McAuliffe Manual Middle School

Reach for the Stars

Alcanzar las Estrellas

Innovation Renewal Plan

February 2019
Table of Contents

EXECUTIVE SUMMARY
Section I. CULTURE
  A. Vision & Mission
  B. Targeted Student Population & Data
  C. School Culture & Student Leadership
  D. Student Discipline Policy
  E. Student Recruitment & Enrollment
  F. Student Attendance & Satisfaction
  G. Ongoing Parent/Guardian Involvement & Satisfaction
  H. Community Partnerships to Support Students and Families
Section II. LEADERSHIP
  A. Leadership Team Personnel and Structure
  B. Leadership Team Coaching & Evaluation
  C. School Personnel Structure
  D. Employment Policies
  E. Operations – Transportation
  F. Operations – Safety and Security
  G. Operations – Food Services
Section III: EDUCATION PROGRAM
  A. Pedagogy
  B. Curriculum
  C. Scope and Sequence
  D. Class Size
  E. School Schedule & Calendar
  F. Progress Monitoring and Assessment
  G. Academic Intervention & Acceleration
  H. Promotion & Retention Policies
  I. English Language Learner Instruction
  J. Students with Disabilities
  K. Gifted and Talented Students
  L. Supplemental Programming
Section IV: TEACHING
  A. Teacher Recruitment and Hiring
  B. Teacher Retention
  C. Teacher Coaching
  D. Teacher Evaluation
  E. Professional Development
Section V. GOVERNANCE & FINANCE
  Governance Philosophy
  B. Budget & Policy Narrative
  C. Facility
  D. Parent/Guardian & Community Support for the Application
Section VI. DPS Policy Waivers
January 21, 2019

Dear Superintendent Cordova, DPS Board Members, and Colorado State Board Members,

It is with great excitement that we present with you this innovation renewal plan for McAuliffe Manual Middle School for your review and approval. The renewal process has been a powerful opportunity for our staff team and collaborative school committee to reflect on our mission, goals, and programming to celebrate what we have been able to accomplish and identify opportunities for improvement. There is much to be proud of in our school community. During the last three years, we have been able to open a middle school now serving grades 6th - 8th in the heart of the city. Our school has been able to establish liberal arts educational programming grounded in high expectations for all students that has resulted in strong student achievement and growth gains. We have achieved meet expectations since we have opened on the Denver Public Schools’ School Performance Framework. I strongly believe that our success has been rooted in the autonomies achieved with our innovation status. Innovation status has allowed us to 1) implement a rigorous and holistic educational program that offers students learning opportunities not only in mathematics, language arts, science and social studies, but also in the arts, physical education, world languages, technology and engineering, 2) increase instructional time via an extended school day and year for students, 3) recruit, hire, and develop talented and dedicated teachers who are able to increase student achievement, build community, and lead instruction in a culture of high expectations and accountability, and 4) create a network with McAuliffe International School that has allowed us to capture certain efficiencies and professional development that a small stand-alone school can’t obtain.

The focus of our renewal process has been on refining systems to ensure more consistency in implementing the design and program components from our innovation plan, specifically around school culture, staff development and retention, and curriculum. We are excited that these updates will help ensure stronger growth and achievement for all of our students. We have received strong support for the innovation renewal from our school staff, families, and community. Please feel free to contact me directly if you have any questions regarding our renewal. I look forward to your thoughts and partnership in continuing to make McAuliffe Manual Middle School a diverse and successful school that ensures the personal growth, high achievement, and equity of opportunities for all students to support their lifelong success and well-being.

Thank you,

Jessica Long
Principal
McAuliffe Manual Middle School
### Innovation Goals and Status

#### Outcome Goals

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Current % meets or exceeds expectations</th>
<th>Annual Increase Targets</th>
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<tbody>
<tr>
<td>MS Literacy</td>
<td>46%</td>
<td>9% annual increase in proficiency to reach a goal of 80% of students at or above grade-level by 2022</td>
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<tr>
<td></td>
<td></td>
<td>55%, 64%, 73%, 82%</td>
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<tr>
<td>MS Math</td>
<td>34%</td>
<td>10% annual increase in proficiency to reach a goal of 80% of students at or above grade-level by 2023</td>
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<td></td>
<td></td>
<td>44%, 54%, 64%, 74%, 84%</td>
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<tr>
<td>Parent and Student</td>
<td>Student: 76.27% Parent: 77.82%</td>
<td>Increase student and parent satisfaction survey scores to 90% by 2020</td>
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<tr>
<td>Satisfaction</td>
<td></td>
<td></td>
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#### Implementation Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Yearly Benchmarks</th>
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| **Data-Culture:** Create a data-driven culture in which assessments and instructional tasks are analyzed effectively via assessment and aggressive monitoring as a source to inform current student understanding and generate targeted instructional plans. | 2019-2020:  
  - Student Growth: Are students growing and improving every day in every class? How do we know and what are we doing about it?  
  - Consistent use of interim assessments (math and language arts), exit tickets and weekly data meetings  
  
  2020-2021:  
  Development of science and social studies interim assessments, standardizing re-teach plans for students and differentiation, and MYP assessment practices  
  
  2021-2022:  
  Deepen teachers implementation of formative assessment, develop student data culture  |
| **Create and Sustain a School Culture:** All students are connected to the school through positive relationships with adults and peers, academic | 2019-2020:  
  School Culture: Ensure students have a joyful, safe, and engaging learning environment focused on learning by  
  - working on school-wide PBIS expectations & systems and bullying prevention; train and provide feedback to staff on the systems  |
engagement, and enjoy school as measured by student focus groups and satisfaction surveys.

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<tr>
<th><strong>Develop Instructional Leadership Team:</strong> Develop the capacity to grow teachers through observation and feedback, feedback on feedback, coaching, and professional learning.</th>
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<tbody>
<tr>
<td>2019-2020:</td>
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<tr>
<td>• Leverage the Network: Planning and Collaboration. Network leadership of ILT, train coaches in McAuliffe Waterfall high leverage management and instructional moves, and establish consistent coaching/teacher support.</td>
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<tr>
<td>• Participate in shared professional development across the network on high leverage instructional moves and practice. Build systems for teachers to collaborate across campuses.</td>
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<tr>
<td>2020-2021:</td>
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<tr>
<td>• Expand instructional leadership team to full capacity with 4 senior team leads managing and developing small teams within the school.</td>
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<tr>
<td>• Focus on organizational culture and staff retention (goal is to increase it to 86%)</td>
</tr>
<tr>
<td>2021-2022: Develop differentiated coaching opportunities and individualized coaching goals and cycles for each teacher in the building</td>
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<tr>
<th><strong>Increasing Student Engagement and Feedback:</strong> Teachers intentionally lesson plan to include student feedback on rigorous tasks (increased ratio and increased writing).</th>
</tr>
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<tbody>
<tr>
<td>2019-2020:</td>
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<tr>
<td>Active monitoring of student work in class, read-write-discuss-revise learning cycles, common CER writing structure across content areas, standardizing the format of student facing materials</td>
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<tr>
<td>2020-2021:</td>
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<tr>
<td>Deepen inquiry-based and student-centered teaching practices by utilizing the IB unit planner. Complete IB authorization.</td>
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<td>2021-2022:</td>
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<tr>
<td>Consider adaptation of another instructional priority based on data</td>
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- social-emotional development: adoption of RULER and implementation with staff
- Use discipline matrix with fidelity
- Utilize advisory to teach and practice PBIS expectations and concepts, share these with parents
- Formative use of student satisfaction survey three times a year


- Create parent involvement and engagement goal and action plan
- Continue to develop the work and roles of parents and students with CSC and PTSA

2021-2022: Deepen ruler implementation and continue to build student voice and leadership opportunities. (8th grade rumble team)
In order to continue effective implementation of our school design and goals, MMMS requires flexibilities in the following areas:

<table>
<thead>
<tr>
<th>Need for Innovation status</th>
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<tr>
<td>In order to continue effective implementation of our school design and goals, MMMS requires flexibilities in the following areas:</td>
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<tr>
<td><strong>Curriculum</strong></td>
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<tr>
<td>- To fully implement IB</td>
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<tr>
<td>- To allow cross-campus collaboration with McAuliffe International School and vertical alignment with Manual High School, including selecting curriculum and textbooks, unit planning, pacing guides etc.</td>
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<tr>
<td><strong>Time</strong></td>
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<tr>
<td>- To set the school year annual calendar and daily schedule that best aligns with IB programming</td>
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<tr>
<td>- To increase instructional time by increasing the school day and school year that exceeds the district and state requirements</td>
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<td>- To increase PD opportunities aligned to the school program and goals for teachers</td>
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<td><strong>Human Resources</strong></td>
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<tr>
<td>- To post vacancies as soon as they are available, recruit staff and make offers to candidates outside of the traditional district hiring calendar</td>
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<td>- To create unique job descriptions based on the needs of the educational program of the school</td>
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<td>- To allow refusal of direct placement candidates, but school will still consider direct placement candidates</td>
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<td>- To make Reduction in Building (RIB) decisions based on performance and professionalism</td>
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<td>- To hire non-core subject teachers without a teaching license</td>
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<td>- To designate other evaluators (i.e. STLs)</td>
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<tr>
<td>- To use at-will status when hiring a teacher and use annual contracts once a teacher receives and maintains an effective or distinguished rating on the end-of-year evaluation, with appropriate supports and process to address poor performance</td>
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<tr>
<td><strong>Professional Development</strong></td>
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<tr>
<td>- To provide targeted staff development for teachers and administrators to effectively implement the IB program and McAuliffe Instructional Model</td>
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<tr>
<td>- To allow the school to determine the PD of its staff and allow teachers to refuse participation in district required PD that is not aligned with the school’s priorities</td>
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<tr>
<td>- To allow the principal flexibility from attending district PD</td>
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<tr>
<td><strong>Governance and Finance</strong></td>
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<tr>
<td>- To implement a school leadership model and IMO structure with McAuliffe International to maximize leadership capacities and capture certain efficiencies</td>
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<tr>
<td>- To seek waivers through the Innovation Schools Act</td>
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<tr>
<td>- To establish a compensation structure for additional work, meeting or exceeding district salary structures and extra duty pay rates</td>
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<tr>
<td>- To merge school committee membership and responsibilities into one group by combining the school leadership team and school collaborative committee (CSC)</td>
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<tr>
<td>- To seek out school-based sponsorships independent of the district and collect money directly from these sponsorships</td>
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<tr>
<td>- To direct adequate resources to classroom instruction and budget on actual teacher salaries.</td>
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<tr>
<td>- To implement a leadership model to maximize innovative leadership capacities.</td>
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Section I. CULTURE

A. Vision & Mission

Vision Statement of McAuliffe International Schools (MIS)

All members of the McAuliffe International School community will excel in academic achievement, personal conduct and service to the community. Our graduates will be inquiring, knowledgeable and caring young people.

The McAuliffe International Schools will: 1) implement a rigorous and holistic educational program that offers students learning opportunities not only in mathematics, language arts, science and social studies, but also in the arts, physical education, world languages, technology and engineering, 2) increase instructional time via an 8 hour school day and 186 day school year where students receive 30% more instruction beyond a typical school year, and 3) recruit, develop and retain talented, culturally responsive, and dedicated teachers who are able to increase student achievement and lead in a culture of high expectations and accountability.

The vision of McAuliffe International Schools and McAuliffe Manual developed its own unique mission statement to best meet the needs of the school community.

Mission Statement of McAuliffe Manual Middle School

McAuliffe Manual Middle School is a diverse, inclusive community of learners that nurtures students to lead fulfilling, balanced lives and transform our community and world. We are committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being.

McAuliffe Manual Middle School provides:

- An international education that provides rigorous liberal arts curriculum in language arts, math, science, and social studies; as well as second language development and acquisition, and a full range of electives including music, art, PE, and engineering
- A focus on the learner profile and framework of the IB MYP program
- Extended time for academic, service learning, and extra-curricular enrichments
- A culturally-responsive staff that collaboratively with students fosters a positive school culture and community where each student can learn and grow every day
- Technology-based, personalized teaching and learning
- Excellent and engaging teaching in every classroom that nurtures students in developing their personal understanding, their emerging sense of self, and responsibility in their community

McAuliffe Manual Middle School will focus on the IB MYP program components of the learner profile and approaches to learning. These components will ensure that students leave McAuliffe Manual Middle School prepared for any rigorous high school program because they are equipped with the skills of how to learn. The MYP and McAuliffe Manual's rich student life co-curricular programs provides students with a variety of experiences to help them discover who they are.
and what they’re passionate about to better equip them to make decisions about their education in high school, college, and beyond.

D. School Culture & Student Leadership

School Culture Overview for McAuliffe Manual Middle School

McAuliffe Manual Middle School is a diverse, inclusive community of learners that nurtures students to lead fulfilling, balanced lives and transform our community and world. We are committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being.

McAuliffe International Schools provide rigorous, safe, and high-performing learning environments for all students. McAuliffe Manual Middle School will have an intentional and consistent school culture focused on developing each student as a learner and developing each student's character strengths. The entire staff and school population embodies the school culture. Each student is supported in their transition from elementary school to middle school by collaboration among school leadership, teachers, and parents. Each 6th grader will receive a home visit from school staff focused on getting to know them more deeply, their hopes for middle school, and their successes from elementary school.

Not only does the IB Middle Years Program (MYP) provide engaging, age-appropriate, programming for middle school students; it provides two key structures to support positive school culture and students in developing as learners: the IB Learner Profile and Approaches to Learning (ATL). The learner profile includes a list of attributes of an IB learner that helps individuals become responsible members of their school, local, and global communities. They include:

**INQUIRING**
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**KNOWLEDGEABLE**
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**THINKERS**
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**COMMUNICATORS**
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**PRINCIPLED**
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**OPEN-MINDED**
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**CARING**
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

**RISK-TAKERS**
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**BALANCED**
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**REFLECTIVE**
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

ibo.org

The Approaches to Learning (ATL) are the skills students develop across the curriculum that support students in learning how to learn. These skills are intentionally taught alongside content in classes in order for students to develop a solid foundation in how to learn independently and with others. “They provide students a common language that students and teachers can use to reflect on, and articulate on, the process of learning.” (ibo.org) They include:
Classroom teachers utilize both the IB Learner Profile and Approaches to Learning to nurture students’ understanding of how they learn best and to develop individual ownership of their learning. Teachers include an ATL with each content-language objective they plan and use the IB Learner Profile to guide students in reflecting about their learning experiences and interaction with peers. Through collaboration and interdisciplinary learning students become self-regulated and independent learners – skills necessary for college and career readiness.

**The following are core practices of McAuliffe Manual Middle School** that are used to achieve the school culture focused on implementing the IB learner profile and IB MYP Approaches to Learning.

**Yearly Staff Induction**

McAuliffe Manual Middle School staff come back early in the summer for the intentional planning of the opening weeks of school. It is a critical time where staff are prepared in school systems and values, students learn what it takes to be a McAuliffe Manual Middle School student, receive support, and start establishing a community. Staff induction includes professional development focused on school culture, classroom culture, and instruction. The school leadership monitors school culture to reinforce it throughout the year.

**Implementation of IB Learner Profile**

Our research-based approaches to character will support students to learn and flourish. Our mission statement and IB Learner Profile are completely embedded in our school community by:

- **Creating a Staff IB Learner Profile Commitment**: Staff commit to modeling the IB Learner Attributes in their daily work. This is the first, critical step to creating a school culture because adult culture models student culture and expectations. Staff create and sign a this commitment each year in front of the student body. Staff regularly evaluate themselves and the team against this commitment. The staff team will create action plans based on the feedback from each evaluation.

- **Daily Intentional Use**: IB Learner Attributes are intentionally woven into the daily fabric of school life. They are consistently referenced and explicitly cited as the rationale behind decisions, actions, and expectations. The IB Attributes are used as a framework to guide all school meetings and classroom instruction as well as interactions outside the building in students’ wider communities.

- **Discipline**: The discipline system is centered on the IB Learner Attributes. We believe that the development of these attributes are malleable and our discipline practices are based directly on developing these strengths in each student. Student and staff accountability for disciplinary infractions reinforces our positive and character-based approach.
• **Progress Monitoring:** Data from the daily use and reinforcement of IB Learner Attributes will be tracked using a school culture system. We utilize this data to maximize our school Positive-Behavior-Supports system, Multi-tiered systems of support, and social emotional support for each student.

• **Awards:** Awards are not only given to recognize students for academic excellence and growth, demonstrating IB Learner Profile traits, but also to celebrate student effort and improvement.

• **Assessment:** You cannot expect something unless you measure it, and, therefore, students receive IB Learner Attribute grades at the end of each grading period. Staff teams assign each student a grade for each attribute, and these grades are part of a student’s report card. Students also self-assess at the end of each grading period and use their reflection and feedback from teachers to set goals. The purpose of the IB Attributes report card is to encourage meaningful conversations between staff, families, and students about character.

### Community Meetings

We hold regular grade level or classroom community meetings led by school leadership and teachers to build shared community, celebrate students, and reinforce school culture. Sample items discussed at community meetings are: review of the school mission and goals, celebrate student growth and achievement, review upcoming events or announcements, address concerns and allow an opportunity for student voices to be heard. Students have the opportunity to participate through interactive discussion and games.

### Advisory

The Advisory program is an essential component of creating a powerful learning community fulfilling our principle of supporting students.

During advisory students learn organization methods, study skills, test-taking strategies, Cornell note-taking, and methods of inquiry. Advisory time is also used for character education and reflection. The purpose of these activities is to help students make a successful transition from elementary school to middle school academically, socially and emotionally. Twice a month teachers conference with individual students to set and monitor personal and academic goals.

Faculty and staff are responsible for an advisory group consisting of 10-13 students. Advisor responsibilities fall into four areas: Student Support; Family Communication; Community Building and Character Education.

#### Student Support

• **Conferences:** Advisors conference individually with each student at least once per month in order to set personal and academic goals and monitor progress.

• **Student Support:** Advisors are responsible for keeping up with their students and ensuring their success.
  
  o As the primary adult contact at school, the advisors are their coach, their advocate, their mentor, their tutor, their guide, and their primary support.
  
  o The advisors help the student work through problems in classes, with teachers, with peers and discipline issues when they arise.
  
  o The advisors check on students’ progress and stay in communication with administration.

#### Family Communication

• Parental Contact: Advisors are expected to be in contact with their advisees’ parents or guardians at least once per month to apprise them of their students’ behavioral and academic progress. Advisors make their first contact in the first two weeks of school.

• Progress Report Conferences: If needed, advisors schedule to meet with parents and students to discuss concerns that come up after progress reports are issued in each grading period.
Community Activities

- **Discussions and Activities:** Advisors are responsible for leading advisory discussions centered on reading materials, current events and pertinent topics, and character strengths.

- **Community:** Advisors are responsible for engaging their advisees in team-building exercises and fun games that help develop their sense of community and team.

- **Learner Profile and Student Success Habits:** Advisory time is also used for students to reflect on and take ownership of their learning. (per the IB Learner Profile and MYP Approaches to Learning). This may include teaching organization, study, and note-taking skills.

- **Peace Circles:** Circles are a simple way to build relationships with students, check-in, set goals, or deal with problems that come up in an advisory. Each circle usually starts with the teacher asking a question and having everyone share going around the circle.

- **The advisors supervise and are with students during community meeting**

The school leadership team helps with the implementation of the advisory program. The purpose of advisory activities is to help students make a successful transition from elementary school to middle school academically, socially and emotionally.

Building College Habits and Responsibility

Students are supported in developing habits and student skills to set them up for success in high school and college. One of these habits is responsibility of completing and turning assignments in on time. At McAuliffe International Schools, “zeros” and missing assignments are not permitted. McAuliffe Manual Middle School has a program that requires students to stay after school in “Work Zone” to complete all assignments that are missing or are of insufficient quality. Teachers provide students with the necessary guidance and support to succeed. Students may also be assigned to stay after school if they are struggling to meet school expectations or need support in organization or additional development in building skills to support their development in one or more IB Learner Attributes (refocus).

Purposeful Homework and Balanced Lives

John Hattie’s research has focused on looking at what teacher and school’s actions have the largest impact on student achievement. In regards to this research he states about homework:

> Homework in primary school has an effect of around zero. In high school it’s larger. (…) Which is why we need to get it right. Not why we need to get rid of it. It’s one of those lower hanging fruit that we should be looking in our primary schools to say, “Is it really making a difference?” … Certainly I think we get over obsessed with homework. Five to ten minutes has the same effect of one hour to two hours. The worst thing you can do with homework is give kids projects. The best thing you can do is to reinforce something you’ve already learnt. ([visible-learning.org](http://visible-learning.org)).

McAuliffe Manual Middle School students only receive homework that is intentional and essential to reinforcing things learned in class or studying for assessments. Homework is only assigned when the teacher plans on using the assignment directly in class to make the class more purposeful and enriching.

Students do not take home a lot of homework provided that they have worked hard and been focused during the school day. We want our students to live balanced and well-rounded lives, and we support this by allowing time for them to explore their interests and connect with family and friends outside of the extended school day.

Uniforms and Professional Dress

In order to prevent distractions and maintain a professional learning environment, appropriate attire and dress are required of all students and staff at MMMS. The minimum expectation for staff attire is business casual. Students must
wear school-issued shirts along with khaki pants, shorts, dresses or skirts. The purpose of uniforms is to build student confidence and create a safe learning environment for all students. They are expected to dress in a way that contributes to a healthy social environment and an academic atmosphere.

- Students must come each day covered from shoulder to mid-thigh.
- If a skirt is worn, it should be at least knee-length.
- No ripped and/or torn clothing.
- No excessively baggy clothing.
- No exposed underwear.
- No excessively tight clothing.
- No flip-flops or hoods worn on school grounds.
- Any inappropriate or distracting clothing or jewelry is prohibited.
- No hats, sunglasses, bandanas or do-rags are allowed on school grounds.
- No writing or drawing on their own or another person’s skin.
- Clothing and/or jewelry with symbols related to drugs, alcohol, sex, violence and/or media images are prohibited.
- Outside jackets and non-McAuliffe sweatshirts with hoods must be taken off and put in lockers at the beginning of the day.

The faculty and staff of McAuliffe Manual reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code are required to take off the item and/or change into and wear a school uniform for the day, call home for appropriate clothing to be brought to school for them, or be sent home. Repeat dress code violations may result in further discipline consequences.

**McAuliffe Manual Way: Bring the Thunder**

The universal expectations for students in our community center around three core values:

1. Work Hard
2. Be Kind
3. Be IB

**Student Leadership**

The students at MMMS play a central role in maintaining a culture of high expectations and excellence. Student leadership groups, like student council, are counted on to serve as mentors to new or struggling students, act as mediators to help resolve minor conflicts and disputes within the student body, lead new student orientation and train incoming sixth graders on the “McAuliffe Manual Way”. Through the establishment of student leadership, students have a shared responsibility in the school climate and culture. Specific opportunities include:

- A Manual High School student and a student from McAuliffe Manual Middle School serve on a campus leadership team to ensure that student voices from both the middle school and high school are included in school decisions, especially in regards to our shared campus or shared community events.
- School leadership facilitate design workshops each spring where students help identify and prototype solutions to challenges in order to create a culture of continuous improvement. Student leaders from the Student Board of Education at Manual support student leaders at McAuliffe Manual Middle School.
- Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service—making a positive difference to the lives of others and to the environment.” (www.ibo.org). Student leadership groups help identify and lead service learning opportunities.
- Student Rumble Teams are 8th grade students who support and provide peer mediation for students to resolve conflict. Rumble teams are based on the research from Brene Brown out of the University of Houston. Her work
focuses on supporting individuals and teams get curious about their emotional triggers & the stories they tell themselves to communicate and build connection with others.

- Student Principal Cabinet - a selective leadership group where each advisory nominates a representative to have breakfast with the principal once a month to discuss school culture and climate. The Principal Cabinet is responsible for implementing action plans based on student feedback, plan and lead morning meetings and advisories.

The staff at McAuliffe International Schools play a critical role in establishing a positive school culture. Teachers and support staff are trained prior to the start of the school year in how to implement and support the structures necessary for creating and maintaining a culture of high expectations and excellence.

**Supporting Students with Special Needs and English Language Learners**

One of our core principles in developing school culture and climate is that “all means all.” This core principle is crucial to achieving the part of our mission to dramatically increase the number of students in poverty, students of color, students with disabilities, and English language learners that enter high school on grade-level and prepared for success. In order to serve all students, we have multiple structures in place for differentiation and support for academics and the whole-child. In the classroom, English Language Development and Sheltered English instructional strategies are used to ensure all students are able to access the content. Students in need of special education services are supported through accommodations, modifications, and specialized instruction based on their individual needs.

McAuliffe Manual Middle School intentionally provides a systematic program of specialized instruction for English language learners and students with special needs including English Language Development, targeted academic interventions, and special education services. Our inclusion model, focused on rigor and differentiation, serves all students. Our school culture and academic program provides a strong tier 1 foundation and the scaffolding to support all students to enter into and be a contributing member of our school community.

