELL students.
4. Possesses solid curriculum knowledge and understands school district, federal and state educational requirements and guidelines and performs on-going evaluations and refines methods of instruction in accordance with the educational goals and objectives of Legacy Options High School.
5. Supervises assigned staff and documents their performance, development, training and other issues. Ensures assigned staff is in compliance and performance issues are addressed.
6. Works closely with teachers and staff members of the local school district to facilitate I.E.P. meetings and processes for the purpose of implementing and maintaining special education programs and services of Legacy Options High School .
7. Coordinates with outside agencies to provide services to students and staff for the purpose of offering appropriate services.
8. Advises Director regarding special education, ELL, and other assigned matters.
9. Prepares documentation and reports data to Legacy Options High School and to the District for the purpose of providing written support, conveying information and complying with Federal and State regulations.

10. Ensures compliance in the areas of upholding and enforcing school rules, administrative policies, and state, municipal and federal regulatory guidelines.
11. Attends all required leadership, team and professional meetings and participates in the development of strategies for continuous school improvement.
12. Exhibits professional conduct with school colleagues, students and their parents in accordance with Legacy Options High School policies, procedures and work rules.
13. Performs other duties as assigned and to be determined based upon Legacy Options High School needs and business requirements.

Position Requirements

- Master's Degree in Psychology
- Current instructional certificate in Cognitive, Behavior or Physical/Health Disabilities
- Three years teaching or working in a school setting
- Experience working with ELL populations preferred
- Three years management experience preferably in juvenile justice or mental health setting
- Experience working with at-risk youth preferred

Legacy Options High School

Job Description

Position: **Social Worker** **Department:** **Student Services**

Supervisor: **Principal** **FLSA Status:** **Exempt**

Job Purpose

The Student Services Director is responsible for utilizing leadership, advocacy, and collaboration skills to promote student success; provide preventive services, and respond to identified student needs by implementing a comprehensive school counseling program that addresses academic, career and personal/social development for all students in accordance with the goals and objectives of Legacy Options High School . The Student Services Director serves as the principal campus liaison for all community outreach and parental engagement activities and, in addition, is responsible for leveraging appropriate community and government-based services that address student barriers to academic achievement.

Essential Functions

1. Understands and implements Legacy Options High School 's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students, staff and parents.
2. Directs the development, selection, evaluation and implementation of school counseling, admission, attendance programs, and student and parent support programs. Uses motivational techniques and strategies in the development and continued improvement of a school wide counseling, admissions attendance, and student and parent support program.
3. Provides direction and leadership in the assessment and identification of the curriculum goals and objectives, while establishing a strategy to address specific academic, career and behavioral needs of all students.
4. Possesses program knowledge and understands the school district code of conduct procedures, state statutes and comprehensive school counseling plan guidelines.
5. Offers ongoing evaluation and refinement of behavioral intervention methods in accordance with the operational goals and objections of Legacy Options High School.
6. Supervises assigned staff including documenting their performance, development, training and other issues. Ensures assigned staff is in compliance and performance issues are addressed.
7. Interprets and effectively disseminates school counseling trends and other pertinent data to staff, parents and community groups while assisting in the support and development of policies and procedures.
8. Implements an effective referral and follow up process.

9. Organizes and maintains a calendar and sufficient documentation of activities and services provided to all students.
10. Ensures compliance in the areas of upholding and enforcing school rules, administrative policies, state, municipal and federal regulatory guidelines.
11. Attends all required leadership, team and professional meetings and participates in developing strategies for continuous school improvement.
12. Exhibits professional conduct with school colleagues, students and their parents in accordance with Legacy Options High School, procedures and work rules.
13. Performs other duties as assigned and to be determined based upon Legacy Options High School needs and business requirements.

Position Requirements

- Master's Degree in Education, Social Work or related field (or Bachelor degree and experience that has been achieved and is equivalent to the required education, experience and required knowledge)
- Three years management experience providing student support services
- Experience working in a school setting preferred
- Experience working with at-risk youth preferred

Legacy Options High School
Job Description

<u>Position:</u>	Academic Coordinator	<u>Department:</u>	Education
<u>Supervisor:</u>	Principal	<u>FLSA Status:</u>	Exempt

Job Purpose

The Academic Coordinator is responsible for organizing the master schedule, and providing roster updates to teachers and team leaders and maintaining the official rosters and student records. The Academic Coordinator also visits classrooms; offers instructional coaching and model lessons for teachers; facilitates common planning time; and effectively implements the Rounds Model for instructional coaching. Additionally this position is responsible for successful completion of all required standardized testing, monitoring grade books and acting as a liaison between Legacy Options High School and outside agencies, families and community partners.

Essential Functions

1. Understands and implements Legacy Options High School 's philosophy, policy and procedures relating to conduct, discipline, educational and attendance outcomes for students and staff.
2. Oversees implementation by all instructional staff including reviewing lesson plans and providing formal and informal feedback. Monitors instructional staff daily to provide coaching, accolades, different academic approaches.
3. Oversees the administration of all standardized assessments and testing on or before deadline, interprets test data and develops instruction based on results.
4. Organizes, updates and maintains the master schedule and student roster. Distribute changes and updates as needed with immediacy to teachers, team leaders and leadership team.
5. Communicates with outside agencies such as parents, school districts, other agencies as directed, and as needed.
6. Understands the Legacy Options High School Model and works with behavioral staff to promote a team environment that focuses both on educational success and behavioral management.
7. Possess knowledge of the JFF model or instruction and effectively implements our academic program.
8. Verifies students are meeting all required related services designated in their IEPs.

9. Possesses knowledge about the Rounds Model and effectively implement as part of Teacher's feedback and growth.
10. Identifies areas of training and develops schedules and implements instructional professional development including mandatory trainings, and identified trainings in educational development.
11. Trains all staff on the instructional strategies and facilitates the Rounds Model.
12. Provides support, professional development, training, and/or mentoring to new or struggling teachers.
13. Attends all required leadership, team and professional meetings, and participates in the development of strategies for continuous school improvement.
14. Exhibits professional conduct with school colleagues, students and their parents in accordance with Legacy Options High School policies, procedures and work rules.
15. Performs other duties as assigned and to be determined based upon Legacy Options High School needs and business requirements.

