



Discover a World of Opportunity™

# Innovation Plan 2015

## JOE SHOEMAKER SCHOOL

## TABLE OF CONTENTS

Cover Page – for Colorado Department of Education (CDE) .....	3
LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER .....	4
EXECUTIVE SUMMARY .....	5
Section I. CULTURE.....	13
Section II. LEADERSHIP .....	24
Section III: EDUCATION PROGRAM.....	31
Section IV: TEACHING .....	65
Section V: GOVERNANCE & FINANCE .....	72
DPS Policy Waivers.....	74
Collective Bargaining Agreement Articles Waivers.....	82
State Statute Waivers .....	92
Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee .....	111
Appendix C: Evidence of Support from Parents/Guardians, Community Groups .....	116
Appendix D: Waiver Templates 1- Use of Non-Adopted District Curriculum.....	135
Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver.....	137
Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver.....	140
Appendix E: Job Descriptions .....	143
Appendix F: Resumes .....	145
Appendix G: Organizational Chart.....	147
Appendix H: Staff Roster .....	148
Appendix I: Employee Manual .....	150
Appendix J: Scope and Sequence.....	173
Appendix K: Calendar / Schedule.....	174

## Cover Page – for Colorado Department of Education (CDE)

Please Complete this Cover Page for CDE

Direct innovation plan questions to Kelly Rosensweet ([Rosensweet\\_k@cde.state.co.us](mailto:Rosensweet_k@cde.state.co.us))

Innovation School Name: *Joe Shoemaker School*

Location (address): *Southeast Denver*

*3333 S. Havana Street,  
Denver, CO 80231*

Plan Contact (name and position): *Chris Fleming, Principal*

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Phone: *720-423-9330*

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

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

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

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

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

**Y** / **N**

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

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

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

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

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

Will the school be seeking a waiver for graduation guidelines? **Y** / **N** **Not applicable/Grades ECE-5**

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

## LETTER FROM SCHOOL LEADER OR PLANNING TEAM LEADER

August, 2015

Dear DPS and State Board of Education:

This letter is a formal request for innovation status for Joe Shoemaker School, a ECE-5<sup>th</sup> grade, district-run school. The primary components of the JSS school design are Expeditionary Learning and Environmental Education. We are seeking innovative status to effectively implement the design components that are unique to the school, its natural setting and distinct programming.

Innovative practices at JSS will include the following: rigorous, custom-designed curriculum, state of the art technology, extensive trips outside of the school to complete field work in the community, additional and specific teacher training and support, an adventure program, creative staffing structures, an extended school day, and unique community partnerships.

The innovation design team is comprised of teachers, school administrators, parents and community partners. A core team of founding teachers and community groups currently serve on an advisory board for school and curriculum planning, giving input into the innovation application on a consistent basis. JSS continues to have the same high level of support. The founding design team and Collaborative School Committee (CSC), and teachers all unanimously approved this innovation plan.

*Chris Fleming*

*Principal Joe Shoemaker School*

## EXECUTIVE SUMMARY

### Essential Information Form

Name of School	<b><i>Joe Shoemaker School</i></b>
School Type	<b><i>Innovation School</i></b>
Grade Configuration <i>(note if you are seeking a change to your grade configuration as part of this process)</i>	<b><i>ECE-5</i></b>
Model or Focus (e.g., Arts, College Prep, etc.)	<b><i>Expeditionary Learning – Environmental Science Integration</i></b>
Region and/or Neighborhood	<b><i>Southeast Denver</i></b>
Primary Contact Person (name, email)	<b><i>Chris Fleming</i></b> <b><i>Christine_fleming@dpsk12.org</i></b>

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

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
<b>ECE</b>	80	80	80	80	80
<b>K</b>	75	75	75	75	75
<b>1</b>	75	75	75	75	75
<b>2</b>	50	75	75	75	75
<b>3</b>	50	75	75	75	75
<b>4</b>	25	50	75	75	75
<b>5</b>	25	50	75	75	75
<b>Total # students</b>	380	480	530	530	530

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

	FRL %	SPED %	ELL %	Hispanic/ Latino %	African American %	White %	Other- %
<b>Student Demographics</b>	70%	10%	50%	50%	19%	21%	10%