School Leadership ensures that DPS best practices for students with exceptional needs and identification of, instruction of, assessment of, and program evaluation for English language proficiency are executed effectively and consistently by

- Providing teachers targeted feedback on how to best support language transition progress, ensuring research-based resources that support native language instruction for ELLs and newcomers are available and utilized
- Facilitating teacher collaborative meetings and data conversations that regularly discuss students’ level of English language acquisition (focused on ACCESS data) including listening, speaking, reading, and writing progress to guide planning and instruction and ensure appropriate practice in speaking, listening, reading, and writing as separate and integrated activities to promote progress in each
- Using disaggregated data for students with exceptional needs in order to provide differentiated and/or specially designed instruction as a result
- Frequently assessing students’ receiving special education services progress monitoring data to ensure students are responding to interventions and services

Every teacher has at least 65 minutes a day of collaborative planning time in addition to their individual planning time. Whenever possible, each core content teacher has a teaching partner to plan instruction and utilize common assessment to monitor student progress. The focus on common assessment allows teams to:

- Flexibly using standards-aligned, culturally and linguistically appropriate assessments to generate formative data that measures student learning and drives ongoing instructional improvements.
- Regularly and collaboratively analyzing and comparing student work and achievement data from different assessment types (formative, interim, and summative) to:
  - Calibrate their understanding of mastery of standards;
  - Identify instructional practices that are producing results or need improving;
  - Understand student learning progressions; and
  - Quickly and intentionally remove barriers to student learning.
• Ensure language of assessment is aligned to language of instruction and administer assessments to PPF 1 students in Spanish.

The use of common formative assessments and data-driven instruction has been shown to be one of the most reliable strategies for increasing student achievement. In the book, The Seven Strategies of Assessment for Learning shares the following research from Black and William (1998).

Typical effect sizes were between 0.4 and 0.7. In other words, the achievement gains realized by students whose teachers rely on formative assessment can range from 15 to 25 percentile points, or two to four grade equivalents, on commonly used standardized achievement test score scales. In broader terms, this kind of score gain, if applied to performance on recent international assessments, would move the United States’ rank from the middle of the pack of 42 nations tested to the top five. An additional outcome common among the studies they analyzed is that certain formative assessment practices greatly increased the achievement of low-performing students, in some cases to the point of approaching that of high-achieving students (Chappuis 3).

Collaborative planning time is used to support teachers’ professional learning and address student needs in both horizontal (i.e. 6th grade team teacher and 6th grade team) and vertical (i.e. math department), as well as utilizing a problem solving team to discuss and plan for individual student needs. This ensures that students have access to both rigorous grade-level instruction each day as well as small-group, differentiated instruction to meet the unique needs of each learner. The school’s instructional leadership team plans and facilitates collaborative planning and monitor progress to ensure the positive impact on instruction.

McAuliffe Middle School’s focus on inquiry and formative assessment strategies engages students in their education and empowers them to be leaders of their own learning—especially powerful strategies for the success of English Language Learners, students of poverty, and students with exceptional needs.

Parent Involvement

Parents and guardians of McAuliffe Manual Middle School students play an essential role in supporting the school’s mission, culture and climate. McAuliffe Manual Middle School’s staff foster open and transparent communication and relationships with parents and guardians.

Parents and guardians actively participate in their students’ learning by:

• Thoroughly reading the frequent communications that they receive from the school: Weekly electronic newsletters from the principal, progress updates from teachers and advisors, and information about how parents/guardians can assist with learning opportunities at home are all forms of communication that is made regularly available to families.

• Taking advantage of volunteer opportunities: Parents can support the school by volunteering as chaperones at service learning events, participating in the CSC, supporting the school’s fundraising efforts, and coaching, mentoring or tutoring MIS students.

• Attending Back-to-School Nights and events: McAuliffe Manual Middle School have a Back-to-School Night event in September and other school events throughout the year. Parent participation in these events is essential because it sends the message to the student that his/her parent/guardian feels that learning is important and it provides the opportunity for direct communication between the school and the home.

• Utilizing the Infinite Campus Parent Portal to track their student’s grades and academic progress: The Parent Portal allows parents to view when assignments are due, check to see if any assignments are missing and allows for parents to easily contact teachers by email if they have questions or concerns.
Parents/guardians are involved in school leadership and decision-making through the Collaborative School Committee (CSC). McAuliffe Manual Middle School implements the CSC consistent with state and district policies, as well as the waiver replacement policies included in this plan.

**Partnership with Manual**

McAuliffe Manual Middle School shares in the Manual High School’s focus areas of culture, community and innovation. In order to prepare MMMS middle school students for success in high school, there is emphasis on rigor, career and college, student life and character development and shared school leadership.

McAuliffe Manual Middle School will prepare students for matriculating and being successful in high school by ensuring that every 8th grade graduate can state with confidence:

- I am an independent learner
- I am a self-advocate and risk-taker
- I celebrate cultural and linguistic diversity
- I use my native language and culture as an asset
- I am a leader
- I am well-rounded and nurture my health and emotional well being
- I use data to help me learn on a daily basis and this helps determine how I seek out help from teachers and other students
- I persevere and demonstrate grit when I face new situations or challenges
- I am a role model for other people in our community

The academic program at McAuliffe Manual Middle School supports students in attaining the vision of an 8th grade graduate. The IB MYP approaches to learning and learner profile prepares students for any rigorous high school program because it focuses on students learning to learn. Students will matriculate into high school with the habits of mind and attributes to help them become responsible members of local, national, and global communities.

McAuliffe Manual Middle School is committed to continuing to develop a strong partnership with Manual High School to support their enrollment goals. Leadership collaboration between both campuses will ensure this strong partnership.

**E. Student Discipline Policy**

Every student deserves an education where they learn and grow every day – where they’re deeply known for who they are, both academically and as a whole-person – in order to reach their full potential and have the appropriate supports to get there. The purpose of discipline then is to support students to grow when they make mistakes as much as it is about providing a school environment that is orderly and safe. It’s essential to our school’s mission to ensure that our discipline policy and approaches do not disrupt a student or students’ education and minimizes use of out-of-school suspensions, the need for requests for expulsion hearings, expulsion, and referrals to law enforcement, to the extent practicable, while remaining consistent with state statute, local ordinances, and mandatory reporting laws.

The purpose of disciplinary consequences is to ensure that both individual students and the school community maintain complete focus on learning and growth. Inappropriate student behavior not only impacts the individual, but also exacts a cost on the larger school community. Students must understand that they are a part of a larger whole and are accountable to their peers and to the values and expectations of the community. Prompt resolution of problems and student/family solutions to inappropriate behavior is expected.

The teachers work closest with the students and therefore carry the bulk of the discipline responsibility. Should a teacher or staff member have a discipline incident with a student, if appropriate, the teacher works to correct the problem with
the individual student through the least invasive intervention (i.e. warning or a mandatory conference at the earliest possible moment and/or another disciplinary action, parent notification, written reflections). As such, staff who are hired at McAuliffe Manual Middle School are expected to have experience with restorative approaches to discipline and the onboarding process allows them to deeply understand their role in the discipline process. School leadership observations of classroom teachers provides immediate and personalized support to teachers who need it to promote strong and healthy classroom management and environments.

McAuliffe Manual Middle School’s foundation is in the implementation of restorative practices. Restorative Practices have shown to be successful across the nation and in Denver Public Schools in cutting out-of-school suspension rates and dramatically reducing disproportionality in discipline outcomes. The article Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools; A Guide for Educators (schottfoundation.org) describe Restorative Practices as:

McAuliffe International Schools use the Denver Public Schools discipline matrix and follow DPS policies and procedures regarding student discipline and appeals processes (Board Policy JK-R). This instructs staff of their role in the discipline process and is organized by Levels. There are levels A, B, C, D, E, and F, each level specifies staff involvement and intervention steps to follow.

Characteristics of McAuliffe International Schools’ discipline systems are:

- Explicit, reasonable, timely
- Logical, fair, consistent, age-appropriate
- Varied measures
- Parent/guardian and student participation
- Respects individual differences
- Reduces ethnic disproportionality
• Keeps students in learning environment
• Addresses student and overall school community needs

**Equitable Discipline Policies**

McAuliffe International Schools guard against disproportionality in discipline matters by supporting all students through character education, social justice, restorative approaches and social emotional coaching. The focus of discipline is not punitive, but rather, ensuring all students gain the skills they need to be successful in our learning community. The policy equitably serves students of color, students with disabilities, students in poverty, English language learners, students identified as gifted and talented, and other “at risk” students by holding all students to high standards of conduct and providing differentiated support to ensure that every student can meet these standards. All students have a faculty advisor who provides support to each of their advisory students. A student advisor connects, with additional support from administration if needed, with the most at-risk students and builds relationships with families through parent-teacher home visits, weekly phone calls of support and proactive ideas for families and students to make their schooling positive and empowering. This is achieved by making connections with students, their families and stakeholders to provide a sense of community where all voices are valued.

The leadership team meets weekly and reviews discipline referral data to identify and eliminate concerns, including disproportionality among student groups. The assistant principal or deans are responsible for entering discipline records into Infinite Campus and overseeing discipline data. If disproportionality is observed, adjustments are made to respond to and address the problem. Consequences for negative behaviors are geared to keeping students in school; out of school suspensions are used only when necessary.

**Restorative Approaches**

DPS Student Equity and Opportunity Department describes restorative approaches (RA) to discipline as a philosophical approach which holds that wrong-doing is best addressed through identifying the harm done through one’s actions and creating steps to repair the harm. Rather than punishment of wrong-doers, RA focuses on creating an opportunity for the wrong-doer to make things right with those harmed and the community as a whole.

In order to create a culture of responsibility and personal accountability, McAuliffe Manual Middle School utilizes restorative approaches to address disciplinary issues. Students and staff make mistakes, but what matters most to the MIS learning community is how these mistakes are addressed and become learning opportunities. The common expectation surrounding all disciplinary issues require that the student or staff member 1) acknowledge and accept responsibility for his or her mistake, 2) apologize and make restitution to the parties affected by the mistake, and 3) do everything in his or her power to make sure that a similar transgression does not take place again. This process strengthens the integration of “Community and Service” and “Health and Social Education” MYP Areas of Interaction.

**Standards of Student Conduct**

A major component of the McAuliffe International Schools’ vision is to “develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students demonstrate a personal commitment to service and make a positive difference in the lives of others.” (ibo.org) McAuliffe International Schools seek to build a climate of mutual respect, trust, and courtesy. Teachers strive to deal flexibly and creatively with discipline or behavior situations as they arise. Everyone is entitled to a secure and supportive learning environment that includes respect for diverse viewpoints with opportunities for the respectful exchange of ideas.

Parents/Guardians and students receive a copy of the MMMS Family Handbook prior to the start of the school year and are required to sign an acknowledgement form indicating that they understand and agree to comply with school policies.

**Positive Behavior Interventions and Supports (PBIS)**
The Opportunity Quartile Research by DPS described that schools have the most success in moving students out of the opportunity quartile when there are consistent, structured, school-wide systems in place for teachers and students. McAuliffe Manual Middle School utilizes PBIS as a part of its school-wide culture and discipline practices. DPS Student Equity and Opportunity Department states that PBIS,

...emphasizes support for ALL students utilizing school-wide systems and practices and the use of student behavior data to optimize students' social competence and academic achievement (see figure below). PBIS applies a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to create positive school climates... Rather than a patchwork of individual behavioral management plans, a continuum of positive behavior support for all students is implemented throughout a school, including classroom and non-classroom settings. Attention is focused on creating and sustaining universal (school-wide), targeted (classroom/small group), and intensive (individual) systems of support for all students by making problem behavior less effective and desired behavior more functional (dpsk12.org).

The 4 elements of PBIS are described in the diagram below:

McAuliffe Manual Middle School utilizes a school-wide behavior management system based on the three values of work hard, be kind, be IB; student celebrations/recognition; and student leadership opportunities in its PBIS implementation. These systems focuses on promoting four areas:

1. **Developing Strong College and Career Preparatory Habits and Behaviors**
   - serve as a way to teach students strong high school, college, and career preparatory habits and behaviors
   - set expectations for classroom behavior and conduct outside of class
   - utilize as a way to share meaningful data to provide students, families, and staff with measures for those habits and behaviors

2. **Reinforcing and Developing Character and Social-Emotional Learning through the core values and IB Learner Profile**
   - purposely define how a middle school student exemplifies character that research shows leads to lifelong fulfillment and success, through specific habits and behaviors
• reinforces strategies students can use in a variety of school settings to demonstrate the attributes in the IB Learner Profile
• develop habits of character

3. **Assessment and Building of School Culture**
• be used to track school culture data so teachers and staff can assess, plan, and model key habits and behaviors for students
• be used so school, staff, and parents can understand the daily student and behavior habits students are exemplifying and understand correlation to students’ standards-based grade reports

4. **Communication of student character growth and meeting general school expectations**
• be used to communicate to students on a regular basis about the way in which they are developing the IB Learner Attributes and habits
• be used to set goals with students
• be used as a behavior modification and tracking system for students in need of behavior supports.

Below is a current draft of our school-wide PBIS expectations derived from the Devereux Student Strengths Assessment related to eight social-emotional competencies: Self-Awareness, Self-Management, Social-Awareness, Relationship Skills, Goal-Directed Behavior, Personal REsponsibility, Decision-Making, and Optimistic Thinking.

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Recess</th>
<th>Classroom</th>
<th>Hallways</th>
<th>Community Meetings</th>
<th>Before and After School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Work hard</strong></td>
<td>-Leaves space more clean than how it was</td>
<td>-Track the speaker</td>
<td>-Prioritize getting to class on time to optimize learning</td>
<td>-Be an active participant by tracking and raising your hand to ask and answer questions</td>
<td>-Study</td>
</tr>
<tr>
<td></td>
<td>-Thinks before acting</td>
<td>-Ask and answer questions</td>
<td>-Carries self with confidence</td>
<td>-Thinks before acting</td>
<td>-Prepares for school or after school responsibilities</td>
</tr>
<tr>
<td></td>
<td>-Stays calm when challenged</td>
<td>-Keep trying when you’re unsuccessful</td>
<td>-Speaks about positive things</td>
<td>-Thinks before acting</td>
<td>-Learns from experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Take active role in learning</td>
<td>-Expresses high expectations for self</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-Solves conflicts peacefully</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Be kind</strong></td>
<td>-Use restaurant level voice</td>
<td>-Follow the directions of the adults at recess. - Offers to help somebody</td>
<td>-respect the space of others -respect the space of others</td>
<td>-tracking silently -respect the space of others - Fully apart of the circle</td>
<td>-Use social media appropriately and respectfully</td>
</tr>
<tr>
<td></td>
<td>-Offers to help somebody</td>
<td>-Handles belongings and recess equipment with care</td>
<td>-Speak positively to peers</td>
<td>-Decides between right and wrong</td>
<td>-Shows good judgement</td>
</tr>
<tr>
<td></td>
<td>-Remains seated until dismissed to maintain safety</td>
<td>-Plays safe and keeps hands to self</td>
<td>-Gets along with different people</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-Focuses on task despite distraction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
F. Student Recruitment & Enrollment

Recruitment

McAuliffe Manual Middle School celebrates its cultural and linguistic diversity, believes in inclusivity, and is open to all students. The recruitment and enrollment practices at McAuliffe Manual Middle School provide equal access to any student in its attendance boundary who is interested in attending the school, including students in poverty, students of color, students with disabilities, and English language learners. We work with the planning and analysis department to ensure that we create an inclusive, diverse school by utilizing the enrollment system to ensure that no less than 50% of students are FRL students. McAuliffe Manual Middle School has a differentiated recruitment plan that uses emails, phone calls, mailings, and face-to-face visits to connect with families and share with them about the new school.

Specific recruitment efforts are made to attract English language learners and students with special needs, to share information about how McAuliffe Manual Middle School supports the needs of diverse learners.

Strategies for Recruitment and Retention

- Send promotional materials to all DPS 5th grade students in the enrollment zone (both in English and Spanish).
- Recruit families through face-to-face, door-to-door campaigns and social media.
- Ask current students & families to help with recruitment.
- Host school tours and open houses.
- Hold meetings for parents during nontraditional hours, including weekends and evenings (both in English and Spanish).
- Visit feeder elementary schools and PTO.
- Help staff to think of recruitment and retention as a routine and ongoing process.
- Share information via local English and Spanish radio stations.

McAuliffe Manual Middle School’s goal for annual re-enrollment 95% or more, which exceeds the SPF target for this metric.
Enrollment

McAuliffe Manual Middle School is a full participant in the Denver Public Schools’ choice enrollment system. As a district-run school, McAuliffe Manual Middle School serves students in the Near Northeast region of Denver and provides enrollment priority to students within the middle school enrollment zone. We utilize the enrollment system to ensure that no less than 50% of students qualify for free or reduced price lunch, as inclusivity and diversity are priorities of our school.

G. Student Attendance & Satisfaction

Attendance

The attendance secretary enters attendance data into Infinite Campus daily and monitors the student attendance line ensuring that communication is made with families when students are absent from school.

The primary strategies for increasing student attendance are providing engaging educational programming, empowering student choice in the education process, and making connections with students so that they want to come to school. Advisors make calls to families when students miss a class more than 10% of the time.

The school culture prevention and intervention team runs a weekly attendance report and shares data with the leadership team at the weekly meeting. If weekly student attendance falls short of our goal, the leadership team will take action to identify and eliminate obstacles and increase student attendance. At-risk students will be assigned a staff member that provides outreach to families and conducts home visits as necessary.

H. Ongoing Parent/Guardian Involvement & Satisfaction

Parent & Family Engagement

McAuliffe Manual Middle School provides several opportunities for parents to stay involved in the school; including but not limited to: joining the PTSA, literacy nights, community resource support, etc. In the future, parenting classes, GED and technology courses may be offered.

Staff at McAuliffe Manual Middle School engages in ongoing professional learning in strategies for working and communicating with families.

Parent & Family Communication

MMMS employs several ways of sharing information about life in the classroom and in the larger spheres of the school.

Newsletters

McAuliffe Manual Middle School sends out a monthly family newsletter with pertinent information, updates, musical performances, athletic events and schedules. Parent communications is sent home in the language parent’s indicate on their Home Language Questionnaire at registration.

New McAuliffe Manual Parent Orientation Night

McAuliffe Manual hosts an informational night for parents of students who are new to McAuliffe. The purpose of this evening is to help prepare parents for their student’s middle school experience and to educate parents on school communication systems and how to be involved in their student’s middle school lives.

Back-to-School Night

Every August, MMMS has a Back-to-School Night. On this evening, teachers and advisors review the curriculum, classroom expectations and activities. There is time for parents to share and discuss their goals for their students and questions with their advisor. It is also a time to get to know other parents. The date for this evening is be posted well in advance. All parents are expected to attend. Advisors and school leadership follow up and meet with families in small groups or individually who cannot make this important event.
Progress Reports

Progress reports are sent home weekly and each trimester using a standards-based grading format in Infinite Campus; however, student data are available in real time and can be accessed via the Parent Portal.

Behavior reports are sent home weekly as a way to share meaningful data on how students are demonstrating our core values and positive student behaviors.

McAuliffe Manual Middle School also sends home data reports from key school, district, and state assessments.

MMMS meets with families for progress report conferences every fall.

Website

The school website is updated regularly. Parents and students can view the weekly announcements online, check the calendar or contact any of our faculty or staff members. Feedback and questions are always welcome on the Suggestions & Comments link.

Person-to-Person Communication

MMMS school leadership and teachers welcome conversations with parents concerning their children. Parents are encouraged to contact teachers via school e-mail or voicemail. Teachers make every attempt to respond within 24 hours.

Parent & Family Satisfaction

McAuliffe Manual Middle School has set the goal of exceeding expectations for parent satisfaction, maintaining a 90% or higher positive response rate on the annual parent survey. The School Assessment Leader distributes and collects the parent satisfaction survey and work with school leadership to ensure a high level of participation. Results of the parent satisfaction surveys are reviewed collaboratively with the CSC to develop strategies to address any concerns that were indicated in the results. The McAuliffe Manual Middle School principal is committed to ensuring that we have a culturally and linguistically diverse representation of parents/guardians on all school committees and governance.

Parent Involvement

Parents are involved in school governance through representatives on the Collaborative School Committee (CSC). See Governance Section for description of CSC.

McAuliffe Manual Middle School also engage parent volunteers to support the school through the Parent-Student-Teacher-Association by:

- Teacher Support: Each advisor teacher has one parent supporter who is willing to help with routine tasks in order to allow the teacher to focus more directly on classroom instruction.
- Fundraising: A committee of parent volunteers coordinate an annual fundraiser.
- Student Socials: A committee of parents plan and coordinate two student mixers/dances each school year. This committee also includes student representatives.
- McAuliffe Athletics Council: The MAC supports athletic programs, keeping score at games, operating the concession stand, increasing school spirit and helping with logistics.
- Activities Council: This committee supports the visual and performing arts and extracurricular activities. They promote and coordinate performances and activities.
- Service Learning: A committee of parent volunteers and student representatives helps coordinate and chaperone the two days of community service for each student.
- Field Trip: Parent volunteers and student representatives helps coordinate and chaperone the students’ visit to a local college or university each year.
• Academic Awards Ceremony: A committee of parent volunteers helps to plan and coordinate the annual Academic Awards Ceremony each spring.
• Critical Needs: Committee members work to provide material support to students (identity protected) who might need school supplies, clothing, food or other support.
• Volunteer Coordination: Committee members track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.

I. Community Partnerships to Support Students and Families
Manual High School, Five Points, Whittier, Curtis Park, and Central North East Denver are vibrant communities. We have built partnerships with local non-profit organizations, businesses, and leaders of these communities.

We have also built relationships with neighboring public elementary schools to provide strong partnerships and collaboration to create a pipeline of students entering our school.
Section II. LEADERSHIP

A. Leadership Team Personnel and Structure

McAuliffe Innovation Schools (MIS): Innovation Management Organization

McAuliffe Manual Middle School is a part of the McAuliffe Innovation Schools (MIS), an Innovation Management Organization. The IMO is a part of the Northeast Denver Innovation Zone (NDIZ), which represents a new form of governance within DPS. The NDIZ is a collaboration of innovative schools with like minded educators and goals that operate under greater autonomy to execute the vision of their school plans.

The support from the MIS IMO helps:

- Ensure each school is successful in MIS vision, goals, and practices;
- Enable ongoing collaboration, sharing of best practices, and continuous improvement among a community of aligned educators at MIS schools;
- Obtain economies of scale that allow MIS schools to benefit from the support of a shared services and leadership team;
- Create a platform for the successful support of McAuliffe Manual Middle School and the potential launch of additional schools; and
- Cultivate autonomy for schools, protect their independence, and focus on the locus of change at the school level while still holding schools accountable to student achievement outcomes.

Though we expect the IMO to provide significant advantages over launching new stand-alone schools, the IMO is also committed to autonomy for MIS principals and customization of each MIS school model based on the unique community it serves. An outline of the consistent practices and school distinctive customizations can be found here.

To successfully support the founding MIS campus and McAuliffe Manual Middle School, the IMO perform these main functions:

1. Support each school in offering students the McAuliffe experience by providing leadership, guidance, and staff support for:
   - IB MYP accreditation
   - Athletics
   - Academic Enrichment Programming and Clubs
2. Curriculum design and support through shared Content Specialists
3. Support and oversight to ensure each school’s successful implementation of the McAuliffe school model and school culture
4. Foster innovation at the school level and disseminate these best practices throughout the network
5. Manage district initiatives to ensure a positive impact to McAuliffe Schools that align with the school innovation plans and protects autonomy
6. Ease the burden of operations with support and oversight in training front office staff and development of school emergency plans.
The organizational structure for the IMO is displayed in the organizational chart below.

Many MIS functions are performed by a small team of instructional leaders at both campuses with almost all initiatives being school led. As MIS potentially grows, senior leaders with more specialized expertise will be hired and they will manage expanded teams. Key functions of each role are:

- **Executive Director of Northeast Denver Innovation Zone**: Support and evaluate executive principal.
- **Executive principal**: Foster innovation at the school level and spread these best practices throughout the network. Manage and support the leader of McAuliffe Manual Middle School with guidance and resources regarding strategic planning, marketing and recruitment, hiring, scheduling, budget development, student culture systems, community engagement, professional development, staff culture and day-to-day operations. Fundraise and secure partnerships to support the IMO and McAuliffe Innovation Schools.
- **McAuliffe Manual Middle School Leadership**: Oversee the day to day operations of the school that results in outstanding student achievement, curriculum program, hiring faculty, teacher professional development, and school culture. The school leadership develop positive and trusting relationships with students and families and work with the school faculty to establish a strong and pervasive school culture of academic excellence, knowledge, inquiry, and caring.