Position Requirements

- Bachelor's Degree in Communications or related field, Master's Degree Preferred
- Current instructional certification
- Three years of teaching experience
- Experience working with at-risk youth preferred

Legacy Options High School
Job Description

<u>Position:</u>	Restorative Justice Coordinator	<u>Department:</u>	Education
<u>Supervisor:</u>	Principal	<u>FLSA Status:</u>	Exempt

POSITION OBJECTIVE

Perform administrative functions at the discretion of the school principal. Oversee school culture and equity initiatives, discipline and behavior support systems, and student support services and instructional support services.

ESSENTIAL FUNCTIONS

- Leads school culture and equity initiatives
- Manages discipline systems and positive behavior intervention support
- Supervises and evaluates student services personnel including student advisors, counselors, social worker, psychologist, and CSOs.
- Assists in supervision and evaluation of special education teachers, ELA teachers, electives teachers, pro tech, and instructional paraprofessionals.
- Leads management of Personalized Instructional Plans (PIPs) including: course and program selection, class scheduling, school adjustment, truancy, study habits, and career planning with students.
- Confer with parents or guardians, teachers, other counselors, and administrators to resolve students' behavioral, academic, and other student need issues.
- Support student advisors in crisis intervention for students when difficult situations occur at schools.
- Oversee school assessment administration and data analysis system - Site Assessment Leader (SAL) duties.
- Perform other duties as assigned.

EDUCATION & EXPERIENCE

- Bachelor's degree in education or related field.
- Experience setting and managing personnel supervisory schedules.
- Experience managing discipline systems for students and or staff.
- Possess strong instructional background to support student achievement, supervisory, leadership, problem-solving.
- Ability to work effectively as member of multi-disciplinary team.
- Ability to communicate clearly in both written and oral formats.
- Ability to demonstrate critical thinking and problem solving skills
- Ability to plan and organize completion of projects.
- Ability to adapt to a changing work environment with a positive attitude and problem solving approach.
- Proficiency with MS Office and other computer software programs.
- Demonstrates respect for children, teenagers, and adults.
- Bilingual in Spanish preferred.

LICENSURE & CERTIFICATION

- Current Colorado Department of Education Teachers License, or qualify for Alternative License and have the qualifications needed for the position.

Legacy Options High School
Job Description

Position: **School Counselor**

Department: **Exempt**

Supervisor: **Principal**

FLSA Status: **Exempt**

POSITION OBJECTIVE

To coordinate communications and act as a liaison between various school-based programs and students, families, parents, community, and related interests, as directed.

ESSENTIAL FUNCTIONS

- Coordinates and acts as a liaison between various school-based programs and students, families, parents, community, and related interests, as directed.
 - Oversees and evaluates the impact of community partnership arrangements.
 - Acts promptly to resolve problems, issues and requests from students, families, parents, and community interests.
 - Takes initiative to investigate and recommend the piloting of new strategies.
 - Conducts research and analyzes various school-based programs, developing project plans and schedules, and produces recommendations, as directed.
- Solves scheduling and coordination problems through consensus with students, families, parents, community, and related interests.
- Maintains a current knowledge of developments in education that enhance the achievement of objectives and positive relationships with students, families, parents, community, and related interests.
 - Maintains both the integrity and confidentiality of all data, as directed.
 - Develops and implement a comprehensive communications plan aimed at informing stakeholders and actively soliciting feedback and involvement.
- Collaborates with school and district personnel to assist in developing and implementing an outreach plan aimed at recruiting and transitioning incoming students.
- Develops and implements retention efforts designed to reinforce students' connection to the school, forge strong student-parent-school bonds and ensure consistency in enrollment for the following year (where appropriate).
- Actively solicits new business and community partnerships to meet school and student needs.
 - Provides content management and frequent updates to school's Web site.
 - Develops Web-based communications, including email and Facebook campaigns, as appropriate to student-family needs.
 - Writes content for newsletters, flyers, brochures, etc.
 - Works with the School Advisory Board to establish a Parent Outreach Committee that will involve parents in school communications.
- Performs other related duties, including special projects, as required or requested.

EDUCATION & EXPERIENCE

Master's Degree in School Counseling. Three or more years of related experience. Demonstrated working knowledge of school-based programs that support students, families, parents, community, and homeless interests in an urban, K-12 school environment.

Demonstrated working knowledge of project management methodology and implementation techniques. Demonstrated hands-on experience leading and coordinating the work of project teams and user groups. Demonstrated effective and diplomatic oral and written communication skills, with an emphasis on communications with students, parents, collaborative decision making teams, and the community. Demonstrated experience performing as a team player, and recognizing and resolving conflicts or potentially controversial situations through diplomacy. Demonstrated current knowledge of a Macintosh and Windows computer operating systems and related hardware and peripherals, plus software and emerging technologies. Fluency in Spanish is strongly preferred.

LICENSURE & CERTIFICATION

- Master's Degree in School Counseling
- Three years' experience in a similar role providing student support services
- Experience working in a school setting preferred
- Experience working with at-risk youth preferred

Appendix H – Resumes for all Identified Leadership Team Members

6355 S Kewaunee Way
Aurora, CO 80016

720-287-3808
ALMcWright@gmail.com

Anthony L. McWright

Objective To work in an environment that allows me to exercise my abilities to help students work to realize their maximum potential and an environment that will afford me future growth potential.

Experience 2014-Present Principal Resident/Succession Principal Denver, CO
Denver Public Schools (Lowry Elementary)

Duties include but are not limited to:

Assemblies
Calendar and Building Use
Class Coverage
Curriculum
Discipline
Duty Schedules
Emergency Response/Crisis Management
Excursions
Facilities/Building Maintenance
Instruction
New Teacher Induction
Nurse
Professional Development
Response to Intervention (Rtl)
School Assessment Leader (SAL)
School Intervention Team
Security
Student Teachers
Teacher/Staff Evaluations
Technology
504 Plans
Athletics
Budget
Counseling Dept.
Collaborative School Committee (CSC)
English Language Acquisition (ELA)
Fundraising
All matters involving Infinite Campus (IC)
Marketing
Master Schedule
Mental Health Dept.
October Count (Tiffanie)
Parent Teacher Conferences
Personnel
Registration
School Leadership Team
Special Education (SPED)

2012-21014 Asst. Principal/Principal Resident

Denver, CO

Denver Public Schools (PREP Academy)

Duties included but are not limited to:

Assemblies
Calendar and Building Use
Class Coverage
Curriculum
Discipline
Duty Schedules
Electives
Emergency Response/Crisis Management
Excursions
Facilities/Building Maintenance
Instruction
Math Dept.
New Teacher Induction
Nurse
Professional Development
Rtl (Response to Intervention)
SAL (Site Assessment Leader)
Science Dept.
School Intervention Team
Security
Social Studies Dept.
Student Teachers
Teacher/Staff Evaluations
Technology

2010 to 2012 State Farm Insurance

Lone Tree, CO

State Farm Insurance Agent

Small Business Owner

Property & Casualty License

Life, Health, & Accident License

Long Term Care License

Mortgage License

Series 6 License

2006 to 2010

Pascagoula School District

Pascagoula, MS

Gautier High School Assistant Principal

Gautier, MS

Duties include but are not limited to:

- 9th – 12th Grade Discipline
- District Assessments
- Parent Contacts about student academics and behavior
- Textbooks
- Overall School Inventory
- Schedule and Execute Fire/ Weather Drills
- Substitutes Folders
- Title I Plan

- Compact Plan
- Serve on District Strategic Planning Commission
- EZ Lesson Planner Site Administrator
- Substitutes / Kelly Services
- Creating Teacher Duty Schedule
- Fixed Assets
- Duty for All Lunches
- Evaluate Teachers (180 total)
- Hall Duty Class Changes Media Foyer
- Subject Area Testing (SATP)
- Attendance Reports
- Gym, Field House & Band Hall Supervisor
- Custodians
- Attendance Appeals
- Staff Development
- Computer Labs, Media Center
- SATP After School Tutoring
- Homework Lottery
- Most Improve Student Party
- Student Honor Roll Party
- Teacher Support Team Leader (TST)

2000 to 2006 Hancock County Schools Kiln, MS

**Director of High School and Middle School Performing Arts
(Band, Chorus, Dance, and Drama)**

Oversee all Administrative Duties for Arts Department (Purchasing, Travel, Discipline, Scheduling, Evaluations, Developed Departmental Handbooks, Staff Meetings, and Served as Department Head)

High School Marching Band Director

High School Jazz Band Director

High School Basketball Pep Band Instructor

High School Color Guard Instructor

High School Percussion Instructor

High School Wind Ensemble Director

Served as Interim Middle School Assistant Principal (2002-2003)

Sounds of the South Middle School Camp Counselor (2001- Present)

Elementary Beginning Band Instructor

Leo Club Sponsor

1995 to 2000 Hattiesburg Public Schools Hattiesburg, MS

Music Teacher (Associate Director of Bands)

Associate Director of Bands

Assistant Marching Band Director

Symphonic Band Director

Director of Jazz Studies

High School Jazz Band Instructor

Low Brass Instructor for District

Percussion Instructor for District

1992 to 1995 Starkville Public Schools Starkville, MS

Music Teacher (Assistant Band Director)

Assistant Band Director.
Assistant Marching Band Director.
High School Jazz Band Director
High School Varsity Concert Band Director
Middle School Concert Band Director
Middle School Jazz Band Director
Middle School Beginning Band Director
Middle School Percussion Instructor
Low Brass Instructor for District

1986 to 1992 USDA-ARS Weed Science Department Stoneville, MS

Biological Lab Technician (Summer Job)

Administrator of Field Experiments
Administrator of Laboratory Experiments.
Collection and analysis of data taken from field experiments
Collection and analysis of data taken from lab experiments
Co-presenter of results taken from data collected

Education

2015 – 2017 University of Denver Doctoral Candidate in Educational Leadership and Policy Studies.

2005 to 2014 University of Southern Mississippi Hattiesburg, MS
Doctorial Candidate in Educational Leadership and Research

2002 to 2005 University of Southern Mississippi Hattiesburg, MS

- Ed. Specialist in Educational Leadership and Research

1998 to 2000 University of Southern Mississippi Hattiesburg, MS

- Non- degree (Hours toward upgrading teacher certification)

1995 to 1996 University of Southern Mississippi Hattiesburg, MS

- Master of Music Education M.M.E

1987 to 1992 Delta State University Cleveland, MS

- Bachelor of Music Education B.M.E.

1983 to 1987 Leland High School Leland, MS

- High School Diploma
- Graduated with Honors of Distinction
- Class Hall of Fame Recipient

Membership In

Professional Organizations

Phi Mu Alpha Sinfonia
Mississippi Bandmasters Association
Texas Music Educators Association
National Band Association
International Association of Jazz Educators
Music Educators National Conference (MENC)
East Central Mississippi Band Directors Association
South East Mississippi Band Directors Association
South Mississippi Band Directors Association
Local 777 Musicians Federation Union
American Federation of Adjudicators
Knights of Columbus
Diamondhead Lion's Club
Original Illinois Club
Alpha Phi Alpha Fraternity
Lone Tree Symphony
Denver Concert Band
Sound of the Rockies Ensemble
The University Club of Denver

Professional Services / Development

- December 1992- Present Mississippi State Band Clinic
- December 1992 Mid-West Band and Orchestra Clinic
- February 1993 Texas Music Educator's Conference
- February 1994 Texas Music Educator's Conference
- December 1994 Mid-West Band and Orchestra Clinic
- February 1995 Texas Music Educator's Conference
- December 1995 - 1999 Mid- West Band and Orchestra Clinic
- Hosted Hattiesburg's Jazz Festival 1996 and 1997
- June 1997 1998 Silver Burdett and Ginn Textbook Workshop
- January 1998 and 1999 International Association of Jazz Educator's
- Hosted Hancock's Indoor WGI competition 2001
- Collected over \$700 for student with spinal bifida 2001 and 2002
- Collected Food for Hancock Food Pantry each Holiday season 2002-Present
- Collected clothing for Good Will and Thrift Store each year 2003- Present
- Collected Toys for Tots each year 2002-Present
- Collected Teddy Bears and other items to give to retired persons communities 2003- Present
- May 2005 International Trombone Association
- June 2005 American Federation of Teacher's Association Leadership Workshop (The proposal of leadership style and organization for our group won second place overall)
- Principal's Leadership Consortium USM (2007)
- Milsaps College Principal's Institute (2007)
- Minority Leadership Institute (2008)
- Principal's Leadership Institute Chattanooga, TN (2008)