## **EXECUTIVE SUMMARY NARRATIVE AND OVERVIEW OF SCHOOL-BASED FLEXIBILITIES IN THIS PLAN**

### **I. OVERVIEW OF SCHOOL PLAN & SCHOOL- BASED FLEXIBILITIES**

**A. CULTURE:** The vision and mission of Joe Shoemaker School (JSS) is to ensure that all children achieve academic and personal excellence, experience joy in learning, and use their individual and collective talents and passions to become citizen scholars who value themselves, others and the environment. JSS has a culture of respect, responsibility, courage and kindness, where students and adults are committed to quality work and citizenship. JSS will build a culture of shared ownership and shared accountability for results. JSS provides rigorous and stimulating learning experiences, which engage students in the expeditionary learning model that promotes critical thinking, creativity and interdisciplinary studies. The Expeditionary Learning (EL) philosophy integrated with environmental science is a perfect match for the physical location of the school that is located next to a large open space and riparian habitat as well as in close proximity to the Cherry Creek State Park. The personalization inherent in the EL core learning practices and the integration with environmental science will meet the needs of diverse learners (e.g. English Language Learners, special needs, gifted and talented). JSS anticipates a very diverse student population with enough Spanish-speaking students to warrant a Transitional Native Language Instruction (TNLI) model in conjunction with Expeditionary Learning.

To best provide learning expeditions, JSS needs flexibility to organize time, staff and students. To maximize these learning opportunities, we are requesting waivers from DPS policies, the Bargaining Agreement and the State for areas that include (but are not limited to) organization of instruction, school design, curriculum, instructional materials, DPS interim assessments, hiring process, employment status, teacher job descriptions, unique “non-teaching” job descriptions, teacher evaluation criteria, schedule for students and staff, field trips, professional staff training, workshops and conferences to better implement our vision and mission.

#### **B. LEADERSHIP:**

The leadership is comprised of the Principal/Instructional Leader, school design and community outreach consultants, an Assistant Principal or Administrative Assistant, at least one Instructional Guide and the Instructional Leadership Team. JSS school leaders must demonstrate an entrepreneurial spirit, drive and focus to excel; articulate and model a clear vision of the school and promote parent and community involvement; commit to serve a diverse student population; celebrate strengths and diverse student talents; strive for continuous improvement, critically consume data and use it to elevate student achievement; be relationship driven; desire to be a leader in the educational landscape and make positive contributions to the field; value the establishment of a professional capital pipeline through the cultivation of partnerships with Stanley Teacher Preparation Program and Catapult Leadership; have experience teaching or leading in an Expeditionary Learning school, and have a minimum of five years of leadership experience and five years of classroom experience. (Although five years of leadership experience is required for the founding principal(s), this will not be apply to the assistant or instructional guides and may not apply in future succession planning.)

The traditional leadership model of the school principal is outdated and cannot meet the needs of innovative education practices, community partnerships and the levels of support needed for schools with challenging demographics. JSS proposes an innovative leadership model comprised of a School Culture and Instructional Leader with the support of school design and community outreach consultants.

Chris Fleming is the JSS planning year principal and the design team proposes she continue on as the School Culture and Instructional Leader (principal). This position holds primary responsibility and accountability for the implementation of the Innovation Plan and resulting growth in student achievement. Chris has 16 years of experience in education, nine years of experience as a principal/assistant principal, three years' experience in Expeditionary Learning and fully meets the criteria outlined in the JSS application approved by the DPS Board of Education.

The Assistant Principal or Administrative assistant hired in year 1 will meet the requirements outlined for JSS school leaders with a minimum of five years of teaching experience and demonstrated ability to take on leadership roles.

The Instructional Leadership Team will represent the interests of staff and ensure their involvement and input into all important decisions relating to instruction, assessment, student learning outcomes, and student success; monitoring the Unified Improvement Plan (UIP) and developing and supporting a professional culture and professional development.

The Collaborative School Committee (CSC) will meet all criteria outlined in Board policy as well as applicable State Accountability laws. CSC is the representative group that provides guidance and input into key decisions of the school. The CSC will seek broader parent and community input to ensure decisions related to the school's goals are reflective of the priorities and needs of the larger community. The CSC will monitor and confirm the UIP and will support organizational and operational goals. The CSC will monitor and help sustain a viable and adaptive financial plan for JSS.