The IMO offers economies of scale from the founding MIS campus that allows McAuliffe Manual Middle School to benefit from the support of shared services and leadership to offer a comprehensive middle school experience. The relationship between the founding MIS campus and McAuliffe Manual Middle may change during the term of this plan.
including designated areas of autonomy of the McAuliffe Manual Middle School school leader, or having the McAuliffe Manual Middle School school leader report directly to the Executive Director of the Northeast Denver Innovation Zone. Such changes must be reflected in the NDIZ Zone plan and must be approved by the CSC, Zone Board, and DPS Board.

A cross-campus Curriculum & Instruction team includes the executive principal, executive director, school leaders, senior team lead teachers in language arts, math, science, social studies and the arts. Cross-campus collaboration will focus on:

- Calibrate on instructional coaching
- Development/selection of interim assessments
- Review performance data
- Discuss implementation of instruction and share best practices
- Create any shared PD between campuses
- Plan and conduct instructional rounds within each building
- Plan and meet individually between departments

Each school in MIS would have representation and would pay their lead teachers a stipend for their participation.

In the first years of the IMO this model is more about sharing resources between schools, and as it grows, could move into providing some central services. Staffing of schools and shared resources or services will be decided each spring collaboratively between schools. The executive principal will facilitate this process with the school leaders.

The majority of decisions will be made at the network level. A sample of a decision matrix for the network can be found here. *Where a campus wants to attempt an innovative practice or program, a proposal should be submitted in writing with the following:

- data supporting the need for the innovation;
- a projection of fiscal impact and professional development needs; and,
- where possible, a plan to pilot the program and collect information on lessons learned and best practices before full school implementation

School Leader Profile

The school leader at McAuliffe Manual Middle School will be a dynamic, dedicated, innovative and instructional leader with a strong organizational and academic track record in past roles. The leader will have varied teaching and leadership experiences in urban settings that will provide a strong background for running an urban middle school. The leader will also be reflective and flexible, willing to make difficult decisions for student improvement. The school leader will be a strong communicator and have the ability to collaborate with the entire school staff and community. The school leader will be committed to the MIS vision, mission, and educational plan, will believe in a model of continuous and embedded professional development, and will recruit and hire a staff with similar values.

The following criteria will be used when selecting a new principal for a McAuliffe Manual Middle School:

- **The McAuliffe Manual Middle School Leader is Academically and Instructionally Focused.** This leader is...
  - The instructional leader for the school;
  - Actively involved and know what is going on in classrooms and the hallways;
  - An expert in current educational theories and pedagogy, including the International Baccalaureate (IB) Middle Years Program (MYP).

- **The McAuliffe Manual Middle School Leader is Responsible and Ethical.** This leader...
  - Is honest, fair and demonstrates integrity;
  - Makes decisions that are equitable and keeps the students and their learning at the center of all she/he does.

- **The McAuliffe Manual Middle School Leader is Culturally Aware.** This leader....
  - Recognizes, values, and respects the broad spectrum of ethnicities and cultures represented in the school community;
- Creates a school culture that fosters equity, diversity, and inclusion;
- Is committed to the recruitment and sustainability of a diverse faculty and student body.

- **The McAuliffe Manual Middle School Leader is a Collaborative Leader.** This leader...
  - Is an excellent communicator, valuing her/his role as a listener, evidence gatherer, coach and supporter of high caliber learning for all students;
  - Understands that change is a process not an event and allows time and provides support for innovation to be tested and developed into sustainable practice;
  - Shares authentic decision-making opportunities with members of the staff in order to build their capacity as teacher leaders;
  - Builds the collective efficacy of all school community members to become purposeful in conceptualizing and achieving the goals of the school;
  - Provides the necessary leadership, time and resources for job-embedded continuous, intentional professional development that meets the expressed instructional needs of the school community.

- **The McAuliffe Manual Middle School Leader is a Problem Solver, Critical Thinker, and Communicator.** This leader...
  - Operates transparently;
  - Uses creative problem-solving skills and resourcefulness to act on the needs of individual students, colleagues and the school community;
  - Utilizes current research and data, both qualitative and quantitative, for effective decision-making as part of a system of continuous improvement;
  - Understands and engages complex problems, collects, analyzes and synthesizes information from a range of sources, tolerates ambiguity and uncertainty, and produces viable solutions as they relate to the success of the learning community;
  - Is an effective communicator and be able to actively engage parents and the community.

- **The McAuliffe Manual Middle School Leader is Relationship-Driven.** This leader...
  - Is personable, empathetic and value relationships with students, staff and parents.

Where the budget allows for the following staff structure, other members of the school leadership team may include Deans of Instruction and Culture, Office and Operations Manager, Community Liaison, and Teacher Leaders with additional responsibilities for directly supporting the implementation of the school plan.

**Office and Operations Manager** – Responsible for managing information systems, attendance, communications and other administrative systems of the school. Welcoming visitors in the front office and managing office volunteers. Responsible for working with staff, students and the community to implement systems that ensure efficient and effective operations and promote clear communications throughout the school community.

**Community Liaison** – Responsible for communicating regularly with parents, creating a parent organization group, securing community resources, coordinating parent training and volunteer work, scheduling and overseeing student enrichments and community providers, developing recruitment materials, coordinating recruitment and enrollment events, and scheduling classes for families.

**Deans of Culture and Instruction** – Deans of Culture are responsible for establishing school and grade level culture. The Deans of Culture are also responsible for overseeing the school-wide discipline program, PBIS systems, and interventions. The Dean of Instruction is responsible for curriculum development, assessment strategy, data-driven instruction practices, and observing teachers and providing appropriate feedback and instructional guidance as well as evaluating teacher performance. Deans are encouraged to have obtained a Colorado principal or administrator’s license.

**Teacher Leaders** – Priority focus areas are identified each year and teachers have opportunities to take on additional leadership responsibilities as a teacher leader. Teacher Leaders are released up to half time from
teaching responsibilities to provide professional development, coaching, and modeling of best practices for other teachers, with the potential of also supervising and evaluate teachers on their teams.

Leader Succession Plan

The MIS leadership succession plan assures continuity in the implementation of the educational program in the event of school leadership changes. One of the benefits of forming a network of schools in the Innovation Zone model is that it creates more opportunities for leadership opportunities, builds institutional knowledge, and builds an internal pipeline of talent.

The leadership succession plan includes a process for both internal succession (promotion of existing staff) and external recruitment and hiring of new leadership from outside the MIS community. An MIS Leadership Profile, described earlier in this section, specifies the attributes necessary to ensure that there is leadership in place to support the MIS mission, vision, values, and goals.

School-based Leadership Succession

McAuliffe Manual Middle School expands leadership capacity throughout the school and foster a strong leadership pipeline by providing many leadership opportunities. These opportunities prepare multiple people to take on the role of school principal, either at McAuliffe Manual Middle School, within the iZone, or at other schools. Teachers have opportunities to take on a variety of instructional leadership roles through teacher leadership. Teacher leaders have opportunities to serve as assistant principals, taking on additional aspects of principal leadership, which may include teacher supervision and evaluation. Principal interns and residents are welcome to join the McAuliffe Manual Middle School leadership team. Institutional knowledge is passed on from the existing principal to any new principal through school systems, policies, and practices; as well as distributed leadership throughout the school and support of the MIS.

In the event that a school-level leadership position is vacated, including the school’s principal, the MIS executive principal will manage the school leader selection process in collaboration with the Executive Director of NDIZ and the School Principal Selection Advisory Committee (SPSAC).

Decisions regarding the selection of McAuliffe International School leaders are be made by the MIS Executive Principal and SPSAC. Finalists will be recommended to the NDIZ Zone Board. The Zone Board will make a final decision on hiring of a school principal for final approval by the Superintendent. The Superintendent will make the final decision on hiring of school principals and may accept the finalist or require the MIS Executive Principal, NDIZ Executive Director and the SPSAC to continue the search for additional qualified candidates.

The selection process will be designed by the MIS Executive Principal in collaboration with the Executive Director of the NDIZ and SPSAC, and may include:

● Development of interview questions and selection criteria rubric based on job description and key leader attributes.
● Application screening and scoring.
● Conduct a series of interviews including performance tasks, such as classroom observations and feedback sessions, scenarios, and use of data to drive instruction.
● Reference checks on top candidates.
● Host a public symposium for finalists.
● Conduct site visits to finalists’ current schools.

While MIS will recruit principal candidates from a variety of local and national sources, plenty of internal leaders will be well-prepared candidates as they will have taken on multiple aspects of the school’s leadership in their roles on the
school leadership team, including supervision and evaluation. In addition, they will already have relationships with the staff, students, and community members and will have institutional knowledge of the school’s vision, mission, and goals as set forth in the school plan. Whenever possible, the new leader will begin prior to the departure of the existing leader in order to effectively transfer the institutional leadership knowledge by completing a fellowship with the IMO.

**IMO Leadership Succession**

In the event that the MIS Executive Principal position is vacated, the Northeast Denver Innovation Zone Board and Executive Director will meet to begin the recruitment and selection process. The Executive Director will facilitate the process. The Board will review the MIS Executive Principal Leadership Profile and determine if any changes are necessary. The MIS Executive Principal Leadership Profile outlines the duties, responsibilities, qualifications, and credentials necessary for the position. In addition to the MIS Principal Profile, the Executive Principal profile includes:

- The McAuliffe Innovation Schools Network Executive Principal will be responsible for leading the MIS operations in accordance with the Innovation Plans and developing leaders of MIS schools, providing the necessary support to ensure the successful opening and ongoing operation of high-quality school models that produce material gains in student achievement.
- Provide comprehensive instructional support and coaching to MIS innovation school leaders in order to effectively implement innovation plans that drive strong academic results and high enrollment demand.
- Develop a public relations program to enhance the community’s understanding and support of MIS schools’ educational programs.
- Proven experience designing and leading autonomous schools in an urban environment. Experience starting new schools and/or managing school turnaround is also preferred.

Once the MIS Executive Principal Leadership Profile is complete the position will be posted. Recruitment using both DPS and external media will commence. Feedback from interviews at both the school and network levels will be used by the Advisory Board to recommend a qualified finalist to the Superintendent for approval. The Superintendent will make the final decision on hiring of school principals and may accept the finalist or require the Advisory Board to continue the search for additional qualified candidates.

Whenever possible, the new leader will begin prior to the departure of the existing leader in order to effectively transfer the institutional leadership knowledge. The incoming and outgoing leaders will meet together daily to discuss the transition and will participate together in applicable Network, school, CSC, PTO, staff, and data team meetings. The outgoing principal will work with the SLT, ILT, and other teacher leaders to ensure that someone is assigned to be the point person on each area of leadership responsibilities (e.g. culture, instruction, IB MYP, data team processes, instructional supervision and evaluation, special education, ELA, and GT, etc.).

Empowering the NDIZ Board with the authority to recommend MIS future Executive Principal Candidates to the superintendent through the selection process, will ensure sustainability of the vision mission and goals of the McAuliffe Innovation Schools.

**B. Leadership Team Coaching & Evaluation**

**Leadership Development**

All school leaders working at McAuliffe International Schools are trained at the RELAY School of Graduate Education. All coaching and professional development for school leaders is directly tied to the RELAY model for observation/feedback and coaching, data-driven instruction, engaging academics, and school culture. Additional leadership development will be provided based on individual leader development needs. Priorities for development include personalized learning, IB MYP, English Language Acquisition, and Teach Like a Champion Workshops and Professional Development. The MIS
Executive Principal develops a leadership development plan collaboratively with the McAuliffe Manual Middle School principal.

**Leadership Coaching**

MIS principals participate in the RELAY Graduate School of Education to ensure foundations in instruction and leadership skills. Kurt Dennis, the MIS Executive Principal and Jessica Long, McAuliffe Manual Middle School Principal, have both been trained and supported through the RELAY Graduate School of Education. This partnership and training is highly effective and benefits the school leadership in that it provides common priorities, language, structures and templates that can be used with fidelity across multiple campuses. The MIS Executive Principal meets with the McAuliffe Manual Middle School principal weekly to conduct instructional rounds, observe school culture, review progress toward leadership goals and drivers, and provide coaching and support. The DPS School Leadership Framework is used to guide leadership coaching and feedback. All evaluators are trained and certified to conduct the District evaluation system.

**Leadership Evaluation**

MIS uses the DPS School Leadership Framework and evaluation criteria (including basing 50% of evaluation ratings on student achievement) to evaluate the performance of school leaders. Evaluation practices are the same for leaders shared across campuses and are conducted two times a year. Overall performance management for the McAuliffe Manual Middle School Principal is primarily focus on the effectiveness of the implementation of the MIS model and goals in the school plan. Performance Management includes the following areas:

- Leadership Competencies Feedback based on the School Leadership Framework
- Academic Data and School Performance Framework
- Meeting School and Personal Leadership Goals
- Staff CollabRate results
- Parent and Student Satisfaction Scores
- Staff Retention
- School Culture

The McAuliffe Manual Middle School principal uses the DPS School Leadership Framework to evaluate the deans twice a year. The McAuliffe Manual Middle School principal meets with deans weekly to conduct instructional rounds, observe school culture, review progress toward leadership goals and drivers, and provide coaching and support. The DPS School Leadership Framework is used to guide leadership coaching and feedback.

The McAuliffe Manual leader is evaluated by the McAuliffe Schools Executive Principal and/or the Executive Director of NDIZ every year.

Professional development opportunities include school visits within and outside Denver Public Schools, professional development opportunities offered by the district (when determined by the principal and their supervisor to be appropriate), and other leadership development aligned to the school’s vision, mission, and goals (e.g. IB MYP, literacy instruction, English language acquisition, personalized learning, etc.).

**Leadership Pipeline**

McAuliffe Schools promote leadership in a variety of ways, both at the school level and offering several leadership positions that support both campuses. These leadership experiences create well-prepared candidates for leadership vacancies within the organization, as they have taken on multiple aspects of the school’s leadership in their roles on the school leadership team, including supervision and evaluation. In addition, they develop relationships with the staff, students, and community members and develop institutional knowledge of the school’s vision, mission, and goals as set forth in the school plan.
Any leader that departs the organization will ideally be replaced with an internal candidate from one of the schools who has been groomed to fill the role of the departing leader. If no internal candidate has been identified, a search for external candidates will be conducted.

C. School Personnel Structure

Please see leadership roles across the IMO in the section above and the staff roster below.

**McAuliffe Manual Middle School - Staff Roster**

<table>
<thead>
<tr>
<th>Role</th>
<th>FTE</th>
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</thead>
<tbody>
<tr>
<td>Interventionist</td>
<td>-</td>
</tr>
<tr>
<td>Regular/Supplemental Teacher</td>
<td>12.0</td>
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<tr>
<td>Gifted &amp; Talented Teacher</td>
<td>0.25</td>
</tr>
<tr>
<td>Lead Teacher</td>
<td>-</td>
</tr>
<tr>
<td>Mild/Moderate Teacher</td>
<td>2.0</td>
</tr>
<tr>
<td>ESL / Zone Teacher (ELD Teacher)</td>
<td>0.5</td>
</tr>
<tr>
<td>Elective Teachers (Arts, Technology, Language, etc)</td>
<td>6.0</td>
</tr>
<tr>
<td>Guidance Counselor</td>
<td>1.0</td>
</tr>
<tr>
<td>Mental Health (Psych and/or Social Worker) (min 0.2 Psych req'd)</td>
<td>1.0</td>
</tr>
<tr>
<td>Nurse (minimum 0.2 FTE required)</td>
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**CLASSROOM STAFF TOTAL** 33.75

<table>
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<tbody>
<tr>
<td>Principal</td>
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<tr>
<td>Dean of Instruction and IB Coordinator</td>
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</tr>
<tr>
<td>Dean of Culture</td>
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</table>

**ADMINISTRATIVE STAFF TOTAL** 4.00

<table>
<thead>
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<th>Role</th>
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</thead>
<tbody>
<tr>
<td>Secretary I</td>
<td>1.00</td>
</tr>
<tr>
<td>Secretary II</td>
<td>1.00</td>
</tr>
</tbody>
</table>

**CLERICAL STAFF TOTAL** 2.00

D. Employment Policies

McAuliffe Manual Middle School is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students. In order to actualize the vision outlined in this document, McAuliffe Manual Middle School staff and parents/guardians utilize flexibilities such as:

- Recruiting and hiring all staff, including teachers, administrators, and other support personnel, using practices that will ensure employee are able to implement the unique school plan.
● Utilizing school-determined employment contracts.
● Posting all vacant positions, recruiting and hiring all staff as the need arises, even if such need falls outside the District’s standard hiring cycle and process.
● Not receiving direct placements of teachers by the District.
● Creating a school-determined grievance/dispute resolution policy.
● Creating non-traditional job descriptions, which may include adding roles and responsibilities to any job.
● Establishing the calendar, work year, work week, work day, job assignments, and teaching loads to align with the plan.
● Using a governance and leadership structure that aligns with the needs of the school community.
● Using a process to address under-performing employees and creating plans for improvement.
● Establishing compensation rates and other methods of rewarding performance.
● Hiring teachers on school determined at will status. All teachers are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract for the following school year.

E. Operations - Safety and Security

The McAuliffe Manual Middle School Principal, in consultation with DPS Office of Safety and Security, creates the school Emergency Management Plan (ERCM). The Office and Operations Manager, in consultation with the Principal, maintain the plans. The ERCM include the following components:

1. Identify members of the ERCM team and their roles
2. Ensure readiness of all ERCM equipment such as two-way radios and megaphones
3. Designate On-Campus Outside Assembly Areas
4. Identify a Campus Command Post and Communication Resources
5. Identify Two Off-Campus Emergency Evacuation Locations - Walking Distance
6. Off-Campus Emergency Evacuation Locations – Transportation Required
7. Emergency drills log
8. Staff preparedness training

The Principal, Office and Operations Manager, Facility Manager and founding Leadership Team members take part in the DPS ERCM trainings and pass all four quizzes included in the trainings. McAuliffe Manual Middle School holds monthly fire drills and one lockdown and shelter-in-place drill per semester and provide documentation of these drills as well as feedback to teachers and students. Additionally, McAuliffe Manual Middle School ensures ongoing safety by using electronic and video controlled intercom door openers and video cameras located on the exterior and interior of the building.

F. Operations – Food Services

McAuliffe Manual Middle School currently participates in DPS food services program, which complies with state and federal rules and regulations (including free and reduced lunch procedures). Breakfast is served to all students through the Breakfast in the Classroom program. Healthy choices are served to all students at lunch. At anytime MMMS in collaboration with the CSC may opt-out of district food services in order to select its own vendor to provide more quality and healthy options to students.
Section III: EDUCATION PROGRAM

A. Pedagogy

McAuliffe Manual Middle School (MMMS) is dedicated to providing students with an outstanding liberal arts education with an international focus. MMMS is committed to the personal growth, high achievement, and equity of opportunities of all students to prepare them for high school and to support their lifelong success and well-being. McAuliffe Manual Middle School is a diverse and inclusive community that has a relentless focus on academic excellence and embraces culture, language, innovation, arts & athletics. The pedagogy of McAuliffe Manual Middle School provides teachers with the framework, systems, and structures to achieve our school’s mission.

MMMS implements the IB MYP framework, including pedagogy, focused on international perspectives and approaches to learning and teaching. For each unit of study, teachers create a statement of inquiry. Teachers use the statement of inquiry to ensure that concepts and context inform the selection of learning experiences, formative assessment and teaching strategies. The focus on data-driven instruction supports teachers in gathering information about their students to make the informed decisions IB MYP requires. In MYP From Principles into Practice describes the learning process as:

● Based on inquiry
● Focused on developing conceptual understanding
● Developed in local and global contexts
● Focused on effective teamwork and collaboration
● Differentiated to meet the needs of all learners
● Informed by assessment (formative and summative)

And states, “These pedagogical principles provide flexibility and empower teachers to develop their approaches to teaching. Teachers use a wide range of teaching strategies and approaches in the classroom to create student-centered learning that inspires confidence and personal responsibility. Students need to be actively engaged in learning, and the voices of both teachers and learners are essential in an IB education” (ibo.org). Sample strategies teachers could use to develop the content of the standards are: disciplined inquiry and research; communication of ideas; close reading of texts; and give students time to practice and apply new skills and understandings. Teachers use the IB MYP unit planner to plan and prepare for instruction.

In addition, MMMS continues to focus on instructional strategies from Teach Like a Champion and Reading Reconsidered, with a commitment to adapt these strategies for content areas. Instructional coaching focuses on specific levers from these anchor texts to magnify the impact of instruction. The MMMS instructional leaders continuously analyze data to determine if our instructional practices and curricular model are serving the needs of all our students and make adjustments to instructional strategies as necessary to improve effectiveness.

Data teams systematically analyze student academic progress and use data to guide instructional planning, including re-engaging concepts with the whole group or targeting interventions and instruction for smaller groups of students. Teams track individual student performance and establish data trackers to monitor the progress of all students. Trackers are standards-based with a focus on language proficiency. Data trackers are also created and used by students to take ownership of their own learning by setting and monitoring learning goals. This structure supports teachers in implementing formative assessment strategies described later in the progress monitoring and assessment portion of the plan.

For McAuliffe Manual Middle School, academic achievement, content mastery, and language development is essential in leading our students to and through high school and college. All classes are heterogeneously grouped to capitalize on the IB MYP model that leverages inquiry based learning and allow for teachers to flexibly group students throughout the year. Student achievement data inform flexible grouping and allow students to receive more customized instruction in
specific academic skills. In a flexible group setting, students who struggled to grasp a concept might be grouped together and receive more personal attention from the teacher or a supporting educator. Simultaneously, students who understood the concept might be asked to perform a more challenging exercise related to the lesson to allow them to go deeper in their understanding or application of the topic. Students receiving English Language Acquisition (ELA) services have English language development courses based on ACCESS levels & students with Individualized or advanced learning plans receive personalized instruction and supports to ensure the goals of their plan are met.

The fidelity and consistency of our methodology and strategies are unremittingly monitored by the McAuliffe Manual Middle School instructional leaders and supported by McAuliffe International Schools. Additionally, data teams, instructional leadership teams, content teams, and the cross campus curriculum & instruction teams are also responsible for monitoring implementation.

B. Curriculum

McAuliffe Manual Middle School (MMMS) is part of the Northeast Denver Innovation Zone (NDIZ), which represents a new form of governance within DPS. The NDIZ is a collaborative of innovation schools with like-minded educators and goals that operate under greater autonomy to execute the vision of their school’s plan. The iZone enables ongoing collaboration, sharing of best practices, and continuous improvement among a community of aligned educators at MIS schools. Though we expect the iZone to provide significant advantages over launching new stand-alone schools, the iZone is also committed to autonomy for MIS principals and customization of each MIS school model based on the unique community it serves. In the curriculum section of the school plan we will outline:

- Shared curricular, assessment, and instructional practices across schools such as
  - The International Baccalaureate Middle Years Program
  - Interim Assessments
  - Core Course Offerings
- Unique curricular decisions for the McAuliffe Manual Middle School campus such as
  - Implementation of Formative Assessment Strategies
  - Focus on culturally-responsive curricular materials and instructional practices
  - Instructional Planning

As a network of schools, McAuliffe International Schools provides support in sharing the core practices and curriculum documents from its founding campus at Smiley and in implementing IB MYP. Closing the overall achievement gap for all of student groups is a critical priority and focus for McAuliffe International Schools. McAuliffe Manual Middle School has identified additional resources and program components to ensure we meet the needs of our targeted ELL and student with disabilities population.

The iZone supports McAuliffe Manual Middle School with implementation of the IB MYP and the accreditation process. The pedagogy, planning and instructional strategies of the IB MYP are based on over 40 years of research into best practice with diverse student populations worldwide. A 2011 study on the impact of IB MYP on student engagement and performance with students in multiple urban, socio-economically diverse schools similar to DPS demonstrated that an increased percentage of IB MYP students achieved at higher levels than their non-IB MYP peers on comparative assessments in core subject areas. (Wade, 2011). The program best helps us achieve our mission by ensuring that 100% of students enter high school on-grade level and dramatically increase the number of students of color, students in poverty, students with disabilities, and English learners who are prepared for a rigorous high-school program.

Each school within the network offer similar core courses across the grades, but implement classroom structures, routines, interventions, and curriculum that best serves their student population. Each school within the network administer common interim assessments in order to provide information on student learning and share effective practices across classrooms and schools.
The curriculum at McAuliffe Manual Middle School is a cornerstone to carry out its mission successfully. The below discussed curricula materials are based on IB MYP and best practices of schools across the country serving similar demographics and have produced excellent results. All lesson plans are aligned to the Common Core State Standards and Colorado Academic Standards.