Interest

- Performing on various instruments
- Reading
- Weight and cardiovascular training
- Listening to music
- Carpentry
- Computer technology
- Motorcycle riding

Honors and Achievements

- Principal Trombonist in the Starkville-MSU Symphony 1992-95
- Tubist in annual Starkville Thanksgiving celebrations 1992-1995
- Adjudicator for the Mississippi Lion's All-State Band 1992 – Present
- Bass Guitarist in Starkville School District Musicals 1993-1995
- 7th Grade Teacher of the Year Armstrong Middle School 1994-95
- Trumpeter for Mississippi State University Madrigal Singers 1994
- Adjudicator for Mississippi Solo and Ensemble Activity 1996 – Present
- Principal Trombonist in the Hattiesburg City Band 1996-2001
- Principal Trombonist in the Hattiesburg City Swing Band 1997-2001
- Trombonist for "The Classics" (Swing Band) 1997 - 2003
- Trombonist for "Kaiso" (Calypso Band) 1997- 2002
- Trombone Clinician for Jones County Band Clinic 1997
- Served on Staff of the Mississippi Lion's All-State Band 1997
- Recognized by Clarion Ledger as outstanding teacher of students with disabilities 1998
- Trombonist for "Speak Easy" (Blues Band) 1998 – 2000
- Performed on Trombone with "The O'Jay's" 1998 and 1999
- Percussionist for the Gulf Coast Wind Symphony 1998 – 2003
- Guest Conductor for the Hattiesburg City Band 1998
- Guest Conductor for the Gulf Coast Wind Symphony 1999
- Guest Clinician for Desoto County Honor Band Clinic 2000
- Served on Staff of the Mississippi Lion's All-State Band 2000
- Elected to Executive Board of South Mississippi 's Band Director's Association 2001
- Appointed Mississippi's State Representative for National Band Director's Association 2001
- Served and Marching Band Adjudicator for West Jones Marching Classic 2001-2003
- Served as Concert Band Adjudicator for Southwest Mississippi Band Association 2001-2005
- Guest Clinician for I-55 Band Clinic 2001
- Guest Clinician for Jackson Public Schools Middle School All-City Band Clinic 2001
- Selected Hancock High Teacher of the Month March 2001
- Recognized by NASA's Oceanographic Office for being selected Teacher of the Month 2001
- Selected Hancock High Teacher of the Month November 2001
- Hancock Wind Ensemble received the 1st ever division 1 rating for concert and sight reading performance at the state level (2002)
- Trombonist for Gulf Coast Brass (2002 to Present)
- Bass Trombonist for Gulf Coast Big Band (2002 to Present)
- Guest Clinician for Southeast Mississippi Band Director's Association District V Band Clinic 2002
- Guest Clinician for Capital City Band District Clinic 2002

- Guest Clinician for Southwest Mississippi Band Director's Association Clinic 2002
- Recognized by NASA's Oceanographic Office for being selected Teacher of the Month 2002
- Chosen Star Teacher for Hancock High School 2003
- Selected Hancock High Teacher of the Month March 2003
- Served as Assistant Marching Director of Mississippi Lion's All-state Band 2003
- Selected Hancock High Teacher of the Month December 2003
- Served as President for South Mississippi Band Director's Association 2004-2005
- Served as Marching Band Adjudicator for Hattiesburg Marching Festival 2004
- Chosen Star Teacher for Hancock High School 2004
- Served as Marching Director Mississippi Lion's All-State Band (The Band won 1st place in international competition) 2004
- Directed School's Indoor Color guard to an undefeated season and 1st place winner in the championship – Louisiana circuit. (1st time in school history) 2004
- Under my mentoring this district had it's 1st students ever in school history to be selected to participate in the Mississippi Lion's All-State Band 2004
- Selected Hancock High Teacher of the Month August 2005
- Directed School's Indoor Color guard to an undefeated season and 1st place winner and it's second Championship -- Louisiana circuit 2006
- Directed School's Indoor Color guard to 2nd place winner in Mississippi circuit and championship. 2006

Korey Askew

2472 S. Genoa Way ♦ Aurora, CO 80013 ♦ (303)502-4826 ♦ korey.yaskew@gmail.com

Education

UNIVERSITY OF NORTHERN COLORADO - Greeley, CO
BACHELORS DEGREE -2011

Natural Science /Communications

Dean's List 2007-2009

Professional Experience

Active Dean of Students / Restorative Justice Coordinator – NCAS (Montbello) 6-12 (2014-2015)

Develops solutions to complex problems that involve multiple stakeholders and steps. Develops a disciplined planning process that identifies the school's highest-priorities, handling priorities of, student attendance, student achievement, student retention and attrition, and parent/student satisfaction. Role of proving school leadership skills in urban settings with an emphasis on data-driven instruction, demonstrable gains in student achievement, and student programming and interventions for restorative approaches for discipline

Denver Public Schools – Martin Luther King Early College (2013-2014)

Special Education Para (Promotion)

Supports the educational, behavioral, social-emotional, physical and daily living needs of middle and high school level students with disabilities in integrated, resource, self-contained and community settings.

Denver Public Schools – Martin Luther King Early College (2013-2014)

Assistant to the Dean of Students- ISS Supervisor

Supervises students that have been placed on in-school suspension. Assist in conducting: testing and assessment, record-keeping, computer operation, discipline, and other activities, as directed.

XTO Energy

Technical Measurement Assistant (2013), Denver, CO

Data Entry, customer service, assisting our technical engineers in the oil and gas fields helping analyzing specific calibrations for oil and gas meters. Ability to calibrate and repair measurement instruments ranging from Pressure Gages, Liquid Flow Meters and Gas

Flow Meters using methods of statistics and algebra methods.

Mile High United Way

Finance- Online Giving Specialist, (2012-2013) Denver, CO

Assisted manager with developing and maintaining online giving site, for work place campaigns. Exporting/uploading monies through eWay campaigns, ensuring accuracy and timeliness of the pledge and payments data from Mile High United Way fundraising efforts.

Matheson Flight Extenders Inc.

Material Handler- (2011- 2012) Denver, CO

Specialized in terminal handling and ground support services for the United States Postal Service and other commercial carriers.

Volunteer Experience

–

Athletics & Beyond (Volunteer 20012-Present) Denver, CO

Planned and managed budgets for the organization setting up charity events. Learned how to evaluate small business opportunities and successful entrepreneurial non-profit practices. Coaching and mentoring young men and women of all ages.