McAuliffe Manual Middle School teachers internalize lesson objectives and curricular materials and make the necessary data-driven adjustments to better serve their specific group of students – especially our English Learners and students with disabilities. We are able to offer teachers rich curricula materials from the District and support on pedagogy and lesson materials and tasks from the MIS founding campus. With that in mind, support around lesson plan development and curriculum implementation is a focus of professional development. A substantial amount of time is spent working collaboratively to develop lesson and unit plans that align with CCSS and draw from the research-based curricular materials. Teachers collaborate to ensure that there is both horizontal and vertical alignment around their unit plans to best support student growth. This is an ongoing conversation throughout the school year, where teachers are spending time together to assess progress on the curriculum and effectiveness of specific unit plans. Moreover, teachers receive professional development for each of the various curricular materials with a focus on excellent implementation. Teachers utilize IB MYP planning templates and resources. Teachers receive feedback and support on the creation and implementation lesson plans. In order to support sustainability amongst staff, as well as best practices, collaboration is fundamental to curriculum development. Daily Team Time is used to collaborate on the development of lesson plans and evaluate the effectiveness of lessons on advancing student achievement. Each of these team meetings are led by a grade-level or content lead planner teacher leader.

Staff development activities prior to the start of the school year and on early release professional development days throughout the year are devoted to:

- Understanding IB MYP pedagogy, inquiry-based backwards-design curriculum mapping, and unit planning
- Deepening understanding of the CCSS, CAS, and IB MYP standards and aligning/creating assessments
- Professional development and planning for implementation of formative assessment practices
- Subject-specific professional development on pedagogy and curricula materials
- Culturally-responsive professional development on pedagogy and curricula materials

International Baccalaureate Middle Years Program (IB MYP)

As an International Baccalaureate Middle Years Program candidate school, McAuliffe Manual Middle School offers students a rigorous, well-rounded liberal arts education that emphasizes character education and international-mindedness. All McAuliffe students take courses in mathematics, language arts, social studies, science, engineering/design/technology, native and world languages, the arts (visual, drama, band, orchestra, choir, or journalism) and physical health education. In addition to our robust course offerings, students have the opportunity to participate in athletics, enrichment programming, service projects, field trips, and student leadership groups.

The learning environment at MMMS reinforces the IB mission by providing:

- **Learner-Centered Classrooms**: McAuliffe students learn by doing. Teacher talk and lecture are limited to providing background knowledge and necessary direct instruction.
- **Depth over Breadth**: McAuliffe students form deep understandings of essential learning objectives derived directly from the Common Core State Standards and internationally recognized IB standards.
- **Inquiry-based learning**: Students learn by solving real world problems and answering essential questions.
- **Technology and Engineering**: McAuliffe International students participate in the Project Lead the Way Gateway to Technology program. This project-based curriculum challenges student to create, design, build, discover, collaborate and solve problems while applying what they learn in math and science.
- **Interdisciplinary, project-based learning**: Students learn by completing performance tasks that integrate skills and knowledge from multiple content areas.

- **Opportunities for use of multiple intelligences**: Students are able to demonstrate mastery using a variety of self-selected performance tasks.

- **Service Learning Projects**: McAuliffe students gain real world knowledge, skills and experience by conducting service learning projects and working to improve their community.

- **Mastery for all**: Students are allowed multiple opportunities to demonstrate their learning and are provided additional time and support to achieve mastery within the classroom or with additional interventions or support classes. Competency-based criteria are used for grade-level promotion decisions.

- **Student ownership of learning**: By offering culturally responsive curricula and opportunities for student voice, students take ownership of their engagement in education and contributions to the school’s community. Our goal is that each student is able to articulate: what he/she is learning; what success looks like; why he/she is learning what he/she is learning; what he/she will do if he/she needs help; and what he/she will do next once he/she has met learning objective.

- **Capstone projects**: Students select a topic of their choice to complete and present a community project at the end of their 8th grade year as a means of demonstrating the knowledge and skills that they have acquired in their time at MMMS. These capstone projects will allow for McAuliffe Manual Middle School students to interact with Manual High school students on internships and senior projects that offer students to a variety of career exposure and exploration.

- **College visits**: Students have the opportunity to visit a local university campus once each school year.

**MYP Candidacy**

IB schools share a common philosophy and a commitment to the high-quality, challenging, and international education that McAuliffe International Schools believes is important for all students. The three-year candidacy process includes a trial implementation of the Middle Years Programme (MYP), professional development for teachers, and a verification visit from IB consultants.

The Middle Years Program provides students with deeper conceptual understanding and opportunities for success in a variety of rigorous school programs. The IB Middle Years Program is research-based and has proven to be effective in schools both domestically and internationally. According to a study conducted by the Australian Council for Educational Research (2010), IB MYP students outperformed their non-IB peers on the International Schools Assessment in a majority of grade levels. The IB MYP will provide students at McAuliffe Manual Middle School with the necessary knowledge and skills to contribute to and compete in a global workforce.

**Cultural Relevancy**

The principles of the Middle Years Program are deeply rooted in international education. This philosophy is reflected in the IB Mission Statement, which expresses the IB’s overall purpose as an organization promoting and developing programs of international education. The curriculum and pedagogy of IB Programmes focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language.

The IB mission statement is: *The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The IB Program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.* McAuliffe International Schools embrace the IB philosophy and integrate social justice curriculum throughout content areas.

The MYP provides students a global perspective through five areas of interaction:

- **Approaches to Learning**: Students are provided with the tools to enable them to take responsibility for their own learning.
• **Community and Service:** Students gain a deeper knowledge and understanding of the world around them with an emphasis on the skills needed to make an effective contribution to society.

• **Human Ingenuity:** Students focus on the evolution, process and products of human creativity and their impact on life and society.

• **Environment:** Students develop an awareness of their interdependence with the environment in order to understand and accept responsibility.

• **Health and Social:** Students explore key aspects of development leading to complete and healthy lives that encompass physical, social and emotional health and intelligence.

These five areas of interaction are addressed in an interdisciplinary manner through core courses.

**Instructional Coherence**

A key component of the instructional program at MMMS is instructional coherence between standards, curriculum, instruction, and assessment.

*Driven by Data* by Paul Bambrick-Santoyo reveals research and case studies that have shown the use of data to drive instruction dramatically increases student achievement. The philosophy in the book focuses a school’s attention on the question, “are our students learning?” This relentless focus on our students and what they need drives the instructional decisions at MMS.

At McAuliffe International Schools, we work across campuses to ensure that rigorous, common, interim and formative assessments are used to drive ongoing instructional improvements in math, literacy, science, social studies, and ELD. To support effective implementation of data-driven instruction (DDI) we:

- Select or create rigorous, standards-aligned, and linguistically appropriate interim assessments, seeking input and collaboration with DPS’s ARE and ELA departments.
- Ensure immediate results for teachers to analyze and plan instruction.
- Prioritize instructional coherence in the school to ensure that, standards, curriculum, and assessment all work together to maximize student achievement.
- Plan common data analysis days and ensure time in the school calendar and teacher schedule’s to analyze and plan from data.
- Utilize the instructional leadership team (ILT) to ensure follow-up on the actions planned from data analysis and reflect on impact.
- Drive a culture of continuous improvement.
- Model data-driven decision making.

The ability to provide common, high-quality, standards-aligned, and linguistically appropriate interim assessments across schools MIS allows us to monitor student learning and increase collaboration through the sharing best practices across classrooms and teams.

At the heart of the work with data-driven instruction is ensuring that assessments (both at the network level and later described in this section at the classroom level) are formative. Implementation of formative assessment strategies at the daily level are a specific focus for McAuliffe Manual Middle School teachers. In 2009 Black and William define formative assessment as:

> to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely better, or better founded, than the decisions they would have taken in absence of the evidence that was elicited (9).

The work of Dylan William and Siobhan Leahy use this definition and decades of research on formative assessment to create five key strategies of formative assessment (Leahy et al., 2005). The five strategies are:

- Clarifying, sharing, and understanding learning intentions and success criteria

36
● Engineering effective discussion, tasks, and activities that elicit evidence of learning
● Providing feedback that moves learning forward
● Activating students as learning resources for one another
● Activating students as owners of their own learning

These strategies will empower teachers to deeply know their content and students, as well as provide a framework and process for them to successfully meet the identified needs of their students.

**McAuliffe Manual Middle School Curriculum Design**

Inherently interconnected to the five key strategies of formative assessment described above is standards and curriculum. McAuliffe Manual Middle School provides teachers with strong curricula materials and assessments aligned to the Common Core State Standards and Colorado Academic Standards. McAuliffe Manual Middle School’s teachers are not just designers of curriculum, but also designers of learning experiences, unique to their students. Each grade-level content team is supported by a lead-planner for the content area and a member of the school’s Instructional Leadership Team (ILT).

McAuliffe Manual Middle School uses the IB MYP framework for instructional planning that develops the purpose of the unit, define the process of teaching and learning through inquiry, incorporate real-world global context, and then reflect on the impact. This framework aligns with Wiggins and McTighe’s Backwards Planning framework and formative assessment strategies. In making decisions about curriculum for McAuliffe Manual Middle School we want to:

● Give teachers a strong foundation of standards-aligned, culturally and linguistically appropriate instructional materials so they can focus on crafting learning experiences and focus on rich, rigorous tasks to gather evidence of student learning
● Build from and share instructional practices across classrooms and campuses
● Make data-driven instructional decisions

The MYP unit planning framework enhances the following systems, structures, and instructional materials described below for each of the core content areas.

**Mathematics**

McAuliffe Manual Middle School utilizes Illustrative Mathematics from Open Up Resources. Illustrative Mathematics offers students more practice in developing academic language, academic discourse, and critical thinking and problem solving skills that is critical for our student population.

Providing strong curricula materials allows teacher planning time to be focused on the mathematics of the lessons so teachers are prepared to facilitate learning and address student misconceptions. This allows teachers to differentiate and scaffold instruction to support every student’s learning. Illustrative supports the MYP IB criterion because it is centered on inquiry-based learning and provides students opportunities to independently and collaboratively investigate, reflect, and take action. Illustrative supports the IB’s focus on problem solving & analytical reasoning so that students develop logical, abstract, and critical thinking skills.

McAuliffe Manual Middle School offers a math skill support class as an elective to support students identified by relevant math data. This allows teachers to meet the needs of their students and ensure additional opportunities for mastery or enrichment. We utilize the STAR Math Assessment, and Accelerated Math, as a part of the district’s scope and sequence to ensure students have opportunities to practice the math skills that they need. Providing this opportunity allows each student to establish and achieve personalized math goals.

McAuliffe Manual Middle School teachers collaborate with the lead planner on:

● Mathematical models used to teach the major mathematical concepts of the grade-level
● Implementing rigorous tasks and planning scaffolding so that all students are able to engage in the mathematics
Analysis and action planning from common assessments

English Language Arts

At McAuliffe, our Subject Group Overview for Language and Literature is modeled after the EngageNY 6-8 ELA Curriculum Map and guided by the PARCC Model Content Framework for Literacy. Beginning with the reading and writing standards named in the EngageNY plan, we have developed units that address the standards in roughly the same order as the Engage units.

Our approach to reading instruction are heavily informed by Doug Lemov’s Reading Reconsidered and most of our literacy teachers have attended the training by the same name. As recommended by the PARCC Model Content Framework for Literacy, we alternating the focus of each unit from literary to non-fiction text. We have incorporated many units from Achievement First’s open source curriculum library.

Our writing units are designed to spiral skills in narrative, expository, and argumentative writing. The culminating writing task for the first three units in each grade level are designed to teach and assess students’ readiness to perform on each of the three potential CMAS performance tasks (narrative first, then research, and finally literary analysis in most cases). As recommended by the PARCC Model Content Framework for Literacy, each unit includes many shorter writing tasks meant to give students ample exposure to evidence-based writing, and we use a school-wide system of claim-evidence-reasoning writing instruction to cement these skills.

Much of our curriculum has been evaluated for quality by external sources. We have incorporated many units named as exemplars in the Achieve the Core EQuiP Exemplar Units. In addition, we use their evaluation tools as a way of insuring that any other materials meet the standards named in their guidance documents.

In addition, we have put many units through a rigorous process of curriculum evaluation required by our International Baccalaureate status called Building Quality Curriculum. The self-evaluation rubric used in this process requires us to evaluate our units in many areas: conceptual foundation, quality of assessments, learning experiences, differentiation, resources, and more. After each unit, we reflect on the effectiveness of the unit overall and document the need for changes to lessons or assessments.

As mentioned earlier, all of our teachers are sent to the UnCommon Schools Reading Reconsidered training which supports their capacity to deliver rigorous literacy instruction. Teachers receive on-going coaching on implementation of the strategies throughout the year.

Our Subject Group Overview has been in place and used for the past three years. We continually make changes to improve our curriculum and respond to trends in data and student enrollment.

We have developed interims at the end of each unit that assess a student’s progress on the focus standards on a cold read and timed writing assessment. We use the Paul Bambrick Data Teams protocol to identify gaps in skills identified by these tests as well as classroom assessments and adjust instruction as necessary.

Each year, we look carefully at our PARCC subclaim data and make an overall department goal for improvement based on that data. Progress on that goal is monitored through formative assessment as well as on interim assessment.
Science

For science, MMMS has adopted Amplify Science, a 6-8th grade spiraled and integrated science curriculum aligned to the next Generation Science Standards. IB MYP supports interdisciplinary units and students being able to make connections between the sciences: life, physical, and earth sciences. The IB MYP science criteria aligns well with both the Colorado Academic Standards and the Next Generation Science Standards, while utilizing the Common Core informational literacy standards. MMMS uses the Amplify Science curriculum, a curriculum developed in partnership with the Lawrence Hall of Science at the University of California Berkeley.

The Amplify Science curriculum focuses on developing each student to read, write, and argue as a scientist to gain a better understanding of the world. Students investigate questions based on investigations; collecting and analyzing data; developing models to explain phenomena; and engaging in argument from evidence. Students are immersed in a literacy and discourse-rich learning environment. Units of Study in the curriculum allows students to independently and collaboratively investigate questions and issues through investigation, experimentation, research, and observation - which are important science criteria in the MYP IB.

McAuliffe Manual Middle School teachers collaborate with the lead teachers at the founding MIS campus on:

- Intellectual preparation of identifying key ideas, misconceptions and best practices
- Implementing inquiry driven curriculum
- Preparation and analysis of written arguments using claims, evidence, reasoning and counterclaim
- Analysis and action planning from assessments

Social Studies

For social studies, MIS Campus has created its own curriculum drawing on the DPS adopted curriculum scope and sequence and aligned resources. The 6th and 7th grade geography courses draws on National Geography Curriculum, the scope and sequence provide from the district, and uses network created summative assessments. The 8th grade United States history course draws on the Pearson Curriculum, the scope and sequence provided from the district, and uses network created summative assessments. The McAuliffe Network’s curriculum for all grades is systematically evaluated and refined by teachers under the guidance of a lead teacher with expertise in the subject area. The curricular resources from National Geographic and C3 Inquiry Design Model best supports the MYP IB individuals and societies criteria by incorporating disciplines traditionally studied under the general term “the humanities” (such as history and philosophy), as well as disciplines in the social sciences (such as economics, business management, geography, sociology and political science). This broader focus best aligns with our school mission and goals for literacy and exceeds the Social Studies Colorado Academic Standards.

McAuliffe Manual Middle School encourages students to become active learners. We use the C3 Inquiry Design Model which creates compelling and supporting questions that frame and give structure to an inquiry. Students complete summative, formative, and additional performance tasks that provide the opportunities for communicating conclusions. They are expected to use disciplinary sources that allow students to explore the compelling question, build content expertise, and develop the disciplinary skills to successfully support and defend their ideas. The questions that students
and their teachers examine do not lend themselves to simplistic conclusions. The conclusions they reach are better informed when based on thoughtful analysis and multidisciplinary approaches.

McAuliffe Manual Middle School teachers collaborate with the lead teachers at the founding MIS campus on:

- Implementing units from the founding campus’ scope and sequence
- Selecting rigorous tasks and performance assessments
- Analysis and action planning from common assessments

Electives

McAuliffe Manual Middle School will offer a variety of elective and enrichment opportunities for students. Elective classes will be aligned to the IB Criterion for Design, Visual and Performing Arts, World Languages, and Physical Education, the Colorado Academic Standards and will embed rich literacy opportunities aligned to the CCSS. We will partner with community and the founding MIS campus to offer a wide variety of elective classes and enrichment programs to accelerate and expand student learning and development.

Our rich elective program empowers students with more choices and responsibility in their education. Choice allows students to explore their personal interests, and prepares them for the choices they will have in high school. Choice will also allow students to more quickly gain skills in the subjects they are most interested in. We want to ensure that each student has a chance to explore as many opportunities in as many different areas as possible as they begin the very hard work of defining who they are.

This approach supports the MYP IB criterion because it is centered on inquiry-based learning and provides students opportunities to independently and collaboratively investigate, reflect, and take action in their own learning as well as help students in making connections between academic disciplines. Additionally, from the electives, students will develop the ability to communicate in a variety of modes in more than one language. Some of these modes include languages, body expression, music, technology and art. These elements are essential to an International education.

At MMMS electives are a critical part of the curriculum. Our electives offer students a chance to explore interdisciplinary connections, discover a variety of texts, invest in their own skills and passions, and provide vital avenues for student’s self-expression. That is why electives are evaluated with the same weight and relevance as core classes. With this idea in mind, students must pass the first level in order to be promoted to the next level.

A key part of our mission is to ensure that all students have access to these opportunities beyond core instruction. Students in 6th grade will be exposed to all of our program electives and will be in a new elective every trimester. For 7th and 8th grade students, they will have the opportunity to choose four electives that they are interested in. These electives will be offered year around.

With four electives in each student’s schedule, there are multiple opportunities to provide differentiated language and learning instruction, interventions, and acceleration without narrowing the curriculum or eliminating opportunities for students to participate in engaging enrichment classes. A student who is an English language learner could participate in a daily English Language Development (ELD) class, and still have two interest based electives. A student struggling that has an IEP or is struggling in a content class may need specific support to achieve learning goals. They could participate in one or two intervention classes and still participate in interest-based electives. Furthermore, advanced and gifted learners could participate in advanced academics or enrichment opportunities in addition to electives.
McAuliffe Manual Middle School elective teachers will collaborate with the lead teachers at the founding MIS campus on:

- Preparation and analysis of written arguments using claims, evidence, reasoning and counterclaim.
- Intellectual preparation of identifying key ideas, misconceptions and best practices
- Implementing rigorous tasks and planning scaffolding so that all students are able to engage in subjects.

**Curriculum Refinement**

The MIS Executive Principal, McAuliffe Manual Middle School principal, and Lead Teachers from both sites oversee the ongoing refinement of curriculum, monitoring implementation and impact on student learning, and ensuring horizontal and vertical alignment of student learning objectives using data gathered in shared classroom walks and common assessments across schools. This collaboration helps ensure excellence in teaching and learning at both sites.

It is critically important that we maintain the rigor and breadth of our curriculum across all content areas at both sites. MIS provides instructional coaches and curriculum specialists to collaborate and support teachers. Instructional Coaches and content area specialists meet weekly to ensure alignment and rigor. The principals and directors also provide feedback to coaches around instructional strategies and strategic coaching levers.

The McAuliffe Manual Middle School school leadership team, instructional leadership team, and 8<sup>th</sup> grade teachers will work collaboratively with Manual High School leadership and 9<sup>th</sup> grade teachers to review student readiness for transition to high school and recommendations for placement in high school courses.

**C. Scope and Sequence**

Curricula equip teachers to design engaging, culturally responsive, academically rigorous learning experiences for students. Curricula must be aligned to the Colorado Model Content Standards and the Common Core State Standards.

In addition to the specific curricular resources outlined in the above section which utilize the DPS scope and sequences and the curricula designed at the founding campus we supplement other resources as needed to best meet the needs of our students.

**D. Class Size**

McAuliffe class size guidelines are consistent with other schools in the district and align with minimum requirements in the DPS Budget Guidance Manual, with up to 30 students in core and elective classes, and special education caseloads of up to 21 students per teacher.

**E. School Schedule & Calendar**

McAuliffe International Schools, collaboratively with their School Leadership Teams, adopt a common calendar annually for its campuses to ensure continuity for McAuliffe students, staff and community that exceeds district and state length of time requirements in order to support the implementation of the school plan.

The proposed changes to the district calendar include:

- Adding additional professional learning prior to the start of the year
- Monthly staff development time
- Changing the dates of the planning/assessment days to align with the network’s assessment strategies
- Increasing the number of student contact days to increase instructional time

McAuliffe International Schools provide both extended day and extended year programming to increase learning opportunities. The extended day and year ensure that all students graduate on grade-level and are fully prepared for high school. During our calendar process we work to minimize impact on families. We consider:
• Days off between the middle school and district program align 80% of the time
• Clear communication of differences to families to best plan for transportation and other needs

Student Schedule
McAuliffe students attend 183 days of school, 8.5 more days than the District calendar. In addition, McAuliffe students attend school from 8:00 am to 4:00 pm. There is an late start day one day per month where schools starts at 10:30 am, adding approximately 300 minutes of instructional time to the weekly schedule. Overall, this is the equivalent of almost eight more weeks of school than the traditional calendar and school day provides. This extended time is critical to closing achievement gaps while simultaneously integrating problem-based learning and critical thinking skills and expanding enrichment opportunities for all students. Effective use of extended time is expected to be a major contributor to increasing achievement for students at McAuliffe Manual Middle School.

Manual High School’s students attend school from 8:10 am to 3:25 pm. This staggered start and end time supports the shared campus traffic and help increase safety.

Teacher Schedule
McAuliffe teachers attend 187 days, the same number of days as District teachers. In addition to professional development days at the start of the school year, teachers will have extended professional learning and collaboration time built into the regular weekly schedule. Each day, teachers have time for both individual (65 min) and collaborative planning (65 min). One day per month, students arrive late to school and teachers have an extended block of time for professional development (up to 2.5 hours).

The teacher schedule is developed annually to accommodate the scheduling needs of students.

F. Progress Monitoring and Assessment
Assessments
McAuliffe Manual Middle School uses a balanced assessment system that supports our ability to:

• Measure student growth
• Make data-based, collaborative instructional decisions
• Use diagnostic information to ensure each student gets what they need
• Implement state and district assessment policies

All assessment results are shared transparently with students, parents, and teachers.

Assessment Policy
Philosophical Underpinnings
Assessment is the process by which learners show what they know. A school must consider the development that occurs in early adolescence in order to define the way it uses assessment. Therefore, McAuliffe International Schools emphasizes the MYP Approaches to Learning skills that promote collaboration, self-assessment, choice, and general awareness of ability and engagement. The “growth mindset” resulting from this emphasis pairs well with the philosophy that true assessment allows learners multiple opportunities to demonstrate mastery of a standard. Instead of thinking they have failed, students should hear the message that they haven’t succeeded yet but have an opportunity to try again and improve their performance using peer and teacher feedback.

Though students do differ in natural intellect and motivation, effort and achievement have a correlative relationship. Students must own their learning in order to produce work that can be assessed accurately. Furthermore, we believe students should demonstrate their learning for authentic audiences. Taking action as a result of their inquiry, students should be able to publicly display and celebrate the results of their efforts.

42
Formative assessment is a crucial part of McAuliffe’s assessment philosophy. When the feedback on such assessments is timely and specific, formative assessments inform future teaching and learning experiences and should always be oriented toward the summative task. Whereas formative assessment is the practice, summative assessment is the game. Success on summative assessments is the expectation for all learners.

**Common Practices for Internal Assessment**

Because the Middle Years Programme requires valid, reliable, and relevant assessments, teachers make data-driven choices and use their expertise as educators to design their own assessments. Through the MYP unit planning process (facilitated by an online tool named ManageBac), teachers create end-of-unit summative assessment tasks. These tasks:

- give students the opportunity to demonstrate mastery of the objectives learned in the unit.
- explore the unit’s statement of inquiry.
- align with the command terms found in the MYP objectives, as well as in other pertinent content standards.
- vary in form so that the year captures a balance of assessment methods.
- are planned so that each objective strand is addressed twice throughout the course of the year.
- provide the opportunity for metacognition whenever possible.

In each subject area at each level, a clear, student-friendly rubric or grading scale accompanies the assessment task. Each objective that the assessment measures is assessed against the appropriate criteria. Before grading these assessments, teachers convene during collaborative planning time (or during a full day of collaboration) to standardize their scoring and define what each level “looks like” in order to generate valid and reliable data on student performance.

Teachers use the data from formative assessments, summative assessments, and benchmark tests (see below) in weekly data team meetings. Teachers identify strengths and areas for improvement, plus instructional strategies that close the gaps in learning identified through the process. The goal is that each student receives the differentiated approach he or she needs in order to reach the highest level of achievement according to the assessment criteria.

**Reporting on Academic Progress**

Reporting should represent a full view what a student knows and can do. Performance on varied assessment tasks over time allow teachers to make a “best-fit” judgment against the criteria to report on a student’s mastery. In addition to the quantitative number that fits the MYP (0-8) scale, a report should provide qualitative feedback that elaborates on what a student knows and can do. It is important for all stakeholders - teachers, students, parents, and administrator - to have access to the reporting tool.

McAuliffe uses a standards-based recording and reporting system and will help Year 3 (8th grade) students transition to a traditional (A-F) reporting system by showing them the likely conversion. (For example, if a student demonstrates work at the 6th level of achievement according to MYP criteria, she probably would have earned a B+ on that assignment in a high school.) McAuliffe uses the district recording and reporting tool, Infinite Campus and gradebooks should show 0-8 scores for all assignments. Below is a description for each MYP score.
<table>
<thead>
<tr>
<th>Description</th>
<th>MYP Score</th>
<th>District Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Distinguished</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Strong</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>Competent</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Approaching</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Partial</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Limited</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Minimal</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>The student does meet any of the requirements in the standard</td>
<td>0</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Additional helpful information:

- If your student is demonstrating “Competent Command” or “Strong Command,” on assessments, then he or she is meeting the grade-level standards covered throughout the unit.
- If your student is demonstrating “Approaching Command,” this means they are very close to where they need to be. Your student will probably be able to reach a “Competent Command” level without much extra support outside of class. Perhaps a bit more practice outside of class, as well as a bit more effort, participation, and question-asking during class, will enable them to reach the competent command or strong command level.
- If your student is demonstrating below an “Approaching Command,” that is, below a “4,” then he or she may need extra support outside of school. If you have questions about how to support your student at home, please email the teacher for suggestions.
- To reach an “Exceptional” or “Distinguished” command level, your student must meet expectations that are above grade-level. These command levels are truly exceptional, and should be celebrated as such. If you student does not bring home an “Exceptional” or “Distinguished” command level on an assessment, this is not something that should cause worry. It just means your child has not demonstrated thinking and understanding that is truly above the high standards that are set for each assignment.
- Each student has a section in their binders with returned work that you can check with more detailed feedback on your students’ work.
**Parent/Guardian Access**

Parents and guardians have access to Parent Portal which allows them to see assignments teachers have entered into Infinite Campus. Throughout the school year, McAuliffe teachers report, at a minimum, every summative assessment, as well as formative assessments that have been an integral part of the summative assessment. When appropriate, teachers post tasks that relate to student effort/Approaches to Learning. After the end of each trimester, parents and guardians receive an Infinite Campus-generated report card which include marks for academic standards, and at least 1 comment. Finally, at the end of every school year, teachers report cumulative marks for academic standards and a single end-of-year proficiency rating for academic achievement in their subject.

**External Assessment**

In addition to the MYP objectives for each subject area, McAuliffe holds students to other local, state, and national standards.

➢ Common Core State Standards (CCSS) for Mathematics and Language and literature
➢ Colorado Academic Standards (CAS) for Individuals and societies, Language acquisition, Arts, and Physical and Health Education
➢ Next Generation Science Standards (NGSS) and Colorado Academic Standards (CAS) for Sciences
➢ Standards for Technological Literacy for Design

The Colorado Measurement of Academic Success (CMAS) annually assesses literacy and math skills. The CMAS assesses social studies skills in 7th grade and science skills in 8th grade.

On a district level, interim exams assess students three times a year against the curriculum that has been taught in Language and literature. McAuliffe has received waivers for the math, individuals and societies and science district interims because our teacher-developed curricula does not align with the district’s prescribed scope and sequence. A rigorous math interim has been developed to align with our curriculum, and it is administered four times over the course of the year in order to measure growth. Science and individuals and societies assessments have been developed to measure mastery of the unit’s content and skills.

**Assessment for Learning**

This section elaborates on the framework described in the curriculum section on common formative assessments.

“Used with skill, assessment can motivate the reluctant, revive the discouraged, and thereby increase, not simply measure, achievement.” (Classroom Assessment for Student Learning 1). Teachers at McAuliffe develop assessment literacy in order to ensure we meet our performance status and growth goals. The chart on the following page captures the foundation of assessment literacy – the strategies schools and teachers must employ to ensure that we’re accurately measuring student learning and effectively using the results, not just as teachers, but also to engage students in productive self-assessments that give them ownership of their learning and success.

**Components of Classroom Assessment Literacy (4)**

**Accuracy**
McAuliffe Manual Middle School implements a balanced assessment system of formative and summative assessments in order to drive achievement and maximize use of assessment for our students, teachers, and parents. We focus on developing assessment literacy, described in table 4 above, in order to ensure that the majority of assessment is used for learning and not of learning.

McAuliffe International Schools create common language arts interim assessments and writing tasks to monitor student progress, guide instruction, and make adjustments to curriculum. Items are pulled from the district provided item bank recently purchased so support the CCSS.

McAuliffe International Schools continue to create math interim assessments that align with the math curriculum and Common Core Standards, in place of the district math interims.

McAuliffe International Schools continue to create and use science and social studies unit assessments and interim assessments aligned to the MYP rubrics and Colorado Academic Standards and next generation science standards, to gauge student progress in science and social studies. These supports and design principles ensure our students have access to rigorous, literacy-rich assignments and assignments for science and social studies as called for the CCSS.

McAuliffe International Schools share and create a pipeline of content specialists to ensure a viable and rigorous curriculum and aligned assessments. Through implementation of data-driven instruction (see curriculum portion) and strong data teams, we analyze and adjust our curriculum based on student work and feedback. Data teams meet weekly to analyze disaggregated formative and summative assessments, to ensure our instruction is tied to the assessment goals and we are meeting the needs of our student population, especially our English Learners, students of color, students in poverty, and students with disabilities. To support effective implementation of common assessments and DDI McAuliffe Manual Middle School:

- Select or create rigorous, standards-aligned, and linguistically appropriate interim assessments, seeking input and collaboration with DPS’s ARE and ELA departments.
- Ensure immediate results for teachers to analyze and plan instruction.
- Prioritize instructional coherence in the school to ensure that instruction, standards, curriculum, and assessment all work together to maximize student achievement.
● Plan common data analysis days and ensure time in the school calendar and teacher schedule’s to analyze and plan from data.
● Utilize the instructional leadership team (ILT) to ensure follow-up on the actions planned from data analysis and reflect on impact.
● Drive a culture of continuous improvement.
● Model data-driven decision making.

Implementation of State Assessment Policies

McAuliffe International Schools administer all state mandated assessments including CMAS, Read Act, and ACCESS tests. The special education teacher, site-based assessment coordinator and school counselor work together to ensure that all necessary accommodations addressed in student IEP and 504 plans are adhered to during all assessment periods. The principal designates the Site-Assessment-Leader who plans for and executes with accuracy and fidelity mandated district and state assessments.

McAuliffe Manual Middle School adheres to district-recommended timelines and assessment windows for CMAS and ACCESS tests. Results from these assessments are utilized to understand student progress and comparison to other schools to write the school’s UIP.

Diagnostic Assessment and Progress Monitoring

In addition, we monitor student’s reading ability, especially in 6th grade, using the SRI. We the SRI for monitoring students with read plans in compliance with the Read Act. McAuliffe Schools track the growth of students receiving intervention and special education services using Success Maker, AIMS web, and other appropriate diagnostic/predictive assessments to progress monitor. Progress monitoring data review, analysis, and planning are embedded in the weekly data team structure and agendas as described above. Progress is monitored weekly using curriculum-embedded assessments, diagnostic data, or instructional tasks and at the end of each six to eight weeks using interim assessments. Additionally, three times a year interim assessments are used to measure the performance of our students on a national scale and to measure growth. MIS is committed to frequent assessment for learning because it allows us to identify and intervene with struggling students immediately and frequently. Interventions are identified using a problem solving process, involve parental communication, and interact with the school’s MTSS framework.

As described in the previous section, classroom assessment data and progress monitoring data is reviewed on a weekly basis and used constantly to inform instruction, refine curriculum, and improve teacher practice. MIS uses the following strategies to monitor student growth and identify areas for intervention:

● Beginning of the year assessments are used to set individual and school targets and schedule in intervention classes
● Interim assessments are administered every 6-8 weeks and analyzed to determine student progress and make adjustments in instruction. The action plans created during this process are assigned to a member of the instructional leadership team for feedback and support in implementation. The instructional leadership team reviews this data and teacher action plans to generate a school action plan to adjust school programming and plan teacher professional development.
● Student progress reports are communicated to students and their families every 3 weeks. Progress reports provide a snapshot of student’s progress toward mastery of standards.
● Data-driven strategic re-engagement of standards, (for example, if less than 70% of students demonstrate mastery, whole group re-engagement aligned with upcoming content, if greater than 70% of students demonstrate mastery, small groups of students focus on gaps identified through interim and other formative assessments)
● Weekly, data teams meet during which teachers collaborate to increase intensity of intervention and support in areas where students need additional instruction.
Teachers are responsible for entering student data, analyzing data in data teams, and using student data to plan for instruction and interventions. Teacher leaders use student achievement data to identify targeted professional development topics and work with school leaders to coordinate professional development, as needed.

Every teacher has at least 90 minutes a day of collaborative planning time. Each core content teacher has a teaching partner to plan instruction and utilize common assessment to monitor student progress. Common planning allows teams to:

- Flexibly using standards-aligned, culturally and linguistically appropriate assessments to generate formative data that measures student learning and drives ongoing instructional improvements.
- Regularly and collaboratively analyzing and comparing student work and achievement data from different assessment types (formative, interim, and summative) to:
  - Calibrate their understanding of mastery of standards;
  - Identify instructional practices that are producing results or need improving;
  - Understand student learning progressions; and
  - Quickly and intentionally remove barriers to student learning.
- Ensure language of assessment is aligned to language of instruction and administer assessments to PPF 1 students in Spanish.

School administration is responsible for collecting and analyzing assessment data. School made data trackers as well as district systems such as Infinite Campus, Parent and Student Portals, and Illuminate is used to collect, analyze, and report student assessment data. CMAS, WIDA-Access, interim assessments, short cycle assessments, and weekly performance data is gathered, triangled, and analyzed by the principal and deans. Ultimately the principal, with the help of the instructional leadership team, are responsible for warehousing the data, interpreting the data for classroom teachers, and facilitating professional development based on performance findings.

**Corrective Action**

Student performance data is used to implement corrective-actions for students and teachers as necessary. McAuliffe Schools adjust several levers if we fall short of our academic achievement goals. We closely analyze the data to determine which skill areas and content areas are not meeting our growth objectives. We also analyze all sub groups to determine which student populations are not meeting growth objectives and complete a root cause analysis before determining next steps. We refine our curriculum, target specific areas in our coaching, and adjust our intervention model, and provide summer school and tutoring services for our students.

We also analyze our intervention data on a bi-monthly basis to determine if our interventions are working to meet student growth goals. Our MTSS team analyze intervention data for specific students who are identified through the MTSS process.

School progress on interim assessments is reported to the School Advisory Board and then to the broader school via the weekly communication from the principal and/or iZone ED.

**G. Academic Intervention & Acceleration**

**Multi-Tiered System of Support (MTSS)**

MIS continues to use a MTSS process to identify the academic and behavioral needs of all students and to provide research-based instruction, interventions and supports. MIS curriculum, instruction consistent with the IB MYP, and assessments (as described earlier in this plan) constitute the first tier of support. Additional intervention and support is provided as needed, based on student progress monitoring data. The flow-chart below describes the process of identifying academic interventions and ensures that every English learner has access to a high-quality ELD block prior to being identified to receive an academic intervention.
Research-based intervention programs currently used at MIS include: iReady, Successmaker reading and math interventions, America’s Choice Navigator math intervention, and Orton-Gillingham reading intervention. Additional interventions are selected and used based on individual student needs. McAuliffe Manual Middle School completes a needs assessment to identify student needs and ensure that we select a variety of intervention programming that matches student need.

The McAuliffe Manual Middle School schedule, with extended block scheduling and two elective blocks each day, allows for differentiated scheduling of interventions and specialized instruction to support the needs of all students, including students needing ELD, SPED, intervention, and GT programming.

McAuliffe Manual Middle School is committed to a five-step inquiry process to help teams leverage and organize their school improvement efforts and problem solving to meet the needs of individual students. These steps are illustrated in Figure 5:

These five steps are designed to help teams uncover root causes of student performance challenges (due to academic struggles or strengths), create and implement action plans designed to specifically address the root causes, monitor progress toward goals, and make adjustments to ensure the ultimate purpose of a data inquiry cycle: improved student outcomes. Not all of these steps occur within a single Problem-Solving Team meeting and are described in the table below:
| Analyze | ● Collect and analyze a body of evidence to assess current state and relevant trends  
|         | ● Identify possible root causes (hypothesis) for the problem based on the data  
|         | ● Validate the hypothesis  
| Plan    | ● Determine the student(s) goal statements  
|         | ● Develop academic and/or instructional behavioral strategies  
|         | ● Develop the implementation plan  
|         | ● What support will be needed for the person implementing the plan  
|         | ● Develop a plan for monitoring progress  
|         | ● Determine how the plan will be monitored for fidelity  
| Implement | ● Implement the action plan as designed  
|          | ● Monitor the plan implementation for student progress  
|          | ● Monitor the plan implementation for fidelity  
| Evaluate | ● Review student(s) progress monitoring data  
|          | ● Determine whether the plan was implemented as intended  

H. Promotion & Retention Policies
Retention decisions for students performing below grade-level in core content areas are made based on achievement levels as determined by multiple metrics, including course grades, interim assessments, and the metrics outlined in the READ Act. The principal, assistant principal, teachers, and parents confer at least three months prior to the end of the school year about the student’s progress, with additional meetings at least every six weeks thereafter. If students are making insufficient progress, an academic plan is prepared and grade retention may be recommended to the School Leadership Team by the principal, deans, teacher, parents as a part of the MTSS process.

Parents are made aware of this policy at orientation, at the time of registration for all mid-year enrollees. The school are regularly communicate student performance to parents/guardians.

I. English Language Learner Instruction
McAuliffe Manual Middle School as an IB MYP school supports IB’s philosophy that “The ability to communicate in a variety of modes in more than one language is essential to the concept of an international education that promotes multilingualism and intercultural understanding, both of which are central to the IB’s mission.” [ibo.org](https://ibo.org)

At McAuliffe Manual Middle School the consent decree is only a minimum standard for serving English Learners, and MIS Manual does more to serve them.

Learning to speak another’s language means taking one’s place in the human community. It means reaching out to others across cultural and linguistic boundaries. Language is far more than a system to be explained. It is our
most important link to the world around us. Language is culture in motion. It is people interacting with people. (Savignon 1983)

For our students at McAuliffe Manual Middle School to be successful in high school, college, and careers we know they must have the ability to understand diverse perspectives and communicate with people from other cultures. We believe that our English Learners bring this diversity to our classrooms already and their mother tongue deeply adds value and perspectives to our classrooms. As an IB MYP school English Learners are fully supported to continue to gain English Language Acquisition in a school culture and setting where everyone is learning multiple languages. The aims of the teaching and learning of MYP language acquisition are to:

- gain proficiency in an additional language while supporting maintenance of their mother tongue and cultural heritage
- develop a respect for, and understanding of, diverse linguistic and cultural heritages
- develop the student’s communication skills necessary for further language learning, and for study, work and leisure in a range of authentic contexts and for a variety of audiences and purposes
- enable the student to develop multiliteracy skills through the use of a range of learning tools, such as multimedia, in the various modes of communication
- enable the student to develop an appreciation of a variety of literary and non-literary texts and to develop critical and creative techniques for comprehension and construction of meaning
- enable the student to recognize and use language as a vehicle of thought, reflection, self-expression and learning in other subjects, and as a tool for enhancing literacy
- enable the student to understand the nature of language and the process of language learning, which comprises the integration of linguistic, cultural and social components
- offer insight into the cultural characteristics of the communities where the language is spoken
- encourage an awareness and understanding of the perspectives of people from own and other cultures, leading to involvement and action in own and other communities
- foster curiosity, inquiry and a lifelong interest in, and enjoyment of, language learning

We have a daily 45 minute English Language Development (ELD) block that students have in addition to their literacy block. McAuliffe Manual Middle School believes in intentionally supporting English Learners, especially in the transition from elementary to middle school, through personalized ELD supports based on ACCESS levels. We work to ensure that staffing supports the ability to differentiate ELD by ACCESS level.

We offer Spanish Language Arts classes for our students whose native language is Spanish. This class is a part of their IB experience if they chose. Each IB language offered (Spanish, French, and Mandarin) has a variety of levels to meet student’s individual language needs.

Our commitments to Cultural and Academic Needs of English Language Learners:

Language Acquisition team and responsibilities

The principal (or principal designee) establish the school’s Instructional Services Advisory (ISA) team. The ISA team is made up of, at a minimum, the Principal or Principal designee, and ELD teacher, and a qualified or on-track to qualify ELA-E teacher.

The ISA team focuses on the achievement of ELs to ensure that ELs are acquiring English and academic proficiency at a rate equal to their native English speaking peers. The ISA team meets at the start of the school year and every six weeks to:

- Identify and correct EL identification and placement issues
- Ensure collaboration with Special Education team to address the language needs of ELs identified as students with disabilities
- Review English language proficiency and academic progress of each EL using a body of evidence to support decision making
- Monitor ELs in need of intervention in order to address instructional needs
- Recommend placement, ELA program, and services for ELs
- Communicate with parents regarding programming decisions and/or concerns.
- Monitor students for two years after their resignation using a body of evidence to ensure students are making appropriate progress or may need to return to ELA program services

As discussed earlier in the progress monitoring system, our MTSS system ensures and work collaboratively with the ISA team to ensure that ELs recommended for targeted and intensive levels of intervention have had sufficient access to high-quality ELD and core content instruction by an “on-track” or “fully-qualified” designated ELA teacher.

**Parent Engagement Structures for English Language Acquisition Program**

We have a Parent Advisory Committee (PAC) that allows us to build partnerships with parents and support a positive school culture and climate. All agendas and topics are posted (in Spanish and English) for all parents to access. The PAC:

- Review implementation of the McAuliffe Manual Middle School’s ELA program
- Increase communication between ELA parents, the school, and the district
- Provide a space for parents to bring their concerns and have McAuliffe Manual Middle School listen to and address concerns
- McAuliffe Manual Middle School ensures that all communications are provided in the parent language indicated at registration (this includes regular communications regarding school programs, activities, etc)
- McAuliffe Manual Middle School creates a safe and welcoming environment
- Support interested parents in the opportunity to participate in the District Accountability Committee

**Staff Recruitment**

As described in the staff recruitment process, McAuliffe Manual Middle School recruits high quality ELA-E teachers, administrators, and paraprofessionals. As a part of this process we specifically target recruitment events and outreach to hire bilingual staff and educators as well has highly-qualified ELA-S staff.

Key activities we’ll use during our recruitment process are: nationwide recruiting events, job postings, and advertisements, developing internal candidates (para-professionals to teachers or associate educators (like Ashley Elementary), and partnering with community organizations to support recruitment (Friends of Manual, Project Voyce, etc)

As an IB MYP school, McAuliffe Manual Middle School has a Language Policy with the school community, including students, parents, and teachers, around the belief that students should learn a second language while continuing to develop in their mother tongue. The McAuliffe Manual Middle School’s Language Policy include at a minimum:

**Identification Process and Parent Involvement**

To ensure that our students are accurately identified as English language learners, parents/guardians fill out the DPS Home Language Questionnaire during the registration process. This paperwork is collected and entered into our Infinite Campus by the office manager, under supervision of the principal, during registration. Each school year we meet as a school leadership and administration team to prepare for registration. Staff supporting the ELA registration process read the ELA Parent Brochure and view the ELA Parent Options video.
McAuliffe Manual Middle School serves its ELL students in accordance with all applicable Federal Laws and Regulations and in compliance with Section 22-24-105 of the Colorado Revised Statutes. The staff of McAuliffe Manual Middle School will adhere to the following plan when ELS register:

- Upon enrollment into the school, all students receive the DPS Home-Language Questionnaire of languages spoken in the home.
- The McAuliffe Manual Middle School principal identify an ELA registration point person each year and educators on the school faculty who have instructional expertise and are knowledgeable about ELA academic programs at the school as well as Zone School and Newcomer Center options. The principal and these faculty members are available to assist parents with questions about their program options during registration.
- During registration we follow the steps outlined in the ELA Handbook for Schools:
  - At time of registration, all parents receive Home Language Questionnaires.
  - If parents select a language other than English to any question on the Home Language Questionnaire, parents receive the ELA Parent Brochure and the Parent Permission Form (PPF). Office Manager, under supervision of the Principal, records HLQ information in Infinite Campus and scans and uploads the completed form.
  - Parents view the ELA Options video before completing the Parent Permission Form. Have computer or television set up ready for parent viewing.
  - Principal or ELA registration point person answers parents’ questions and reviews option selected by parents.
  - The principal or ELA registration point person should help connect parents to ELA Zone Schools and provide referrals to Newcomer Centers where appropriate.
  - Parents complete the PPF. Secretary records the PPF information in Infinite Campus and scans and uploads the completed PPF.
  - At registration, parents may only select Option 1 or 2 on the Parent Permission Form (PPF). Make sure you are using the revised PPF that has only these two options available.
  - Waiver of ELA services is only available after a student has been assessed with the W-APT test, assessment results are mailed to the home, and parents confer with classroom teacher or an administrator. Only then can parents opt their child out of ELA program services. Office Manager, under supervision of the Principal, create a Parent PPF3 Selection Office Log to document date, option selected by parents, name of parents, name of student and grade, and reason for parents’ choice. This auditable document must be filled out completely.

We ensure that if the parent/guardian completing the form has any questions they have the opportunity to get assistance from trained and knowledgeable staff members familiar with our ELA supports, ELA zone schools, and newcomer centers. The school provides parents notification of the HTQ, purpose and goals in their language when registering their child. The ELA video is shown and the principal or ELA registration designee will be available to answer parent/guardian questions about the ELL identification process.

Correct identification of ELA services ensures that each EL at McAuliffe Manual Middle School receives the programming needed for them to be successful. The ISA team will review each provisional EL carefully before making a final determination. Educational programs will be responsive to students’ specific needs, reflecting the program parents selected on the Parent Permission Form, and in compliance with state and federal guidelines. Screening take place using the Wida-ACCESS Placement Test (W-APT) within 10 days of entering school (4 after the beginning of the school year), be provisionally placed in ELA classes (based on PPF), pending a review of the W-APT results and body of evidence by the ISA team.

The School Assessment Leader, with support from the ELA-S teacher leader, is responsible for administering the W-APT for new students immediately following registration (within 10 days).
The ISA team collects a body of evidence and make their identification for each provisional EL within 21 calendar days. Parents are informed of the identification decision and we partner with our ELA PAC to make sure parents understand the school’s ELA program option. The Body of Evidence the ISA team use for placement includes:

- Student’s PPF selection
- Student’s W-APT results
- Other data: WIDA checklist, iStation data, SLO data, formative assessments, and a sample of student writing

Students receiving ELA services monitor the progress of each EL through our ISA team. We focus on an ongoing assessment of a body of evidence to ensure that each EL is growing in acquiring language and academic proficiency.

McAuliffe Manual Middle School uses regular assessments of reading, listening, writing, and spoken English proficiency through the standard administration of the WIDA-Access test at enrollment and annually, interim assessments 3 times a year, and literacy testing every six to eight weeks (STAR or interim assessments), and other data: WIDA checklist, iStation data, SLO data, formative assessments, and a sample of student writing.

The school creates the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued. For any parent with limited English proficiency, all school correspondences, written and verbal, are communicated in English and Spanish. Students are not excluded from any curricular or extracurricular activities based on their level of English proficiency. Students are not be placed in Special Education classes based on their level of English proficiency. The below flow chart captures the new student identification process described above:

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Per Federal guidance, cycle time from green box to red box CANNOT exceed 15 calendar days.
(30 days at the beginning of the school year)

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**Assessment and Placement**
If the parent/guardian answers indicate a second language presence, we follow-up by administering the W-A PT within 10 days, but no later than 25 calendar days after registration and provide ELL services within 30 days of arrival. Parents are notified about the placement in a Language Instruction Educational Program (LIEP) via letter or meeting within 15 calendar days but no later than 30 days following enrollment.

Our Dean of Instruction is responsible for the management of the ELA program with oversight and support from the school’s principal. This teacher lead our Instructional Services Advisory (ISA) Team that meets regularly to review student data and collect a body of evidence that is used to determine placement. Data and information collected through this process will be shared with parents in making such decisions. The ISA team also monitors student progress and be available to teachers and parents who have concerns or questions regarding their student.

Program Design and Curriculum

Consistent with the DPS ELA Program guidelines McAuliffe Manual Middle School implements a Secondary ELA-E Program. We want to make sure that students don’t experience a disruption to their ELA services as many of our students participated in TINLI programs at their elementary schools. McAuliffe Manual Middle School program services include:

- Daily 45 minutes of English Language Development taught by a ELA-E or ELA-S teacher (or on track to be qualified)
- Support in English Content Instruction –Sheltered English instruction with Bridge and Extension strategies taught by an ELA –E teacher
- Native Language Support – Spanish-speaking paraprofessional and Spanish materials
- Spanish Language Arts class – as a part of our IB MYP curriculum

Each student receives grade-appropriate content instruction while acquiring English that is designed to enable them to perform at grade level, reach their full potential, and be on track to graduate from high school prepared for success in life, work, civic responsibility, and higher education.