Heart Power Inc. – (2012- Present), Denver, CO

Volunteer Inspirational Speaker. Helped coach youth sports camps for children in the Denver Metro Area free of cost. Helped build the needed life skills for children under the age of 18.

Colorado Wild Youth Sports – Director of Operations (2011-Present)

Planned and managed budgets for small business opportunities and successful entrepreneurial non-profit practices. Created mentorship program for provides assistance to underprivileged and underrepresented youth in inner city communities

Jamie Marla McMahan

784 Ponce de Leon Pl.
(678) 852-9281 Atlanta, GA 30306
mcmahan@fultonschools.org

EDUCATION

Georgia State University Atlanta, GA

Specialist of Education in School Counseling, CACREP Accredited
May 2013

Overall GPA: 4.0

Georgia State University Atlanta, GA

Master of Education in School Counseling, CACREP Accredited program
May 2012

Overall GPA: 3.98, GACE: Passed

The University of Georgia Athens, GA

Bachelor of Science in Psychology

May 2010

Overall GPA: 3.67/4.00; Major GPA: 3.35/4.00, Dean's List

Georgia College and State University

Milledgeville, GA Bachelor of Science in Psychology

August 2006-May 2008

Overall GPA: 3.8/4.0, President's List, Dean's List

WORK/INTERNSHIP EXPERIENCE

North Springs Charter High School

School Counselor

North Springs Charter High School

Atlanta, GA

- Work daily with 9-12th grade students
2013-present
- Effectively manage a case load of approximately 500 students
- Implement a data driven comprehensive counseling program
- Work on gacollege411 and GCIC with all students to achieve over 99% with all grades
- Host AP night, dual enrollment night, grade level parent night and financial aid night
- Assist with implementation of academies for all grades
- Assist with coordinating magnet program and activities
- Meet with all grades (9th and 10th graders in groups, and juniors individually) to discuss class schedule, grades, and post education plans continuously
- Manage multiple tasks on a continuous basis
- Analyze data (from groups, parent nights and test scores) to ensure programs are effective
- Work as the GAVS, FCVS, and BYU Coordinator for all 9-12th grade students
- Communicate in an effective and prompt manner to all parents, students, and staff
- Implement numerous counseling groups to increase achievement and college entrance rate
- Work as a team player and leader on numerous projects
- Train coworkers (other school counselors, records manager) on eschool and other school and counseling procedures
- Work as a mediator between teachers, parents, and administrators as needed
- Collaborate with the Social Worker and School Psychologist on a continuous basis
- Provide students with recommendations for colleges and other scholarship opportunities
- Develop and implement professional development for staff regarding counseling
- Serve as 504 chair for 9-12th grade students (2013- 2014 school year)
- Serve on the advisory council for Jobs for Georgia Graduates

- Provide all students with an updated 4-year plan
- Keep accurate records for all students

Roswell High School

Roswell, GA *Part-time School Counselor*

January-May 2013

Testing Coordinator

- Co-organized and administer GHSGT and EOCT
- Worked with 9th-12th graders on completing GACOLLEGE411 task
- Collaborated with counselors as needed on daily responsibilities within the department

Morningside Elementary

Atlanta, GA

School Counseling Intern

August 2012-

December 2012

Individual Counseling

- Counseled Kindergarten-5th students using solution-focused and person-centered approaches to teach social skills, techniques for coping with anxiety, conflict resolution and following directions.

Group Counseling

- Co-led 2 groups consisting of 8 students weekly: kindness ambassadors and peer meditators

Classroom Guidance

- Led sessions on topics including: What is a school counselor? Study Skills and Goals, and Conflict Resolution.

School Teams

- Before and after school carpooling duty
- Co-developed school safety plan
- Ran “Birthday Table”
- Assisted with cafeteria monitoring and cafeteria rewards until official cafeteria monitor was hired.
- Aided with Angel Tree Project
- Co-led Red Ribbon Week
- Assisted with Rainbows
- Helped organized field trip to Inman Middle School
- Organized Junior Achievement

Druid Hills High School

Atlanta, GA

School Counseling Intern

August

2011- May 2012

Individual Counseling

- Counseled 9th -12th grade students using solution-focused and person-centered approaches to address depression, poor academic performance, scheduling and retention.
- Led individual plans of study conferences for all grade levels, working knowledge of ESIS and creating student’s schedules

Group Counseling

- Led 3 groups weekly on topics including social skills, academic issues, behavioral issues, self-esteem, study skills, and transitioning to college.

Classroom Guidance

- Co-developed and led studying skills curriculum for 9th graders.
- Led GACollege411 curriculum for all 9th through 12th grade.
- Led sessions on topics including: suicide prevention and stress management for 9th graders.
- Co- developed an 11th grade ESOL curriculum with topics including contextual clues, test-taking skills and vocabulary.

School Teams

- Contributed to school counseling leadership team meetings. Collaborated on school-wide initiatives such as student scheduling, school open house, student mentoring, and progress reports.
- Assisted with implementations of Georgia High School Graduation tutorials, student scholarship meetings and “Georgia Apply to College Week”.

Additional Relevant Experience**A. Professional Development**

July 2011-Present

- Member of American School Counselor Association and Georgia School Counselor Association

B. Undergraduate Research Assistant**Athens, GA**

- Psychology Department, University of Georgia; Supervisor- John Best August 2009-May 2010
- Served as project coordinator for research study that examined children's cognitive function.
- Conducted literature review; supervised and trained other lab assistants; coordinated research activities.

CAMPUS & COMMUNITY INVOLVEMENT**Youth Villages****Memphis, TN***Intern*

Summer 2009

- Worked full-time with 18 emotionally and behaviorally troubled youth in a residential setting
- Assisted in group therapy, treatment teams, meal times, recreational therapy, life skills education programs, and daily documentation and assessment of children's progress

*Campus Recruiter***Athens, GA**

- Organized information sessions to promote the organization; recruited applicants for hire. August 2009-May 2010

Gaines Elementary School**Athens, GA***Mentor*

November 2008-May 2010

- Positively impacted mentee's academic and social life by fostering healthy attitudes toward school and peers.
- Reinforced school lessons through tutoring and by practicing academic skills such as reading.