Our ELD teachers are ELA-E or ELA-S qualified and teach the ELD class using the district adopted ELD curriculum, National Geographic INSIDE, a research-based ELD program aligned to the WIDA standards, includes direct instruction in English language usage and including content vocabulary, survival vocabulary, and, reading, and writing development in English. We use the eAssessments in INSIDE to monitor student progress. We also utilize other resources as they become available from the District. Students are grouped by language levels and transition from one level to the next based on a body of evidence as described below. Each ELD block is aligned as much as possible with our Language Arts curriculum and has a minimum of 50% student talk time and have the following structures in place based on DPS guidelines and aligned to the LEAP framework:

- Group opening (I1)
- Explicit Teaching and Modeling of Language (I4)
- Check for Understanding (I5) and Adjust Instruction (16)
- Interactive Guided Practice (I2, I3, I7, I8)
- Check for Understanding (I5) and Adjust Instruction (16)
- Application of Language (I3 and I8)
- Check for Understanding (I5) and Adjust Instruction (16)
- Group Closure (I1 and I2).

We monitor the progress of each EL through our ISA team. We focus on an ongoing assessment of a body of evidence to ensure that each EL is growing in acquiring language and academic proficiency. McAuliffe Manual Middle School uses regular assessments of reading, listening, writing, and spoken English proficiency through the standard administration of the WIDA-Access test at enrollment and annually, interim assessments, and literacy testing every six to eight weeks (SRI
or interim assessments), and other data: WIDA checklist, SLO data, formative assessments, eAssessments from INSIDE, and a sample of student writing scored with the WIDA writing rubric. We utilize the WIDA standards to help in our analysis of the evidence of student learning. Through this process the ISA team reaches consensus on whether or not each EL is progressing or needs additional support. If a student is not making adequate academic progress, teachers, in collaboration with the student and their family, identifies actions and supports necessary to improve academic outcomes. The ISA Team consists of the principal or designated administrator, 2 teachers, at least 1 of whom is fully qualified as ELA-T, ELA-E, or ELA-S.

McAuliffe Manual Middle School uses a significant number of whole-school strategies that strongly support the English Language Development of its students. These strategies are supported by the SIOP model and best practices in sheltered English instruction:

- Flexible groupings and opportunities to collaborate and cooperate in small groups
- SIOP strategies such as building background knowledge, comprehensible input, scaffolding techniques, various question types based on Bloom’s Taxonomy, reciprocal reading, use of graphic organizers, and mental models, word walls, and think-pair-shares or turn-and-talks
- Kagan strategies to provide cooperative learning
- Frequent opportunities for interaction and discussion – intentional academic discourse in classrooms
- Extended school day and year
- Consistent school culture that maximizes time on task for each student and creates a diverse, safe learning environment
- Strong vocabulary instruction within our literacy block and lit-circle block
- Strong classroom visual culture
- Embedded formative assessment strategies and intentional use of DDI to support language development. At our regular data analysis meetings after interim assessments or on a weekly basis we focus on using ACCESS data and the WIDA standards to plan for differentiated instruction and assessment for our ELs, plan student groupings, and monitor student placement in ELD. We want to make sure that each EL is making progress academically and with language development frequently so we can adjust supports as needed to improve student outcomes.
- Intentional selection of literary texts for their ability to create an immediate connection to the language and cultural experiences of our EL students.
- Intentional culture, decision making and professional development of the Organizing Principles for All Programs in Linguistically Diverse Settings (Commins, Nadeau, Miramontes 24): (1) Active learning; (2) The primary language foundation; (3) Learning through two languages; (4) Strategies and contexts for second language development; (5) Standards-based differentiated instruction; (6) Instructional Assessment; (7) Sociocultural and political implications; (8) Parents and community; (9) Intercultural competence; and (10) School wide process for decision making.
The principal with support from our ISA team supports teachers in ensuring appropriate accommodations are in place for all ELA students. This person also supports classroom instruction through push in and small group lessons when needed. The principal seeks out and attend regular professional development regarding appropriate assessment and implementation of the ELA program.

Professional Development and Evaluation

Teachers at McAuliffe Manual Middle School participate in professional development and training on effective teaching strategies to support language development and language acquisition, including sheltering and bridging instruction. In addition, professional development has been provided focused explicitly on techniques for building language development with individual students, when and how to provide native language supports, and understanding the SIOP model. Professional Development, based on teacher designation, includes:

<table>
<thead>
<tr>
<th>All teachers and school leaders</th>
<th>ELA-E Teachers</th>
<th>ELA-S Teacher and ELA-S Resource Teacher</th>
<th>School Principal and Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consent Decree History and Overview</td>
<td>Transitioning Strategies for ELA-E Classrooms Inside Curriculum PD</td>
<td>Strategic Use of Two Languages Differentiating Instruction and Assessment for ELs Transition Strategies for ELA-S Classrooms Language Allocation Guidelines Spanish Language Writing Workshop Inside Curriculum PD</td>
<td>ELA-E ISA Training PAC Training AMAO Training Fundamentals of Sheltered Instruction: Featuring the SIOP Model New Self-paced online course from CAL</td>
</tr>
<tr>
<td>The Denver ELA Program Sheltering ELD Language Acquisition and Cultural Understanding Literacy Development for EL’s Understanding the SIOP model IB MYP Language Acquisition AIMS and Objectives</td>
<td>*Designated ISA Team members will attend ISA training</td>
<td>*Designated ISA Team members will attend ISA training</td>
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The principal ensures all teachers are fully qualified. We have three different types of teacher designations to support our program. If we hire teachers without Master’s degree in ESL/Bilingual Education or a valid Colorado Linguistically Diverse Endorsement, they work to complete district coursework and be on track for being fully qualified. We expect to have ELA-T elective teachers, ELA-E core content teachers, and ELA-S Resource teachers. It is incredibly important to our students’ success that we provide instruction with qualified or on track teachers in every classroom.

ELA-E and ELA-S teachers are evaluated to ensure that they are adequately prepared to implement the ELA program and effective delivery of program services resulting in student language development and achievement gains.

Exiting, Redesignation, and Monitoring Criteria

The school implements a collaborative plan for determining whether a student is to be exited/redesignated in accordance with district requirements detailed in the graphic below. The process shall include meaningful collaboration and information about student progress with the parent(s) of students based on a body of evidence that is valid, reliable, and objective data that measures the four language domains and consistent with CDE standards including:
• ACCESS scores (student must have an overall score of 5 or above and their ACCESS literacy score (reading + writing) is 5 or above)
• Position on the ACCESS Trajectory
• Assessments (classroom formative assessments like interims and summative assessments like PARCC)
• Writing samples with scored WIDA rubric (a score of 4 or above is grade-level)
• Report cards demonstrating grades of 3 or above
• Other evidence from core content classroom performance

Students are redesigned when their assessment scores and other evidence demonstrates that they are “Fluent English Proficient” and shows grade-level proficiency. This marks that an English Learner is proficient in English and can meaningfully participate in the school programs and curriculum without ELA supports. Their classroom placement may not change; however, the ELD support will be removed. Redesigned students are monitored for two years by the ISA team to ensure that the student is successful and may be re-entered into ELA services if needed.

The principal, or designated ISA Administrator, oversees and advises the redesignation process in the fall and spring. ISA team members use best practices to evaluate students based on a body of evidence, meets to make redesignation decisions, partners with classroom teachers, informs parents of redesignation decisions and student progress, partners with the PAC, monitors placement lists and informs classroom teachers of their students who are redesignated. Classroom teachers support the process by supporting a body of evidence and stays informed with the work of the ISA team. Parents are included in the process and brings any questions or concerns they have to the ISA team. The ISA team works with the SIT and IEP teams when evaluating the progress or redesignation of an EL with an IEP. ELs at McAuliffe Manual Middle School will have equal access to Gifted and Talented programs and Special Education programs and services where appropriate. All IEP or 504 meetings have interpreters for parents who have indicated that their home language is Spanish and all IEP and 504 documents are translated.

It is a big step for students to move from sheltered instruction to mainstream instruction. That is why monitoring at McAuliffe Manual Middle School is an essential part of the Life Cycle of our English Learners. The ISA team is charged with ensuring that our ELs are making academic progress both in and out of ELA programming and determine what
other supports might be needed. Our ISA team monitors all of our ELs (including redesignated students for two years and students who have declined ELA services) both formally and informally throughout the course of the year. Through our regular data team processes and our ISA team document student’s academic performance supported by a body of evidence. It is the role of the ISA team and the principal (or ISA administrator) to indicate if the student is making progress toward equal participation.

J. Students with Disabilities

McAuliffe Manual Middle School complies with all requirements of IDEA.

Recruitment/Enrollment

McAuliffe Manual Middle School aims to offer an inclusive school model and will not restrict access to students with disabilities. McAuliffe Manual Middle School engages in thorough recruiting effort with the enrollment zone the school is located, recruiting all students regardless of special needs. When we discuss the school model at recruitment events we ensure to talk about our inclusive model, emphasizing that McAuliffe Manual Middle School is a school for all students, regardless if they need extra challenge or support. One of our recruitment strategies is connecting with 5th grade teachers in the enrollment zone and this includes any 5th grade SPED teachers or center program teachers. Once students are admitted, staff members reach out to families in order to welcome them, learn about the individual strengths and needs of the student, and prepare for excellent service delivery on the first day of school. We are committed to offering quality seats to special education students.

Identification

McAuliffe uses its Multi-Tiered Systems of Support (MTSS) process along with our data-driven instruction model described earlier in the curriculum section to monitor the progress of students. Our data team and weekly student focused meetings will allow teachers to engage in a collaborative problem solving process to put interventions immediately in place for students when a concern is identified. Each intervention will be monitored to determine if the intervention is leading to improved student outcomes. Our weekly data team meetings involve our core content teachers, elective teachers, interventions, ELD teacher, and special education teachers. If through this collaborative problem solving process a student isn’t seeing improved outcomes after a number of different interventions have been tried then the team will formally identify the student for a SIT team process. A SIT team will be identified to participate in this individual student problem solving process. The team reviews the challenge(s) the student is having, the interventions that have been tried and the impact of those interventions. The special education teacher, school social worker, or school psychologist observes the student in both their core content classes and electives. The special education teacher, in collaboration with the SIT team, will make additional recommendations for interventions and monitor the impact of those interventions for 30 to 45 days. More than one intervention will be implemented during this time. At the end of this observation period with the SIT team process the team will then recommend the student to the special education team for full evaluation. Each evaluation will consist of building a broad body of evidence that is valid and reliable. The type of assessments used for the evaluation and who administers the assessment will vary based on the challenge(s) the student is having. The special education teacher at McAuliffe Manual Middle School lead the evaluation process. At this time the student, their family, and the SIT team will meet to review the body of evidence from the evaluation process and begin developing an IEP if that is what the team decides is in the best interest of the student and their success. The team will ensure that cultural and linguistic diversity throughout the process. If the student is an English learner, than a qualified ELA-S or ELA-E teacher will be on the SIT team. ELs will have their language acquisition services and their area of intervention needs met simultaneously throughout the MTSS process. The team will ensure that the area of need isn’t related to a language need and ensure that any assessments are done during the evaluation process are in their native language as appropriate. The IEP is developed with considering the student’s strengths, results of the evaluation, the concerns of the parent/guardians for their student’s education, and the academic, developmental, and functional needs of the student. IEP’s are shared with the student, parent/guardian, and classroom teachers. IEPs are reviewed annually and re-evaluated triennially.

Monitoring
In addition to our weekly data team process in which evaluation and monitoring of student progress toward IEP goals and academic progress are embedded, McAuliffe Manual Middle School will regularly evaluate and monitor the progress and success of our students during IEP specific meetings conducted twice a year. Students and parents will be a part of these meetings. Students will be regularly assessed through the school and district based assessment systems using a body of evidence, including formative assessments and classwork, observations, interims, and state mandated tests. This general education data will be triangulated with progress monitoring data through bi-monthly assessments in their intervention courses, including success marker, aims web, or other norm referenced progress monitoring tools identified in chosen intervention programs. Students with disabilities will be provided the appropriate accommodations or modifications in all classrooms or assessments based on their needs and the requirements of their 504 or IEP plan. The special education teacher will share this information with the instructional support team and school instructional leader during weekly data team meetings at least on a bi-monthly basis.

The McAuliffe Manual Middle School leadership team will ensure strong and intentional implementation of the MTSS and SIT process in order to avoid any misidentification. The leadership team will regularly monitor disaggregated data specific to special education and intervention programming to ensure all students are meeting designated growth targets. The leadership team will review discipline data, review IEP documents, and any identification data that would indicate a disproportionate representation of ELS or by ethnicity groups to determine if programs are meeting the needs of students and areas for improvement in the MTSS or SIT process. The leadership team will participate and observe data teams and SIT teams to evaluate their effectiveness and ensure impact on student outcomes. Special Education teachers will be evaluated by the principal on a frequent bases using LEAP and the DPS Student Services “Look-for’s.” Programming and processes will be adjusted as necessary to increase effectiveness.

**Staffing and Professional Development**

MIS staffing for special education programs is based on the needs of students and their identified disabilities. The special education team consists of special education teachers, paraprofessionals, interventions teachers, and other related service providers. Special education teachers are licensed and qualified to provide specialized instruction and interventions to students with disabilities. We follow the caseload guidance from the district in making staffing decisions.

McAuliffe Manual Middle School professional development includes an overview of the MTSS and SIT process, progress monitoring, and specific strategies for differentiation based on student accommodations and modifications in their students’ IEP. Special education teachers also have specific district training and be given the opportunity to pursue additional professional development based on their needs and specific areas of concentration.

**Program Plan**

MMMS offers a continuum of services to meet the needs of students with mild and moderate disabilities. Special education services provided to students with disabilities range from accommodations and academic interventions to specialized instruction provided by a special education teacher and/or service provider inside or outside the general education classroom as described in the IEP. These services include direct instruction outside of the general education classroom, integrated instruction and support inside the general education classroom, behavior interventions, and consultation with classroom teachers. Students with IEPs are included in the general education classroom to the maximum extent possible to meet their individual learning needs. Special Education providers “push in” to general education classrooms. These integrated services are tailored to the needs of the students, as identified in the IEP, and therefore they vary. Special education teachers may collaborate with the general education teacher to differentiate the lesson, co-teach, provide instruction to a small group for a mini-lesson, support individual students and groups during independent practice, integrate interventions or multimodality supports such as classroom visuals and manipulatives into instruction, provide ELL support, provide accommodations, and support assistive technology. Direct services outside of the general education classroom are mostly reserved for targeted instruction of discrete skills with remediation and research-based programs.
Research-based intervention programs currently used at MIS include: iReady, Success Maker reading and math interventions, America’s Choice Navigator math intervention, Lang!, and Orton-Gillingham reading intervention. Additional interventions and specialized instruction are selected or developed by special education teachers based on individual student needs.

The MIS schedule, with extended block scheduling and two elective blocks each day, allows for differentiated scheduling of interventions and specialized instruction to support the needs of students with mild and moderate disabilities.

**Serving Students with Severe Disabilities**

MMMS hosts one Moderate-Intensive Needs center-based program. McAuliffe Manual Middle School works with the district to determine the most appropriate program, design, and implementation plan to serve the school, community, and district needs.

**K. Gifted and Talented Students**

MIS identifies Gifted and Talented (GT) students using the multiple criteria and assessments made available by the district to ensure that all students are equitably identified for GT. Our staff and GT teacher is responsible for identifying equity in the identification process to ensure that historically underrepresented groups of students are not disadvantaged in the identification process. A .25 GT teacher is responsible for coordinating the identification of GT students, the development and monitoring of Advanced Learning Plans, and ensuring that programming is designed to meet the unique needs of each individual student.

Our gifted students are challenged and engaged through our rigorous curriculum and enrichment programming. Because students identified as gifted and talented (G/T) will not be isolated in classes with others identified as G/T, they will learn to work in diverse groups and to collaborate with students who have other talents and interests. McAuliffe International Schools provide many opportunities for all students, including students who are gifted and talented, to engage in academic enrichment activities. Advisory time and electives offer MIS students enrichment opportunities such as: Geography Bee, Good Readers Book Club, Shakespeare Festival, Destination Imagination, Mathletics, National History Day 7th graders, and US Constitution Day project 8th graders, and Independent Study for 8th graders. In addition, after school enrichments include topics such as: coding, robotics, guitar, cooking, architecture and design, and sewing classes.

Advanced Learning Plans are developed for students identified GT and progress is monitored through our data team analysis of interims and state assessments and through GT teacher monitoring of ALP goals. Effectiveness of the GT program is evaluated based on GT student progress on ALP goals and academic growth measures. McAuliffe International Middle School recognizes that students of color are often underrepresented in GT programs. We ensure that all students are assessed for GT through not only the district mandated assessment process but through our DDI process and regular opportunities for additional assessments based on student observations and performance tasks.

**L. Supplemental Programming**

**Mental, Emotional, and Physical Health**

McAuliffe Manual has a mental health team comprised of licensed counselor(s), social worker(s), and school psychologist(s) who are on site to serve the academic and social emotional needs of our students. Our counselor(s) facilitate the identification and delivery of services to support the individualized needs of students, from mental health services to health care. The mental health team collaborates with the CSC and parents in PTA and/or at First of the Month Coffee to support the needs of our most vulnerable students; including, but not limited to, obtaining eyeglasses, uniforms, weekly meals and snacks, and additional support as needed. The MMMS mental health team is committed to working in partnership with MHCD and other community organizations (i.e. Maria Droste) to provide additional counseling services to students.

In addition, the counselor(s) facilitates the development of grade-level ICAP curriculum to prepare students for high school and college. The school counselor(s) organizes high school and college visits for 6th-8th grade students to get them excited about furthering their education and expose them to different college and career pathways. The school
counselor(s) helps coordinate and connect students to mentorship and leadership opportunities on and off campus through community organizations and school clubs, enrichments, athletics, and student committees. The student activities coordinator (or assigned staff) also organize a yearly service day where all students participate in projects to support local organizations in the community.

Extra-curricular Activities

McAuliffe Manual Middle School offers services, extracurricular activities, and embedded specials courses that address the needs of the whole child. McAuliffe Manual specials courses include: drama, engineering, visual arts, band, choir, physical education, orchestra and foreign languages (French and Spanish). Furthermore, MMMS provides opportunities for students to participate in extracurricular activities aligned to STEM subjects including: a robotics team, mathematics team, and chess club, and coding club. In addition to these, clubs and groups that encourage other forms of athletic, artistic, and personal expression are offered, including (but not limited to) step/dance club, musical clubs, activism clubs, writing and book clubs, gaming clubs, clubs focused on acceptance, and clubs that utilize Manual High School’s MakerSpace. These extracurricular programs and embedded specials ensure that students’ diverse interests and needs are supported and given opportunities to flourish.

Our school year culminates in our Outdoor Education Camp for 6th and 7th graders. McAuliffe Manual offers multiple optional travel opportunities for students. Trips are paid for by families, but McAuliffe Manual staff and parents organize fundraising efforts and scholarships to make these trips accessible to as many students as possible. McAuliffe Manual supports a wide breadth of middle school athletic programs that will continue at the second site. McAuliffe Manual participates in all sports offered in the Denver Public Schools Prep league. We also offer intramural sports including ultimate Frisbee, golf and street hockey. The MMMS athletic director organizes athletics programming in collaboration with the MIS athletic director.

Summer School

MMMS students in need of additional extended learning opportunities are enrolled in summer programming with community-based partners such as Open World Learning, Girls Minority Engineering Program, and academic tutoring programs. MMMS students are also eligible to participate in summer programming offered by the District.
Section IV: TEACHING

McAuliffe Manual Middle School follows DPS protocols to ensure all core content teachers are licensed under the requirements of state law.

A. Teacher Recruitment and Hiring

Teacher Qualifications

MIS Network core content teachers are required to hold a Colorado license. Students receive core academic instruction by teachers who are qualified and licensed according to State and Federal law. Licensed or non-licensed personnel may be hired to provide supplemental instruction and enrichment. Fingerprinting and background checks are required for anyone who supervises students. Because of our emphasis on global and inquiry-based learning through the International Baccalaureate program, we select educators from various backgrounds and experiences who understand the IB principles, demonstrate cultural competencies, and can lead students to success through a rigorous curriculum. MIS looks for teacher applicants who show evidence of prior success in leading students to high levels of achievement such as: strong unit and lesson planning, culturally responsive practices, strong classroom management and systems, rigorous instruction, ability to engage all students, and positive rapport with students.

At McAuliffe Manual Middle School we know that good teaching matters and that it is the single most important school-based factor that advances student learning. In multiply, multi-year studies across the country researchers have found that when students have a teacher who produces high achievement results (high performing) significantly outscore students who have a teacher who produces low achievement results (low performing) by up to 52 percentile point differences. Researchers conclude that “...these residual effects studies make it clear that not only does teacher quality matter when it comes to how much students learn, but for better or worse, a teacher’s effectiveness stays with students for years to come.” (Linking Teacher Evaluation and Student Learning). McAuliffe Manual Middle School aggressively recruits top candidates who have experience as a high performing teacher in an urban setting. Our criteria for candidates are: mission compatibility, demonstrated student achievement with a similar student population, the capacity to communicate and work effectively across differences of language, race, class, gender, and sexual orientation (among others), communication skills, and work ethic/resilience. In addition, the hiring team screens thoroughly at every stage for cultural competence, specific experience with our student demographics (experience with English learners) and review a variety of factors and experiences that predict authentic relationships and success with students.

Recruitment and Selection Process

To identify, recruit and hire effective educators, McAuliffe Manual Middle School posts open positions in January. Our goal is to complete the entire recruitment, interview, and selection process by spring break.

To create a pool of qualified, high-quality applicants, we identify candidates through existing staff referrals, conduct searches and interviews outside the state through Skype and phone communication, use DPS HR systems, and recruit candidates with international experience by drawing from international schools. McAuliffe Manual Middle School recruiting efforts will take full advantage of our local and national partners and online job boards. Some of these include: Teach for America alumni, Denver Public Schools and a variety of local and national universities and schools of education. MMMS has partnered with the Denver Fellows Program and the Relay Graduate School of Education teaching program to help create an internal pipeline of teachers, especially for math and science. Fellows and resident teachers complete 1 year of the Denver Fellow Program and high-performing fellows are invited to return to MMMS for a second year. During the second year, fellows complete their course work to achieve licensure with Relay while taking on additional responsibilities in classroom instruction. Fellows would then transition in their 3rd year with MMMS to the classroom and receive support from Relay during their first year of teaching while they complete their master's degree.

When necessary, a temporary hiring committee is constructed for each vacant position. The hiring committee makes recommendations on candidates with final determination to be made by the school principal. To the extent possible, the hiring committee includes representatives from all staffing areas that will be affected by the new hire, such as the
teaching team, an administrator, special education, and support staff. Applicants with promising resumes complete written questions, and then are called for 30-minute phone screens, and applicants that pass this screen are invited for in-person, full-day interviews that involve teaching a sample lesson, observing a lesson and meeting with members of the hiring committee. All candidates are required to pass a DPS background check, which is conducted through the district HR process.

McAuliffe Manual Middle School focuses on cultural competence at each stage of the hiring process as well as in professional development of new and existing staff. Through written questions, phone screens, and in-person interviews, staff members are asked to demonstrate cultural competence, as defined as the capacity to work effectively across differences. Examples may include positive experiences across lines of race, gender, class, and sexual orientation among colleagues, knowledge of privilege, bias, and racism and a commitment to anti-racist teaching and actions, and effective coalition building among families and community. Once a part of the team, all McAuliffe Manual Middle School staff members will participate in cultural competence training sessions at multiple times throughout the course of the year. If any teacher is hired that doesn’t have an ELA qualification they engage in the appropriate district training and be on track for fully qualified ELA certification as described in the English Language Learner section of the plan.

B. Teacher Retention

McAuliffe Manual Middle School implements the following research-based strategies to promote teacher retention:

- New teacher orientation
- Teacher coaching and mentoring
- Differentiated roles teacher leaders provide support to new staff
- Opportunities for professional growth and leadership development
- Collaboration and team building
- Mid-year planning meetings with each teacher to discuss future plans

The McAuliffe Manual Middle School teacher retention rate goal is 90%.

C. Teacher Coaching

Feedback, coaching, and professional development are an integral part of the success of McAuliffe Manual Middle School. Administrators support teachers by reviewing student academic data, supporting management, and supporting implementation of school-wide cultural and instructional norms. McAuliffe Manual Middle School uses Doug Lemov’s *Teach Like a Champion* book, as a primary resource for instructional strategies and teachers are regularly coached on the implementation and refinement of these techniques. In addition, teachers receive content-specific coaching and training using Doug Lemov’s coaching strategies in *Leverage Leadership* and protocols and tools from the observation and feedback course at the Relay Graduate School of Education. Both MIS schools use the LEAP teacher effectiveness rubric as a framework for prioritizing growth goals and providing professional development, coaching, and support.

Teachers receive feedback at least every two weeks. The principal, dean of instruction, and senior team leads are the assigned evaluators conducting formal observations and feedback and evaluating performance based on the LEAP teacher effectiveness rubric two times a year. Teachers receive frequent (every other week) informal observations and feedback as well as coaching and support from their evaluator or a teacher leader/teacher effectiveness coach. Review of instructional plans and student achievement data are a regular part of the supervision and coaching conversations as a way to ensure that DDI is having impact on instruction and improving student outcomes.

McAuliffe Manual Middle School Observation and Feedback Expectations:
Full scored observations Plus an additional 4 scored observations on EVERY Teacher between the start of the school year and the end of the third observation window.

<table>
<thead>
<tr>
<th>Window 1: 9/7 – 11/20</th>
<th>1 partial scored observation on the Learning Environment Indicators for every teacher by the end of the first window</th>
</tr>
</thead>
<tbody>
<tr>
<td>Window 2: 11/30 – 2/19</td>
<td>1 scored partial observation on the Instructional Indicators for every teacher by the end of the second window</td>
</tr>
<tr>
<td>Window 3: 2/22 – 5/13</td>
<td>1 full scored observation for every teacher by the end of the last window</td>
</tr>
<tr>
<td>Feedback and Coaching Sessions</td>
<td>1:1 coaching meetings with teachers focused on observation feedback, analysis of student work and data, and support with instructional planning</td>
</tr>
<tr>
<td></td>
<td>Coaching conversations are entered in the school’s observation tracker to ensure streamlined support for each teacher</td>
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</tbody>
</table>

The school principal and the dean of instruction is the primary instructional leaders who support coaches and teachers and ensure rigorous, targeted and reflective instructional practices.

The principal of McAuliffe Manual Middle School works with the executive principal to norm instructional coaches across campuses. In addition to the calibration of instructional coaches during network collaboration, the McAuliffe Executive Principal coaches and holds accountable the principal of McAuliffe Manual Middle School to rigorous instruction.

D. Teacher Evaluation

At MMMS, we seek to create a transparent evaluation process to ensure that teachers have a clear understanding of expectations and standards that they are evaluated on.

MMMS continues to use LEAP as the foundation for teacher evaluation, including student outcomes in evaluations. Observation and feedback cycles of coaching on critical instructional levers, further support the LEAP framework and district priorities.

While the principal holds ultimate evaluation authority as the Instructional Leader, the evaluation portfolio is shared among the principal, assistant principals, deans, and highly-effective teacher leaders trained as LEAP evaluators. Caseloads are determined each year based on the size of staff and the number of LEAP evaluators.

Teacher evaluations are used not only to assess teacher performance at the end of the year, but also to guide teachers’ professional development. Should a teacher receive a less than effective rating on an evaluation, an improvement plan with clear growth goals and benchmarks is put in place to assist the teacher in improving their practice.

Teacher dismissal procedures are consistent with the employment terms in the Innovation Plan. All faculty are initially hired on at-will status. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract for the following school year. 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 lawful reason.
During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R. During the school year, a teacher on an annual contract may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.

Our talent management strategy, identified by best practice with DPS Talent Management best practices, is summarized in the diagram below:

**E. Professional Development**

MIS provides comprehensive professional development (PD) and support to teachers through annual PD at the start of the year, daily team time, weekly meetings with instructional coaches, monthly PD and staff time, aligned PD days to interim assessment analysis, and optional PD for individual teacher development and growth. McAuliffe Manual Middle School is supported by the founding MIS campus with shared PD. Professional development topics are determined based on school-wide goals and data analysis, individual teacher goals, and implementation of the school plan and mission. PD’s are planned using the Living the Learning Cycle from Relay Graduate School of Education. The cycle consists of:

- Planning clear objectives to PDs that are high-leverage, practice-focused, measurable, and doable
- A series of air-tight activities that allow for teachers to interact and draw their own conclusions (model inquiry-based learning that IB MYP calls for)
- Small group and Large Group Sharing
- Framing the sharing to create common language for the core principles of the PD session
- Time for teachers to practice the techniques in the PD and plan implementation in lesson plans
- Time for teachers to individually reflect on impact and next steps

**Shared PD**

Teachers and staff at the MIS founding campus and McAuliffe Manual Middle School have shared professional development throughout the school year. Shared PD’s focus on analysis and action planning from shared interim assessments on
blue/green days or during staff meetings on a monthly basis. The shared calendar and schedule across campuses allow for frequent shared PD’s. Shared PD is important to ensure McAuliffe Manual Middle School is sufficiently supported in implementing MYP and the increased rigor of an inquiry-based curriculum. The Cross-Campus Curriculum & Instruction (CC C&I) leadership team is responsible for developing, leading and evaluating professional development offerings during this shared time.

**Annual Start of the School-year PD**

We offer Professional Development and team building for a week prior to beginning the school year. The focus for this is determined each spring collaboratively with staff and the CC C&I team, and based on student achievement data.

**Weekly Team Time and PD**

Our daily teacher schedule offers at least 65 minutes of collaborative team time for embedded PD. Content and grade level teams meet daily to discuss curriculum, content, pedagogy and methodology. Once a week data teams are facilitated to review and analyze current data, create common assessments and discuss instructional strategies to meet identified needs of all students – including our English learners, students with disabilities, and GT students. Teams also meet once a week with the leadership to discuss students concerns and progress monitor interventions through our MTSS process.

At McAuliffe Manual Middle School we believe that the time teachers spend outside of the classroom in PD and planning is the foundation of success for what happens in the classroom.

**Weekly Observation and Feedback**

Teachers are provided with frequent feedback on instruction through a weekly observation and feedback cycle with their assigned evaluator and teacher leaders / coaches. Individualized professional growth plans are guided by information from observations, analysis of lesson plans, and student progress data.

**Ongoing PD – Monthly Release Time and Interim Assessment Analysis & Action Planning**

We meet as a staff once a month for PD. A major focus of this time is focused on implementing IB MYP. The founding MIS campus commits to supporting this PD to ensure the school becomes an accredited IB World School. The campuses share an MYP coordinator position to support this work. The other focuses of this monthly time is on PD workshops led by the McAuliffe Manual Middle School principal or executive principal, deans, assistant principals, teacher leaders, district staff, or outside experts. Workshops are chosen based on the instructional needs of students based on student achievement data, teacher goals, or needs identified in observations.

Immediately following interim assessments, teachers meet for a half to a full day without students to collaboratively analyze student achievement on interim assessments and plan for the following instructional cycle. Teachers plan for: re-engaging concepts that were not mastered, re-grouping students based on data, planning small-group targeted instruction, revising lesson plans and curricular materials, and identifying professional development needs. Since both campuses have shared interim assessments, grade-level content teams from both campuses do this work collaboratively. Interim assessment (IA) analysis provides valuable information for students, parents, and educators on students’ progress towards mastery of standards. Using high-quality, rigorous assessments, teachers are able to do deep analysis of results and student work to adapt and differentiate instruction to meet student needs. These actions, rooted in evidence of student successes and areas of growth, drive great teaching and higher student achievement results. Interim Assessment analysis is part of a data-driven culture that defines a higher bar for rigor for all students.

**Additional PD Options**

Additional professional training and development opportunities are offered outside of the regular calendar and schedule. These classes align to the school’s plan and priorities to offer staff options for expanding their expertise to new areas or deepening their learning. Examples include Spanish classes for educators and more in-depth technology integration classes.
Evaluation of PD

The MIS Network evaluates effectiveness of professional development on an ongoing basis. Teachers give direct feedback after each PD session to determine what supported their work and the PD’s ability to immediately impact their instruction in order to identify ways to make professional development more effective. These exit tickets allow staff to provide input on next steps, resource needs and any additional instructional support they need. The effectiveness of PD are also assessed by observing practices put into place from PD sessions, calibration through coaching alignment, and most importantly, continued student growth in achievement in all content areas. Facilitators of PD are evaluated and provided feedback using Relay Graduate School of Education’s Leading Adult PD rubric that focuses on: PD plan; Pacing and Time Management; Small group/large group discussion, reflection, and framing; time for and effectiveness of teacher practice; plan for follow-up after PD; and tone.

Section V. GOVERNANCE & FINANCE

A. Governance Philosophy

McAuliffe Manual was a new school that was a part of the McAuliffe International Schools IMO. It is now in the Near Northeast Innovation Zone (NDIZ). The McAuliffe Manual principal reports to the Executive Principal, who reports to the Executive Director of the iZone. Changes to this structure must be reflected in the NDIZ Zone plan and must be approved by the CSC, Zone Board and the DPS Board.

McAuliffe at Manual parents/guardians, teachers and community members are active participants in the school’s governance structure through the Collaborative School Committee (CSC), Parent-Teacher-Student Association (PTSA) and other school committees. These committees seek input from school stakeholders on school decisions, empower the school community voice, identify and address concerns, hold school leaders accountable for progress toward school goals, celebrate and publicize successes, and raise money and advocate for the school.

Collaborative School Committee (CSC)

Each member school of the NDIZ will maintain a CSC, or an equivalent, as described in their school’s innovation plan, that will make recommendations on school-based school leader hiring, school budget, and school calendar to the NDIZ Board on an annual basis. The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process.

Positions assigned by the principal:
- 1 Principal
- 1 Other

Positions elected by majority vote (serving 1 year terms):
- At least 2 Teachers
- At least 6 Parents
- At least 1 local business or community representative

The CSC shall have the following responsibilities:
- Meeting at least once a month;
- Act as the School Improvement and Accountability Council (SIAC) for the building;
● Establishing relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;

● Recommend candidates to serve on the School Principal Selection Advisory Committee (when a principal vacancy necessitates the need for such a committee), as well as recommending candidates for the principal position;

● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH-R4 in addition to the following:

● Advising on the school’s annual budget

● Advising on 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.

Additionally, each Zone member school will have non-voting representation on the NDIZ board and will make recommendations to NDIZ staff and NDIZ Board on intra-Zone activities and priorities each year.

NDIZ under the authority of its Board of Directors (“NDIZ Board”) shall oversee and support the Zone Schools. NDIZ shall be an independent Colorado nonprofit corporation and a supporting organization under the Internal Revenue Code. NDIZ Board shall be a self-perpetuating Board of Directors.

In order to build community and cross-school partnerships, the School works with the leadership and staff at Manual High School to identify at least one member of the Manual school community to serve on the CSC.

The number of members of the CSC is determined by the Principal. If the CSC has more than the above-described members, the CSC will ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the CSC represents a cross-section of the school community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

**Election of Members:**

The school holds elections in the month of September for the school year in order to appoint the parent/guardian and teacher members to the CSC. The community member is appointed by the principal. If a vacancy arises on the CSC, the remaining members of the CSC will fill the vacancy by majority vote.

**Duties:**

In accordance with state statute, the CSC:

● Acts as the school accountability committee for the school.

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1 NDIZ shall have the authority to decide all matters of administrative or supervisory detail in connection with the operation and maintenance of Zone Schools as long as these matters are not in conflict with the law or with DPS Board of Education policy. NDIZ shall have the freedom to create an administrative structure for supervision and accountability throughout the zone. NDIZ shall have the authority to decide all matters of administrative or supervisory detail in connection with the operation and maintenance of the Zone.
- Recommends to the Principal priorities for spending school moneys. The Principal considers the CSC’s recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education. The CSC sends a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.

- Advise the Principal and the NDIZ Executive Director concerning the preparation of a school improvement plan, and submit recommendations to the Principal, MIS Executive Principal, and the NDIZ Executive Director, if applicable, concerning the contents of the school improvement plan.

- Advise the NDIZ concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.

- Provide input and recommendations on an advisory basis to the District Accountability Committee and the MIS Executive Principal concerning principal development plans for the Principal and principal evaluations.

- Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee’s activities to increase parent engagement must include, but need not be limited to:
  - Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC directs the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
  - Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
  - Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:

- 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 (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings

The CSC publicizes and holds a public CSC meeting at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school’s performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC publicizes a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

Other School Committees:
The School implements other school committees to engage teachers, parents, and community members in school decision-making and improving student achievement and school culture. Other school committees can include:

- School Hiring Committee
- School Culture Committee
- Student Recognition Committee
- Technology-Integration Committee
- Parent/Family Engagement Committee
- Parent-Teacher Student Association
- Teacher Appreciation Committee
- School Fundraising Committee

B. Budget Policy Narrative

We use the additional flexibilities that School-Based-Budget Plus provides for innovation schools to support the implementation of programs and unique staffing model aligned to our school’s innovation plan. Specifically, this includes:

- The hiring of a shared IB Coordinator with the McAuliffe International Smiley Campus
- The hiring of additional math teachers to support targeted interventions and decrease class sizes
- Expanding the mental health team to provide tiered supports and services to students

MMS uses the district salary schedule for determining pay for teachers and staff; however, we budget for paying staff on actuals vs. averages salaries.

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, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR to ensure sustainability, transparency and equity.

**Compensation philosophy for stipends and extra duty pay:** The school offers stipends for certain roles, responsibilities, and staff qualification guided by their compensation philosophy. The compensation philosophy is revised annually with school leadership developing the compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC reviews and provides feedback on the school compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.
MMMS Request for Innovation Status
01/21/2019
Waivers Requests and Replacement Policies
DPS, DCTA, and Colorado State Statute

### WAIVER REQUESTS - DPS BOARD POLICIES

**School Proposal**

<table>
<thead>
<tr>
<th>Policy Waived</th>
<th>Area of Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDF-R4: Collaborative School Committees</td>
<td>Governance</td>
</tr>
</tbody>
</table>

There shall be at each school a Collaborative School Committee (CSC).

**Membership:**
- Each CSC shall consist of at least:
  - three parents or legal guardians of students enrolled in the school
  - one teacher who provides instruction at the school
  - the principal or the principal’s designee
  - one person from the community
  - one adult member of an organization of parents, teachers and students recognized by the school
- The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.
- A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.
- To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

**Election of Members:**
- Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC.
- If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.

**Duties:**
- In accordance with state statute, the CSC shall:
  1. Act as the school accountability committee for the school.
  2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC’s recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education.
  3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan.
  4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required.
  5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations.
6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee’s activities to increase parent engagement must include, but need not be limited to:

- Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school;
- Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and
- Assisting school personnel to increase parents’ engagement with teachers, including but not limited to parents’ engagement in creating students’ READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy.

The CSC will not:

1. participate in the day-to-day operations of the school;
2. be involved in issues relating to individuals (staff, students, or parents) within the school; or
3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract).

Meetings

The CSC shall publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school’s performance, improvement, priority improvement, or turnaround plan, whichever is applicable.

If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.

### Replacement Policy

Each member school of the NDIZ will maintain a CSC, or an equivalent, as described in their school’s innovation plan, that will make recommendations on school-based school leader hiring, school budget, and school calendar to the NDIZ Board on an annual basis. The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process.

**Positions assigned by the principal:**

- 1 Principal
- 1 Other

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

- At least 2 Teachers
- At least 6 Parents
- At least 1 local business or community representative

**The CSC shall have the following responsibilities:**

- Meeting at least once a month;
- Act as the School Improvement and Accountability Council (SIAC) for the building;
- Establishing relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;
- Recommend candidates to serve on the School Principal Selection Advisory Committee (when a principal vacancy necessitates the need for such a committee), as well as recommending candidates for the principal position;
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH-R4 in addition to the following:
  - Advising on the school’s annual budget
  - Advising on 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.

Additionally, each Zone member school will have non-voting representation on the NDIZ board and will make recommendations to NDIZ staff and NDIZ Board on intra-Zone activities and priorities each year.

NDIZ under the authority of its Board of Directors (“NDIZ Board”) shall oversee and support the Zone Schools. NDIZ shall be an independent Colorado nonprofit corporation and a supporting organization under the Internal Revenue Code. NDIZ Board shall be a self-perpetuating Board of Directors.

In order to build community and cross-school partnerships, the School works with the leadership and staff at Manual High School to identify at least one member of the Manual school community to serve on the CSC.

The number of members of the CSC is determined by the Principal. If the CSC has more than the above-described members, the CSC will ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the CSC represents a cross-section of the school community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

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2 NDIZ shall have the authority to decide all matters of administrative or supervisory detail in connection with the operation and maintenance of Zone Schools as long as these matters are not in conflict with the law or with DPS Board of Education policy. NDIZ shall have the freedom to create an administrative structure for supervision and accountability throughout the zone. NDIZ shall have the authority to decide all matters of administrative or supervisory detail in connection with the operation and maintenance of the Zone.
entities in return may receive certain mutually beneficial considerations. 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. 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 has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.

The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:

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).

5. The Innovation School may establish a 501c3 to apply for grants and support school-determined priorities.
NDIZ may receive direct contributions from any source, and may engage in fundraising on its own behalf as well as on behalf of the Zone and Zone Schools. Such funds shall be the sole and exclusive property of NDIZ (unless in the event of dissolution, in which case any remaining assets would revert to the district) and shall not in any way reduce allocations to the schools as part of DPS annual budgeting.

### School Proposal

**IKE / IKE-R: Promotion, Retention, and Acceleration of Students**

The Board of Education recognizes that high expectations and standards for student achievement are necessary to ensure that students are well prepared for the next level of their education. The Board believes that early identification of students who are not making adequate progress toward achieving standards and effective intervention are crucial.

**Definitions**

“Promotion” means the process of advancing a student to the next grade at the end of the current school year.

“Retention” means the process of having a student repeat a grade.

“Acceleration” means the process of moving a student ahead one or more grades.

**Individual Learning Plans**

Teachers shall assess the teaching and learning process on a continual basis and identify students early in the school year who are not making adequate progress toward achieving the District’s academic standards. Teachers may choose to implement an individual learning plan for each student who is not making adequate progress toward achieving the District’s academic standards.

**Promotion/Retention/Acceleration**

Before considering whether to retain or accelerate a student, District staff shall consider and document each of the following factors:

- Academic skills; Maturity; Evidence of academic growth; Chronological age; Language proficiency; Special education status; attendance record/truancy; Transiency;
- Previous grade retention or acceleration; and Likely success in completing the academic work at the next grade level. After considering and documenting the above factors, the principal shall make a recommendation whether to retain or accelerate the student, however, a student shall not be retained or accelerated unless the principal has made such a recommendation and the student’s parents/guardians agree with the recommendation. Retention and acceleration shall be used sparingly when special circumstances warrant, and retention due to social, emotional or physical immaturity shall be used on a very limited basis. A student’s parents may appeal a principal’s decision to retain or accelerate a student in accordance with regulations adopted by the Superintendent. The procedure to retain a student in kindergarten, first, second, or third grade due to the student’s significant reading deficiency shall be in accordance with Board Policy ILBC, Superintendent Regulation ILBC-R, and applicable law.

### Replacement Policy

Retention and promotion decisions for students performing below or above grade-level using class grades according to the IB MYP grading criteria and achievement levels on interim and standardized assessments for math and language arts.

To be promoted to the next grade, all 6th graders must meet the following criteria:

**Demonstrate mastery of the majority of grade-level standards in math and language arts classes with scores of 4 or higher on the MYP 1-8 IB Scale.**

- **Note:** Students below mastery in 2 or more classes could be recommended to repeat the grade. Students below mastery in 1 class, including IB required courses, may be required to attend summer school.
- **This includes demonstrating mastery (score 4 or higher on standards assessed) on Interim Assessments for Language Arts and Math by the end of the school year.**
To be promoted to the next grade, all 7th graders must meet the following criteria:
Demonstrate mastery of the majority of grade-level standards in all core classes (Language Arts, Science, Math, and Social Studies) with scores of 4 or higher on the MYP 1-8 IB Scale.

- Note: Students below mastery in 2 or more classes could be recommended to repeat the grade and attend summer school. Students below mastery in 1 class, including IB required courses, may be required to attend summer school.
- This includes demonstrating mastery (score 4 or higher on standards assessed) on Interim Assessments for Language Arts and Math by the end of the school year.

To be promoted to the next grade, all 8th graders must meet the following criteria:
Demonstrate mastery of the majority of grade-level standards in all eight core classes with scores of 4 or higher on the MYP 1-8 IB Scale.

- Note: Students below mastery in 2 or more classes could be recommended to repeat the grade and attend summer school.
- This includes demonstrating mastery (score 4 or higher on standards assessed) on Interim Assessments for Language Arts and Math by the end of the school year.

If a student is being considered for retention, 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.

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

<table>
<thead>
<tr>
<th>GCF/GDF: Staff Recruitment/ Hiring</th>
<th>Teaching: Human Resources Management: Hiring</th>
</tr>
</thead>
</table>

### Policy

**Hiring**

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.

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.

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.

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.
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.

**Background checks**

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.

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The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to implement its own staff hiring policies recruit staff and make offers to candidates outside of the traditional district hiring calendar.

- The principal or his/her designee will work with the district Human Resources office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the school principal for selection using locally-designed processes.

The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements).

Teaching positions that are responsible for non-core subject supplemental or enrichment instruction will not require a teacher certificate. All core content teachers shall meet the federal requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. Core content areas include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music).

The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate. Background checks will be administered using the existing systems and processes for the district. The School shall conduct reference checks.

NDIZ has the authority to recruit candidates on behalf of all Zone schools using processes, channels, and timelines of its creation. All hiring of staff will be processed by the District in a rapid and timely manner.

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**Collective Bargaining Agreement Articles Waivers**

**WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT**
<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 1-7: Definition of “School Year”</th>
<th>Educational Program: Calendar &amp; Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>The term “school year” as used in these Articles shall mean the officially adopted school calendar.</td>
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</tr>
<tr>
<td>Replacement Policy</td>
<td>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.</td>
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</tr>
<tr>
<td>School Proposal</td>
<td>Article 2-4-1: Request for Waivers</td>
<td>Governance: Management</td>
</tr>
<tr>
<td>Policy</td>
<td>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.</td>
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</tr>
<tr>
<td>Replacement Policy</td>
<td>The school shall seek waivers from the Agreement through approval through the Innovation Schools Act.</td>
<td></td>
</tr>
<tr>
<td>School Proposal</td>
<td>Article 5-5: School Leadership Team</td>
<td>Governance: Management</td>
</tr>
<tr>
<td>Policy</td>
<td>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.</td>
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</tr>
<tr>
<td>Replacement Policy</td>
<td>Each member school of the NDIZ will maintain a CSC, or an equivalent, as described in their school’s innovation plan, that will make recommendations on school-based school leader hiring, school budget, and school calendar to the NDIZ Board on an annual basis. The School Leadership Team and School Collaborative Committee will be replaced with the Collaborative School Committee. The CSC will comply with State Law on School Accountability Committees. The membership of the CSC will include 12 voting members determined through the following process. Positions assigned by the principal: ● 1 Principal ● 1 Other Positions elected by majority vote (serving 1 year terms): ● At least 2 Teachers ● At least 6 Parents ● At least 1 local business or community representative The CSC shall have the following responsibilities: ● Meeting at least once a month;</td>
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● Act as the School Improvement and Accountability Council (SIAC) for the building;
● Establishing relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input;
● Recommend candidates to serve on the School Principal Selection Advisory Committee (when a principal vacancy necessitates the need for such a committee), as well as recommending candidates for the principal position;
● Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH-R4 in addition to the following:
  ● Advising on the school’s annual budget
  ● Advising on 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.

Additionally, each Zone member school will have non-voting representation on the NDIZ board and will make recommendations to NDIZ staff and NDIZ Board on intra-Zone activities and priorities each year.

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In order to build community and cross-school partnerships, the School works with the leadership and staff at Manual High School to identify at least one member of the Manual school community to serve on the CSC.

The number of members of the CSC is determined by the Principal. If the CSC has more than the above-described members, the CSC will ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.

To the extent practicable, the CSC represents a cross-section of the school community in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.

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School Proposal
Article 8: Professional Standards
Educational Program:
| School's Replacement Policy | Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.  
- The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.  
- The School has the authority to establish class sizes and teaching loads that support the Innovation Plan at the discretion of the school leader with consultation from the CSC or its equivalent. The school will convene a scheduling committee each year to review the... |
| 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 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.  
8-1 Contract year. The contract year shall be one hundred eighty-seven (187) 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.  
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 29-5...  
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...  
8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.  
8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.  
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.  
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.  
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.  
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.  
8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.  
8-2-2 The District’s scheduled student school contact day will not be extended without applying the due process of collective bargaining.  
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.  
For Secondary Teachers: Each secondary school teacher shall receive a minimum of three-hundred-forty-five (345) minutes of self-directed instructional planning time per week. Within the three-hundred-forty-five-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.  
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. |
proposed calendar, master schedule, and teaching loads each year to inform the school leader and CSC.

- The School has the authority to establish or replace any necessary committees that support the Innovation Plan.

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 for some teachers may be extended to provide a summer school for students. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC annually. Non student contact days, planning days, assessment days, and professional development days will be determined by the principal in consultation with the CSC annually, as part of the adoption of the school calendar. Student school contact days may be extended to increase instructional time and the teacher work week may be extended beyond 40 hours, with input from the CSC, to include extended student time as well as additional collaborative planning and professional development time.