Below is our proposed schedule for hiring members of the leadership team. Legacy Options High School will work with DPS to produce the required resumes as each member of the leadership team is selected.

Timeline and Plans for Recruiting and Hiring Key Campus Leaders

Campus Leader	Anticipated Selection Dates
Principal	February, 2015
Restorative Justice Coordinator	April, 2015
School Counselor	May, 2015
School Psychologist	May, 2015
School Social Worker	May, 2015

Appendix J – Staff Roster / Org Chart

Legacy Options High School – Denver

	2015-16	2016-17	2017-18	2018-19	2019-20
Principal	1	1	1	1	1
Assist Principal			1	1	1
Admin Assistant	1	1	1	1	1
Restorative Justice Partner	1.5	1.5	1.5	1.5	1.5
Math	1	2	3	4	4
Language Arts Teacher	1	2	3	4	4
Science Teacher	1	2	3	4	4
Social Studies Teacher	1	2	3	4	4
PE Teacher	.5	.5	.5	.5	.5
Art Teacher	.5	1	1	1	1
SPED Teacher	.5	1	1	1	1
ELD Teacher	.5	.5	.5	.5	.5
Psychologist/Social Worker	1	1	1	1	1
Counselor	1	1	1	1	1
Nurse	.2	.4	.4	.4	.4
Secretary	1	1	1	1	1
CTE- Journalism/ Broadcast	0	0	1	1	1
CTE- Audio/ Digital Recording	0	0	1	1	1
CTE- Forensics	0	0	1	1	1
TOTAL FTE	12.7	17.9	25.9	29.9	29.9

Legacy Options High School Employee Handbook

2015-2016

SAMPLE TABLE OF CONTENTS

To be finalized with staff in the fall of 2015

***EMPLOYMENT POLICES AND PROCEDURES**

1. SCHOOL VISION AND MISSION
2. CORE VALUES AND SHARED EXPECTATIONS
3. EMPLOYEE COMMITMENT TO THE SCHOOL PLAN
4. EMPLOYMENT TERMS
5. EQUAL OPPORTUNITIES
6. HARASSMENT
7. DISCRIMINATION COMPLAINT PROCEDURE
8. ACCOMMODATIONS OF INDIVIDUALS WITH DISABILITIES
9. IMMIGRATION LAW COMPLIANCE
10. CODE OF CONDUCT
11. EMPLOYEE ATTENDANCE AND PUNCTUALITY
12. SCHOOL AND STAFF HOURS
13. STAFF ORIENTATION
14. PROFESSIONAL DEVELOPMENT
15. EVALUATION
16. SALARIES AND BENEFITS
17. TIME OFF
18. MEDICAL INSURANCE
19. WORKERS COMPENSATION
20. OPEN DOOR POLICY
21. PERSONNEL RECORDS
22. REFERENCE CHECKS
23. CONFIDENTIALITY
24. TELEPHONE
25. PERSONAL PROPERTY
26. DRESS COADE
27. SMOKING
28. USE AND CARE OF EQUIPMENT
29. TECHNOLOGY RESOURCES POLICY

- 30. WORKPLACE VIOLENCE
- 31. WORKPLACE SEARCHES
- 32. EMERGENCY PROCEDURES

SCHOOL POLICIES AND PROCEDURES

- 33. SCHOOL GOVERNANCE
- 34. COMMITTEES
- 35. DISCIPLINE POLICY
- 36. POINT SYSTEM
- 37. PBIS
- 38. ATTENDANCE
- 39. TARDY POLICY
- 40. TRUANCY
- 41. CELL PHONES AND ELECTRONIC DEVICES
- 42. CHILD ABUSE REPORTING
- 43. SECURITY
- 44. VISITORS
- 45. IDENTIFICATION
- 46. INJURIES
- 47. EDUCATION PLAN
- 48. GRADES AND GRADING
- 49. PARENT/GUARDIAN CONFERENCES
- 50. SCHOOL ADVISORY BOARD
- 51. STUDENT ADVISORY BOARD
- 52. SCHOOL PERFORMANCE FRAMEWORK
- 53. ENROLLMENT AND REGISTRATION
- 54. STUDENT ORIENTATION
- 55. STUDENT ASSESSMENTS
- 56. INDIVIDUALIZED PLANS
- 57. GRADUATION REQUIREMENTS

*These are the areas that will be included in the handbook. This document will be presented and developed through collaboration with all staff for final approval.

Legacy Options has waived aspects of District Policy, the DCTA CBA, and State Statutes. Please review the specific waivers and replacement policies within the innovation plan. A list of all waivers is below:

DPS BOARD POLICIES

- BDF-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
- IKE/IKE-R: Promotion, Retention, and Acceleration of Students
- IJJ/ IJJ-R: Instructional Materials
- GCF/GDF: Staff Recruitment/Hiring

DCTA Collective Bargaining Agreement Articles Waivers

- Article 1-7: Definition of "School Year"
- Article 2-4-1: Waivers from Agreement
- Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load
- 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 32: Extra Duty Compensation
- Article 7: Grievance Policy

State Statute Waivers

- Colorado State Statutes:
- 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)(l): 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
- TECDA Section 22-63-201: Employment - License Required – Exception
- TECDA Section 22-63-202: Contracts in Writing Duration Damage Provision
- TECDA Section 22-63-203: Renewal and Nonrenewal of Employment Contract
- TECDA Section 22-63-206: Transfer of Teachers – Compensation
- TECDA Section 22-63-301: Grounds for Dismissal
- TECDA Section 22-63-302: Procedure for dismissal - judicial review
- TECDA Section 22-63-401: Teachers Subject to Adopted Salary Schedule
- TECDA Section 22-63-402. Services – disbursements
- TECDA Section 22-63-403: payment of salaries
- 22-33-102(1) Definition of "Academic Year"

Appendix L –Course Scope and Sequence for One Grade in Each School Level for non-adopted curriculum

Scope and Sequence for Core Subjects at Legacy Options-Denver

English Language Arts and Reading	9 th Grade	10 th Grade	11 th Grade	12 th Grade
<p>Reading: Text complexity and the growth of comprehension</p> <p>Writing: Text types, responding to reading, and research.</p> <p>Speaking and Listening: Flexible communication and collaboration.</p> <p>Language Conventions, effective use, and vocabulary.</p>	<p>This course is an enriched literature and informational text-based, thematically organized study of multi-ethnic works. Students will participate in studies of core works and make independent reading selections from class novel collections. Composition study, including research, grammar, and usage, will be integrated into the thematic units. New Colorado Academic Standard: Example: Reading Literature: Key Ideas & Details-RWC10-GR.9-S.2-GLE.1-EO.a Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details;</p>	<p>This course continues to include enriched literature and informational text based, thematically organized study of multi-ethnic works. Students will participate in studies of core works and make independent reading selections from class novel collections. Composition study, including research, grammar, and usage, will be integrated into the thematic units. New Colorado Academic Standard: Example: Writing: Text Type and Purpose - RWC10-GR.10-S.3-GLE.2-EO.a Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>An enriched study of American literature from the colonial period to the present. It covers oral and written language, vocabulary, composition, and research. Students will study major trends in American literature that will help them develop an appreciation of our literary heritage and understand the interrelationship between American literature and American history and culture. New Colorado Academic Standard: Example: Speaking and Listening: RWC10-GR.11-S.1-GLE.2-EO.a Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>This course covers British and World literature. It covers oral and written language, vocabulary, composition, and research. Topics will help students develop an appreciation of our literary and cultural heritage and better understand the historical development of the English Language. Students will be asked to analyze, interpret and synthesize information from a variety of sources. New Colorado Academic Standard: Example: Language: Conventions of Standard English-RWC10-GR.11-S.3-GLE.3-EO.a Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>

	provide an objective summary of the text.			
Mathematics	9th Grade	10th Grade	11th Grade	12th Grade
<p>Mathematical thinking: Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning. Overarching concepts: Number and quantity; algebra; geometry; functions; statistics and probability.</p>	<p>Algebra 1: Topics include: linear and quadratic topics, problem solving, statistics, systems of equations, and introductory coordinate geometry. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.2-EO.a.ii Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two.</p>	<p>Geometry: Topics include: geometric vocabulary, properties, and relationships, as well as thinking skills, and applications of geometric principles to the physical world. New Colorado Academic Standard MA10-GR.HS-S.4-GLE.1-EO.a.i Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.</p>	<p>Algebra 2: Topics include the expansion of concepts from Algebra I and introducing synthetic division, absolute value equations and inequalities, quadratic inequalities, determinants and matrices, and conic sections. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.1-EO.c.vi.1 a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.</p>	<p>College Algebra: Topics include: This course presents a brief review of first year Algebra including terminology, notations, concepts, and skills. It introduces algebraic proof, complex numbers, absolute value and quadratic inequalities, determinants and matrices, conic sections, polynomial equations, sequences and series, math induction, and the binomial theorem. New Colorado Academic Standard MA10-GR.HS-S.2-GLE.4-EO.e.ii Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations.</p>

Social Studies:	9th Grade	10th Grade	11th Grade	12th Grade
<p>Social Studies encompass the concepts of Political Systems, Economics, History, and Social Systems. Grade level content will be taught using these perspectives with the incorporation of the New Colorado Academic Standards.</p>	<p>U. S. History: First semester is an intensive study of the United States from the Reconstruction period to the 1920's with generous references to events prior to the 1870's. Second semester covers events from the 1920's to the present. New Colorado Academic Standard: SS09-GRHS-S1-GLE.2-EO.h Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion</p>	<p>World History: student will explore the cultures, people, events, and institutions from ancient to modern times. Both the western and nonwestern traditions will be studied. Compare and contrast treatments of the same topic in several primary and secondary sources. New Colorado Academic Standard: SS09-GR.HS-S.1-GLE.3-EO.c</p> <p>Evaluate the historical development and impact of political thought, theory and actions</p>	<p>Civics/Government: Students will study the constitutional underpinnings of democracy, political parties and interest groups, the Congress, the Presidency, the bureaucracy and Federal courts, institutions and policy processes, and civil liberties and civil rights. New Colorado Academic Standard: SS09-GR.HS-S.4-GLE.1-EO.a Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities</p>	<p>Economics: study of wealth, in relationship to people, business, and governments. Emphasis is placed on contemporary American and world problems; their causes and solutions, with special emphasis on consumer and career problems. New Colorado Academic Standard: SS09-GR.HS-S.3-GLE.2-EO.e</p> <p>Analyze how positive and negative incentives influence the economic choices made by individuals, households, businesses, governments, and societies</p>
Science	9th Grade	10th Grade	11th Grade	12th Grade
<p>Overarching concepts and ideas for science courses: Inquiry and design; Science, technology and society, Earth*, life and physical. Grade level content will be taught using these perspectives with</p>	<p>Physical Science: Topics include: electricity, magnetism, matter and energy. In addition, basic chemistry topics are included such as atomic structure; periodic table; reactions;</p>	<p>Biology: The major topics of life science using scientific inquiry. First semester concentrates on ecology, and cells. Second semester focuses on genetics, reproduction, change over time classifications and the human body. New Colorado</p>	<p>Chemistry: This course focuses on the study of matter. Some topics included are equilibrium, kinetics, oxidation-reduction, periodicity of elements, chemical bonding, acids and bases, formula and equation writing, stoichiometry and matter-energy</p>	<p>Physics: This course includes topics such as mechanics, thermodynamics, waves, sound, optics, electricity, and magnetism. New Colorado Academic Standard: SC09-GR.HS-S.1-GLE5.-EO.b</p>

<p>the incorporation of the New Colorado Academic Standards. *Earth Science will also be offered as a core science course.</p>	<p>formulas and equations; and acids and bases. New Colorado Academic Standard: SC09- GR.HS-S.1-GLE1-EO.a</p> <p>Gather, analyze and interpret data and create graphs regarding position, velocity and acceleration of moving objects</p>	<p>Academic Standard: SC09-GR.HS-S.2-GLE.3-EO.e.</p> <p>Analyze and interpret data on the body's utilization of carbohydrates, lipids, and proteins</p>	<p>relationships. In this course, algebra and geometry are applied to show the mathematical expression of chemical concepts. New Colorado Academic Standard: SC09-GR.HS-S.1-GLE.3-EO.a</p> <p>a. Recognize, analyze, interpret, and balance chemical equations (synthesis, decomposition, combustion, and replacement) or nuclear equations (fusion and fission)</p>	<p>Use appropriate measurements, equations and graphs to gather, analyze, and interpret data on the quantity of energy in a system or an object</p>
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Sample School Day Schedule for a Student at Legacy Options - Denver