Events where attendance isn’t mandatory may be scheduled throughout the summer, including the last two weeks of June or the first two weeks of July.

8-2: 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. The school will protect a 30-minute duty free lunch for teachers when enacting any change to the teacher schedule.

8-3: Teachers will be given a minimum of 325 minutes of undirected teacher planning time per week, and an additional daily directed common planning time.

8-7: Teachers will be assigned non-teaching duties, as necessary with the intent being to maximize the time that the most effective teachers spend teaching students.

<table>
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<tbody>
<tr>
<td>Policy Article describing the LEAP performance evaluation process and the process for performance improvement plans.</td>
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<tr>
<td>School’s Replacement Policy 10-1: Evaluator refers to a supervisor who is responsible for the evaluation of personnel. While the principal will oversee all evaluations in the building, other evaluators as determined by the principal will have primary evaluation responsibilities for some personnel. The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations.</td>
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<tr>
<td>10-2: The school has only one type of evaluation which applies to all teachers. The School may modify aspects of the LEAP framework appendices to align with the Educational Program.</td>
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<tr>
<td>10-3: Timeline: All teachers will be evaluated at least once annually.</td>
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</table>
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.

10-4-1: Evaluators will receive approved teacher evaluation training but will not be required to hold a state administrator license.

**Plan for Improvement**

When the school leader determines that a teacher is not meeting performance expectations, the Principal and/or Assistant 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 will 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 will 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.

10-5-3: **Formal full observations are recommended to last one class period** (typically 45-60 minutes) and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.

### School Proposal

**Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action**

**Leadership:**

**Human Resources Management**

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.

11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate. 11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt. 11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5

During the investigation, the teacher...will...receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher’s personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.

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.

### Replacement Policy

The school will follow the district’s basic fairness and due process guidelines in handling complaints against teachers, administrative leave, and issuing corrective action to
employees at the Innovation school and are entitled to union representation as indicated in the DCTA contract.

### School Proposal

**Article 13-7 Hiring timelines**

**Teaching: Human Resources Management: Hiring & Staff Assignments**

### Article Summary

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...

- 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.

### School’s Replacement Policy

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 requiring agreement from both principals for approving internal transfers after the district specified date. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers (with the exception of ADA placements).

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 determining probationary or non-probationary status.

### School Proposal

**Article 13-8 Personnel Committee & 13-10 Reduction in Building Staff (RIBS)**

**Teaching: Human Resources Management: Hiring & Staff Assignments**

### Article Summary

13-8 Personnel Committee.

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.

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.

13-8-3 Teacher members will be chosen by the faculty.

13-8-4 The Personnel Committee will make decisions by consensus...
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...

13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.

13-10 Reduction in Building Staff (RIBS).

13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of DCTA bargaining unit assignments at a school, or when a Collaborative School Committee decides fewer DCTA bargaining unit assignments are needed in a department, grade level or ELA/specialty area. Procedures for centrally-assigned bargaining unit members are in Article 31.

13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.

13-10-3 The consideration group may be a grade level, department or specialty area. The consideration group shall be defined as narrowly as possible based on program needs. The Personnel Committee shall notify the affected consideration group as soon as possible. Teachers will not be required to re-interview for their positions if they are not in an affected consideration group.

13-10-3-1 For the purpose of establishing consideration groups, teachers serving in more than one department, grade level or ELA/specialty area shall annually declare the department, grade level or ELA/specialty area in which they choose to be considered no later than the completion of the third week of school.

13-10-3-2 Each teacher may reside in only one consideration group.

13-10-3-3 Excluding job share teachers, contract teachers who are assigned to a school less than full time, shall be accorded the same transfer rights as other teachers in the consideration group.

13-10-4 Teachers on approved leaves where their positions are being held in accordance with Article 21 shall be considered equally for the purpose of reduction.

13-10-5 The Personnel Committee shall establish and make available to all faculty members a written procedure that will be followed when determining the teacher(s) to be reduced from a building. In developing the procedures for Reduction in Building Staff, the Personnel Committee shall include the following:

Teachers in the consideration group may choose to vacate an assignment.

Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process.

All members of the consideration group must be interviewed by the Personnel Committee.

If it is determined that a specific reduction is no longer necessary (at any time between the RIB and the conclusion of fall adjustment for the subsequent school year), the reduced teacher has the first right of refusal to his/her former position.

13-10-6 The Personnel Committee shall attempt to reach consensus on the candidate most suitable to be reduced. If the Personnel Committee is unable to reach consensus, the principal will decide which candidate will be reduced.

13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.

13-10-8 Unassigned RIB’d teachers are expected to participate in the teacher staffing process.


13-10-10 Guaranteed interviews for reduced active non-probationary teachers, as required by state law, are offered through District-wide hiring fairs. DPS will consult with DCTA regarding the structure of any such hiring fairs. Non-probationary teachers, including teachers who have been displaced as a result of school closure or redesign, who are not able to interview with two or more schools during the hiring fairs will contact DPS Department of Human Resources as soon as practicable for assistance in scheduling the two guaranteed interviews.

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. The school leader may establish a hiring committee which will be constructed by the principal in consultation with the CSC 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. During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school’s replacement for the personnel committee.
13-10. The principal, with consultation from the CSC, will make decisions related to the criteria the school will use in making Reduction in Building Staff (RIBS). 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 will make RIBS decisions based on school determined criteria including performance and professionalism.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 14-1: Summer School and Evening School Teaching: Human Resource Management: Hiring &amp; Staff Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>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. 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. 14-1-1-1 Summer school teaching positions shall be posted. 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. 14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District. 14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>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 during the budgeting process.</td>
</tr>
<tr>
<td>Article Summary</td>
<td>See Extra Duty Compensation schedule in Article 32 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</td>
</tr>
</tbody>
</table>
| School’s Replacement Policy | The School has the authority to determine its own compensation structure for additional work provided the school submits a replacement policy to their CSC and HR for annual review ensuring sustainability, transparency and equity.  ● The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.  ● The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay. School 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. In no event shall this determination be made later than the date of the final budget.
submission for the following school year, on or around April 1st. The school’s compensation policy for the following year will be shared with staff each year in April.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 28-3 Specialized Service Providers and Whole Child Supports</th>
<th>Leadership: Human Resources Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Article Summary</strong></td>
<td>SSPs must receive annual contracts and can only be dismissed mid-year for cause.</td>
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</tr>
</tbody>
</table>

**School’s Replacement Policy**

SSPs will have the same contracts as teachers. All SSPs are hired with at-will status, even if they acquired non-probationary status in the District prior to being hired at the school. "At will" means teachers may be dismissed mid-year or at the end of the year for a lawful reason.

Once a SSP receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher may be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.

SSPs with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year evaluation may be terminated or may continue employment under at-will status at the discretion of the school principal.

Annual contracts can be non-renewed at the end of the contract term for any lawful reason.

The district HR office will work with the school to ensure teacher offer letters are consistent with the approved innovation plan.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Article 7: Grievance Policy</th>
<th>Teaching: Human Resources Management</th>
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</thead>
<tbody>
<tr>
<td><strong>Article Summary</strong></td>
<td>The school shall maintain the following Grievance Policy: 7-1 Definitions. 7-1-1 A &quot;grievance&quot; 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. 7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable. 7-1-3 The term &quot;grievance&quot; 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.</td>
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6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous
7-1-4 An "aggrieved person" is a school staff member asserting a grievance.

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.

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.

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.

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.

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.

7-3-2 If the aggrieved person is not satisfied with the results of the informal conference, the aggrieved person may then file a grievance in writing on the proper form with the principal or supervisor within seven (7) school days. The grievance must refer to the specific Articles of the Employment Contract and/or School Handbook and explain how they were violated and indicate the reason why the Level One decision is unsatisfactory. The principal shall also have the opportunity to provide comment related to the Level One in writing. The grievant shall send a 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.

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.

7-4 Rights of Teachers to Representation.
All teachers who file a grievance shall do so with full knowledge and assurance that they are entitled to be represented by the Association and/or the Association's designee(s) if they so choose. Level One representation will normally be provided by the Association's building-level Association Representative.

7-5 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.

### State Statute Waivers

**WAIVER REQUESTS – COLORADO STATE STATUTES**

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Colorado State Statutes:</th>
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<tbody>
<tr>
<td></td>
<td>Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel</td>
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| Policy | (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. |

| (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. |

| Replacement Policy | The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law, including adapting the sub-standards so they are in alignment with the instructional program at the school |
|                   | • The School will permit instructional leaders without administrative licenses to evaluate teachers, so long as they have received CDE approved training to conduct such evaluations. |
- All teachers will receive at least one formal evaluation each year and will receive the minimum number of observations necessary to generate an end-of-year LEAP score.

- The NDIZ Executive Director or IMO Executive Principal shall support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or dismissal to the DPS Board of Education. NDIZ will use district evaluation procedures [i.e. LEAD], but adapt the sub-standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, which will be reviewed annually.

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<tr>
<th>School Proposal</th>
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<tbody>
<tr>
<td><strong>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</strong></td>
</tr>
<tr>
<td>Teaching: Human Resource Management: Staff Hiring, Compensation</td>
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</tbody>
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<table>
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<tr>
<th>Policy</th>
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<tbody>
<tr>
<td>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school</td>
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<tr>
<th>Replacement Policy</th>
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<tbody>
<tr>
<td>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school.</td>
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</table>

- The principal will select classroom teachers directly. The school shall utilize the negotiated salary structures for all positions that are part of a bargaining unit and shall also have the right to establish stipends and incentives that exceed the negotiated salary scales provided the school submits a replacement policy to their CSC and HR for annual review to ensure sustainability, transparency and equity.

- For all unique job descriptions, the Principal in consultation with HR shall determine the rate of pay during the budget cycle each Spring for the following year.

- The school will use support staff positions that have been established by the Board, when applicable. When unique support staff roles are needed to effectively implement the innovation plan, the School will establish new positions and create job descriptions for these roles. The school principal or his designee will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school shall also set the salary or hourly wage for the unique position in consultation from the district Human Resources department. The school may create, revise, or remove any unique job descriptions necessary to implement the school’s innovation plan.

- School Leaders shall have authority over their own hiring, staffing, and other talent-related decisions as set forth in the Innovation School Plan. However, a decision to
terminate a teacher contract during the school year will be subject to review pursuant to DPS Policy GDQD and Regulation GDQD-R.

- NDIZ shall support the District by recommending candidates to serve as principals of IZ Schools, subject to the District’s employment authority, and the District’s consent shall not be unreasonably withheld, conditioned or delayed. Such recommendations must be permissible under the terms of the individual school innovation plans and the Zone plan. If the District disagrees with a recommendation by NDIZ and the parties cannot resolve the dispute, either party may escalate any disputes to the DPS Board of Education.

- The District will not take action regarding the selection, retention or removal of school leaders without seeking the approval of NDIZ. If the parties fail to agree, either party may bring the dispute to the DPS Board of Education.

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**School Proposal**

**Policy**

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<tr>
<th>Section 22-32-109(1)(g): Handling of Money</th>
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<td><strong>Governance:</strong></td>
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<tr>
<td><strong>Budget</strong></td>
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</table>

To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;

**Replacement Policy**

The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.

- 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.

- The school will account for all moneys that it receives directly and will report to the NDIZ administrative team and Board of Directors, and those funds shall be reflected in school-level DPS budgets. Funds held by the school are assets of DPS.

- NDIZ may receive direct contributions from any source, and may engage in fundraising on its own behalf as well as on behalf of the Zone and Zone Schools. Such funds shall be the sole and exclusive property of NDIZ (unless in the event of dissolution, in which case any remaining assets would revert to the district) and shall not in any way reduce allocations to the school as part of DPS annual budgeting.

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**School Proposal**

**Policy**

<table>
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<tr>
<th>Section 22-32-109(1)(n)(I): Schedule and Calendar</th>
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<tbody>
<tr>
<td><strong>Educational Program:</strong></td>
</tr>
<tr>
<td><strong>Calendar and Schedule</strong></td>
</tr>
</tbody>
</table>

To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school
year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.

### Replacement Policy

The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.

- School has the authority to determine the number of professional development days, days off, and late starts/early release days.
- In accordance with the innovation plan, the school’s principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.
- 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.

### School Proposal

**Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact**

**Educational Program: Calendar and Schedule**

#### Policy

- The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty-eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.

### Replacement Policy

The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.

- In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. The school shall submit their calendar to the district in a timeframe as requested by the district in order to meet requirements for alignment with hiring/onboarding, transportation, facilities and other service provision.
- 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.

### School Proposal

**Section 22-32-109 (1)(n)(II)(B): School Calendar**

**Educational Program: Calendar and Schedule**

#### Policy

- 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
The school has the authority to **develop its own annual calendar** that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.

- **No later than 60 calendar days before the end of the school year**, the principal in consultation with the CSC will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.

- Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.

- A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.

- In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.

<table>
<thead>
<tr>
<th>School Proposal</th>
<th>Education Program</th>
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</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td><strong>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</strong></td>
</tr>
<tr>
<td>Replacement Policy</td>
<td>(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;</td>
</tr>
</tbody>
</table>

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.

- 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.
<table>
<thead>
<tr>
<th>School Proposal</th>
<th><strong>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;</td>
</tr>
</tbody>
</table>
| **Replacement Policy** | The DPS Board authorizes the school to **develop an educational program that aligns to the mission and vision** of the school and enables the school to implement the innovation plan. 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.  
- 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.  
- 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** |
| **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** | NDIZ will support the District by evaluating leaders of the school while it is in the Zone and make recommendations for retention or dismissal to the DPS Board of Education. NDIZ will use district evaluation procedures [e.g., LEAD], but adapt the sub-standards so they are in alignment with the instructional program at the school, and define the performance metrics for school leaders that are compliant with applicable state law, including the Licensed Personnel Performance Evaluation Act, which will be reviewed annually. School leaders shall be exempt from district training, unless such practices or requirements are adopted to ensure compliance with applicable, non-waived, legal obligations, or in cases when the BOE determines that the practice or requirement applies to all District managed schools and has not been subject to waiver. |
### 22-32-110(1)(ee) Local Board Powers

**Employ teachers' aides and other noncertificated personnel**

**Policy**

(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:

(ee) To employ on a voluntary or paid basis teachers’ aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections 22-63-201 and 22-63-402.

**Replacement Policy**

The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policies GCF and GDF. **The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program** and in compliance with state and federal requirements.

- Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment (ESEA). Core content areas under ESEA include: English, reading or language arts; mathematics; science; foreign languages; social studies (civics, government, history, geography, economics); and the arts (visual arts, music).

### 22-32-110(1)(h): Local Board Powers

**Concerning Employment Termination of School Personnel**

**Policy**

(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:

(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32-32.5-103 (4).

**Replacement Policy**

NDIZ will support the District by recommending termination of school leaders to the DPS Board of Education, as needed, while the school is part of the Zone. NDIZ shall further support the District by recommending candidates to serve as leaders of Zone schools. NDIZ recommendations are subject to the District’s employment authority, provided, however, that NDIZ recommendation shall be followed by the District unless there is clear and convincing reasons otherwise, with such reasons provided to NDIZ in writing. Such recommendations must be permissible under the terms of the individual school plans and the Zone plan. If the parties cannot agree on a NDIZ recommendation, either party may escalate any disputes to the DPS Board of Education.

The District will not take action regarding the selection, retention or removal of school leaders without seeking the approval of NDIZ. If the parties fail to agree, either party may bring the dispute to the DPS Board of Education.

In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader.
- All dismissals that occur during the school year must follow procedures established in District policy GDQD and regulation GDQD-R. Teachers may be have their contracts terminated or non-renewed for a lawful reason.

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### Policy

(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.

(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.

(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.

(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.

(5) (a) The principal or the principal’s designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.

(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 procedures to inform the student and the student’s parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student’s parent or guardian. The discipline code shall also establish procedures to allow the student and the student’s parent or guardian to challenge the accuracy of the disciplinary information.

### School’s Replacement Policy

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.

NDIZ shall support the District by recommending candidates to serve as leaders of Zone schools. NDIZ recommendations are subject to the District’s employment authority, provided, however, that such recommendations shall be followed by the District unless there is clear and convincing reasons otherwise, with such reasons provided to NDIZ in writing. Such recommendations must be permissible under the terms of the individual school plans and the Zone plan. If the District disagrees with a recommendation by NDIZ, and the parties cannot resolve the dispute, either party may escalate any disputes to the DPS Board of Education.

The District will not take action regarding the selection, retention or removal of school leaders without seeking the approval of NDIZ. If the parties fail to agree, either party may bring the dispute to the DPS Board of Education.
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<tr>
<td>Policy</td>
<td>(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. &lt;br&gt; (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. &lt;br&gt; (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. &lt;br&gt; (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.</td>
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<td>Replacement Policy</td>
<td>The school will employ licensed teachers for teaching of core content pursuant to state and federal law. 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. &lt;br&gt; The school may employ <strong>non-licensed teachers for supplemental and enrichment instruction</strong> consistent with the innovation plan and 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. &lt;br&gt; School leaders shall have authority over their own hiring, staffing, and other talent-related decisions as set forth in the Innovation School Plan and in the Zone Plan. However, a decision to terminate an innovation teacher’s contract before the end of the school year will be subject to review pursuant to DPS Policy GDQD and regulation GDQD-R. &lt;br&gt; Notwithstanding the foregoing, all school staff are solely and exclusively employees of the District and the District continues to retain all liability for District employees working in the School.</td>
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<td>Policy</td>
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<tr>
<td>(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.</td>
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<td>(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.</td>
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<td>(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:</td>
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<td>(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</td>
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<td>(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.</td>
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<td>(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.</td>
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<td>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.</td>
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<td>(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:</td>
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<td>(I) The ordinary and necessary expenses of a board to secure the services of a suitable replacement teacher or chief administrative officer; or</td>
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<td>(II) One-twelfth of the annual salary specified in the employment contract.</td>
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<td>(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.</td>
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<td>(II) Repealed.</td>
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<td>(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.</td>
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<td>(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.</td>
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<td>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.</td>
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<td>(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</td>
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the initial phase of implementation and has been implemented statewide. The commissioner shall provide notice of such implementation to the revisor of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

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

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

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

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

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.

(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.

(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.

(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).

Replacement Policy

McAuliffe Manual Middle School has authority to issue its own employment offer letters. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan. All faculty are initially hired on at-will status even if they previously acquired non-probationary status in the District prior to being hired at the school. Once a teacher receives and maintains an effective or distinguished rating on the end-of-year
observation component, the teacher will be offered an annual contract for the following year. Annual contract status will be maintained as long as the teacher continues to receive effective or distinguished ratings.

Teachers on annual contracts may be dismissed mid-year for cause. Mid-year termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and regulation GDQD-R. All contracts will be in writing. The school will provide contract language to the district HR office for feedback before any initial employment contracts are signed if the current contract is altered.

Teachers with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year observation component may be terminated or may continue employment under at-will status at the discretion of the school principal.

Teachers leaving employment at the school and transferring to a position in another District school shall be subject to the District’s policy regarding transfers from innovation schools in determining their probationary or non-probationary status.

If a 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 will not contribute teachers to the district hiring pool. The School has the right to refuse the placement of teachers in Limited Term Assignments. The School may be required to accept transfers that are being placed under the District’s compliance with the American’s with Disabilities Act (ADA). The School will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment.

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<td>Statute Description</td>
<td>(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. (b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment. (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</td>
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School’s Replacement Policy

All teachers are hired with at-will status, even if they acquired non-probationary status in the District prior to being hired at the school. “At will” means teachers may be dismissed mid-year or at the end of the year for a lawful reason.

Once a teacher receives and maintains an effective or distinguished rating on the end-of-year observation component, the teacher will be offered an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings.

Teachers with at-will status that do not receive and maintain an effective or distinguished rating on the end-of-year observation component may be terminated or may continue employment under at-will status at the discretion of the school principal.

Annual contracts can be non-renewed at the end of the contract term for any lawful reason. Teachers on annual contracts may be dismissed mid-year for cause. Mid-year termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and regulation GDQD-R.

The district HR office will work with the school to ensure teacher offer letters are consistent with the approved innovation plan.

School Proposal

Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation

Teaching: Human Resource Management: Direct Placement of Teachers

Statute Description

(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.

(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.

(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.

(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.

(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.
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<tr>
<th>School’s Replacement Policy</th>
<th>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 may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service using the district salary schedule as a base. The school will accept transfers that are being placed under District compliance with the Americans with Disability Act (ADA).</th>
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<tr>
<td>School Proposal</td>
<td>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</td>
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<tr>
<td>Replacement Policy</td>
<td>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.</td>
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<td>Statute Description</td>
<td>(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. (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</td>
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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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(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

(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.

(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).

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**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. In all situations related to teacher dismissal, a teacher on an annual contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.

During the school year, a teacher with at-will status may be dismissed for any lawful reason in accordance with the dismissal policies outlined in DPS Policy GDQD and Regulation GDQD-R.

**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**

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**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.
<table>
<thead>
<tr>
<th><strong>Replacement Policy</strong></th>
<th>The School will meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School’s Principal, in consultation with the CSC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR for review to ensure sustainability, transparency and equity. ● Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.</th>
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<tbody>
<tr>
<td><strong>School Proposal</strong></td>
<td><strong>22-63-402. Services - disbursements</strong></td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Replacement Policy</strong></td>
<td>The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed under the requirements of state law. 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.</td>
</tr>
<tr>
<td><strong>School Proposal</strong></td>
<td><strong>22-7-1207: Advancement – decision – parental involvement</strong></td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td>(1) Within 45 days before the end of the school year prior to the student’s fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student’s parent the written notice… (a) except for students with disabilities substantially impacting their progress developing reading skills; (b) the student is a student with limited English proficiency … and the deficiency is due primarily to the student’s language skills; (c) the student is completing a second school year at the same grade level. (2) Written notice to parents shall include:</td>
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</table>
(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...
(b) work with the parents to schedule a meeting...
(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.

(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student’s body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,

(b) the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.

(5) parents will be given written notification of the decision to retain or not retain the student...

(6) beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...

(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.

<table>
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<tr>
<th>Replacement Policy</th>
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<tbody>
<tr>
<td>Retention and promotion decisions for students performing below or above grade-level using class grades according to the IB MYP grading criteria and achievement levels on interim and standardized assessments for math and language arts.</td>
</tr>
</tbody>
</table>

To be promoted to the next grade, all 6th graders must meet the following criteria:

Demonstrate mastery of the majority of grade-level standards in math and language arts classes with scores of 4 or higher on the MYP 1-8 IB Scale.
- Note: Students below mastery in 2 or more classes could be recommended to repeat the grade. Students below mastery in 1 class, including IB required courses, may be required to attend summer school.
- This includes demonstrating mastery (score 4 or higher on standards assessed) on Interim Assessments for Language Arts and Math by the end of the school year.

To be promoted to the next grade, all 7th graders must meet the following criteria:

Demonstrate mastery of the majority of grade-level standards in all core classes (Language Arts, Science, Math, and Social Studies) with scores of 4 or higher on the MYP 1-8 IB Scale.
To be promoted to the next grade, all 8th graders must meet the following criteria:

Demonstrate mastery of the majority of grade-level standards in all eight core classes with scores of 4 or higher on the MYP 1-8 IB Scale.

- Note: Students below mastery in 2 or more classes could be recommended to repeat the grade and attend summer school.

This includes demonstrating mastery (score 4 or higher on standards assessed) on Interim Assessments for Language Arts and Math by the end of the school year.

If a student is being considered for retention, 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.

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.

### Teaching: Payment of Salaries

22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries

- 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.

- The school 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, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay. This flexibility will be granted provided the school leader submits a replacement policy annually to CSC and HR to ensure sustainability, transparency and equity.
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.

“Academic year” refers to the year as it is established by the innovation school’s developed academic calendar for the School. The calendar will be posted available to the public by May 1st for the following school year. The school’s CSC will provide input into the calendar.

<table>
<thead>
<tr>
<th>Policy Waived</th>
<th>Area of Impact</th>
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</thead>
<tbody>
<tr>
<td>PARA CBA Article 19 - Compensation</td>
<td>Human Resource Management: Paraprofessional Compensation</td>
</tr>
<tr>
<td>19-1 Negotiations on salary will be held annually.</td>
<td></td>
</tr>
<tr>
<td>19-2 Paraprofessionals may obtain information about their hourly rate(s) of pay by October 31st ever year by accessing SEA Employee Self-Service.</td>
<td></td>
</tr>
</tbody>
</table>

Paraprofessionals, teachers, and classified staff are eligible to receive additional compensation. Paraprofessionals, teachers, and classified staff will receive compensation that is greater than or equal to the compensation provided for them from the district. The decision to provide additional compensation will be made by the partnership in accordance with the Compensation Philosophy.
● The school will offer stipends for certain roles, responsibilities, and staff qualification guided by their compensation philosophy. The compensation philosophy can be revised annually with school leadership developing school compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC will review and provide feedback on the school compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.