Serena's Schedule Ninth Grade (ELL)	
School Day Begins	Serena is greeted by staff as she gets off the bus and has her breakfast in the cafeteria.
TownHouse 7:20am – 7:45	She attends Townhouse-the all school assembly where the school culture is reaffirmed and an agenda for academic success is set for the day. If she has any concerns she can communicate those here to caring staff who know her.
Social Studies 7:50 – 8:55 (65 min)	With her 12-15 member cohort or team, she is catching up on U.S. History since she is behind on credits. There is open and active discussion and participation by the class on the U.S.'s role in World War II.
English 8:58 -10:03 (65 min)	In English, Serena is reading the <i>Diary of Anne Frank</i> and writing her own diary/journal which she often shares with the class. The class is planning a trip to a local museum exhibit on the Holocaust.
ELL Support 10:06 – 11:11 (65 min)	Serena uses this time to focus on English for her Biology class and gets support for other classes she is taking. Sometimes she uses computer-assisted instruction to increase her reading fluency and English vocabulary.
Lunch 11:11 – 11:56 (45 min)	Serena has lunch with her cohort group and 4 other student teams in the cafeteria.
Guided Group Interaction 11:59 – 12:29 (30 min)	She meets with her GGI group to discuss real life experiences that may be going on in her life. Issues are discussed and analyzed. Serena is a member of student government so she has been taught to lead and facilitate problem-solving discussions and suggest coping techniques to her peers as well as utilize them herself.

<p>Science 12:32 – 1:37 (65 min)</p>	<p>Biology class is one of Serena's favorites. The collaborative hands-on format of the class keeps it lively and interesting for her. She feels that it is most like the college classes she's looking forward to taking soon.</p>
<p>Mathematics 1:40 – 2:45 (65 min)</p>	<p>Serena is reviewing Algebraic concepts and accelerating on to Geometry. She will be on track with her Math credits by Spring semester.</p>
<p>TownHouse 2:48 – 3:00</p>	<p>She finishes the school day at Townhouse- where she's asked, "How did the day go?" She may receive a shout-out or recognition for excellence. Student announcements are made and feedback given. Afterwards, staff dismiss students by teams and assist them in an orderly exit of the building.</p>

DENVER PUBLIC SCHOOLS 2014-2015 School Year Calendar

First Day of School
for Students 8/25

First Day of Work
for Teachers 8/18

JULY 2014						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

AUGUST 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER 2014						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

OCTOBER 2014						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

NOVEMBER 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

DECEMBER 2014						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JANUARY 2015						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

MARCH 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2015						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2015						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NON-STUDENT CONTACT DAYS

Planning/Professional Days (No classes for students.)

August 19, 20, 21, 22; October 20; June 5 (half day)
Total of 4.5 planning days - teacher self-directed planning. Total of 3 professional days - 3 principal/district directed. SLT/principal to determine which non-student contact days are planning and which are professional.

Parent/Teacher Conference Day (No classes for students.)

November 10 (Schools may modify the daily schedule for parent/teacher conference to meet the needs of the school community. Schools will also determine dates and times for parent/teacher conference during 2nd semester.)

Planning and Assessment Days (No classes for students.)

All schools: 1/2 planning; 1/2 assessment & data analysis day
no classes Jan. 5, Feb. 17, Apr. 13, May 26

Assessment Day (No classes for students.)

All schools: assessment and data analysis day - no classes October 21

MSHS WALK-IN REGISTRATION

August 15, 18

First Day of Work for Teachers

School-based professional development

HOLIDAY/NO CLASSES

- Independence Day - July 4
- Labor Day - September 1
- Veterans' Day - November 11
- Thanksgiving Day - November 27
- Christmas Day - December 25
- New Year's Day - January 1
- Martin Luther King Jr. Day - January 19
- Presidents' Day - February 16
- Cesar Chavez Day - March 31
- Memorial Day - May 25

VACATION/NO CLASSES

**Last Day of School:
Half Day for Students**

SEMESTER DATES

First Semester Begins 8/25; Ends 12/19
Second Semester Begins 1/5; Ends 6/5

STUDENT REPORT DAYS

75 Days 1st Semester
97.5 Days 2nd Semester
172.5 Total Days

TEACHER REPORT DAYS

83 Days 1st Semester
102 Days 2nd Semester
185 Total Days

END OF TERM-TO BE FOLLOWED BY REPORT CARDS

ES, ECE-8 and MS Trimester: November 14; February 27; June 5
6-12, High School 6 Weeks: October 3; November 14; December 19; February 20; April 10; June 5
6-12, High School 9 Weeks: October 24; December 19; March 13; June 5

The Calendar for the 2014-2015 school year is adopted by the Board of Education subject to the provision that if for any reason the School District must close schools for more than the time provided by the statutes, the adopted 2014-2015 calendar may be amended by the Board of Education to provide enough additional school days on Saturdays, during vacation, or at the end of the present calendar to meet legal requirements as required by the statutes.

Appendix N – Alternative Education Campus Statement

AEC Statement

This information is used to support Legacy Options in the designation of an alternative school campus and as such have different reporting requirements to the Colorado Department of Education than the traditional High Schools for the School Performance Framework.

Legacy Options is designated as an Alternative Education Campus and as such many of our students may have high risk indicators including but not limited to:

- Students have dropped out of school or have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school.
- Students have been expelled from school or have been engaged in behavior that would justify expulsion
- Students have documented histories of personal drug or alcohol use or who have parents or guardians with documented dependencies on drugs or alcohol
- Students who have documented histories of personal street gang involvement or who have immediate family members with documented histories of street gang involvement.
- Students who have documented histories of child abuse or neglect
- Students who have parents or guardians in prison or on parole or probation
- Students who have documented histories of domestic violence in the immediate family
- Students who have documented histories of repeated school suspensions
- Students under the age of twenty years who are parents or pregnant women
- Students who are migrant, as defined in Section 22-23-103 (2), CRS
- Students who are homeless, as defined in Section 22-1-102-5 (2) CRS
- Students who have a documented history of a serious psychiatric or behavioral disorder, including but not limited to an eating disorder, suicidal behaviors or deliberate, self-inflicted injury.
- Students who are over traditional school age for their grade level and lack adequate credit hours for their grade level

Please check the category(ies) that may best identify your student.

Please Sign _____

Please Initial _____