A DPS Instructional Superintendent will evaluate the principal in alignment with District policies and processes. Since the principal's primary role is to support student achievement, her evaluation will focus on student achievement and growth. The principal will also participate in an annual 360 degree evaluation process. As part of the annual 360 degree evaluation process, the principal will have ongoing input from staff and parents and confirmation of what success should look like.

**Succession Plan** – Successful implementation and sustainability of the JSS vision and mission cannot hinge on a single leader. The intent and expectation is to develop leadership skills and capacity for all staff. Partnerships with the Expeditionary Learning Network, Catapult Leadership and the Stanley Teacher Preparation program support the ongoing development of the school's instructional leaders. Distributed and shared leadership is the cornerstone of JSS. Staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff is on the Instructional Leadership Team (ILT), leads and participates as members of data teams, serves on or leads school committees, and facilitates professional development. To support this, JSS provides opportunities to learn/improve facilitation skills, and develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. Teachers continue to grow and take on higher levels of responsibility and critical positions within the school, which leads to better teacher retention and a succession for leadership.

A recommended model for when a principal search is necessary begins with revisiting the list of leadership requirements described within this application. JSS staff and parent groups will develop a desired list of principal knowledge, skills, and attitudes. An interview team will be selected with input from the Instructional Leadership Team and the PTA to include parents, teachers, current school administration and district leadership. The interview team will develop interview questions and "look fors", which align with the

list of knowledge, skills, and attitudes. Finalists will be identified through an interview process, which will include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Final recommendation for hire will be the responsibility of the Superintendent and Board of Education. The actual model was developed and confirmed by the current staff and the CSC through a truly collaborative process.

### **C. EDUCATION PLAN:**

Expeditionary Learning provides all learners equal access to a high quality education. Curriculum is designed to teach students of all backgrounds how to investigate the natural world through fieldwork and nature experiences. This fieldwork is modeled on the authentic research of current professionals and is conducted in collaboration with experts. Environmental education integration emphasizes 21st century skills (i.e., critical thinking and reasoning, invention, self-direction, collaboration, and information literacy) by developing learners' ability to ask questions, speculate and hypothesize about the world around them, connect to the places where they live, seek information and develop answers to their questions.

Curriculum, scope and sequence will be aligned with Colorado Academic Standards and Common Core State Standards. Autonomy for the organization of instruction, curriculum and instructional materials as well as field trips is needed to maximize the EL model.

Spanish instruction will be provided for students as recommended by the DPS Language Allocation Guidelines. The use of the Expeditionary Learning program model will be implemented in all ELA-S classrooms as well, modeling our curriculum and materials after Mundo Verde Public Charter School, a dual-language Expeditionary Learning school located in Washington, D.. Because Mundo Verde is a dual-language school, support can be provided to acquire Spanish materials for our TNLI model.

JSS provides rigorous and stimulating learning experiences, which engage students in the expeditionary learning model integrating environmental science that promotes critical thinking, creativity and interdisciplinary studies. JSS is committed to a culture that immerses students in project-based learning, meaningful and innovative experiences, and connections to real-world needs with a focus on environmental stewardship. The rigorous workshop model is assessment driven and student centered.

*Innovation status will allow JSS to fulfill its vision and mission through:*

- Arranging teacher time differently to support the education plan. JSS will meet the district's day equivalent on a teacher contract but will organize schedules and delivery based on the total number of hours instead of the number of days. This flexibility will allow JSS to provide more instructional time as well as ongoing professional learning and collaboration within the required number of hours that are equivalent to teachers' required work year for compensation. Extra duties beyond the required expectations for compensation will be supported through stipends.
- Curriculum and instructional materials and field trips that support our expeditions.
- Organizing time for intensive professional development and opportunities for staff to work together to develop, deliver and monitor expeditions as well as collecting and analyzing data to progress monitor and plan for differentiated daily instruction

Although we intend to align with DPS scope and sequence, we are requesting curriculum waivers for all subject areas at this time to supplement and support our EL and environmental science focus. (Literacy,



Math, Science and Social Studies) We are also requesting waivers from DPS Interim assessments, however we may choose to utilize Interims as a resource and we may supplement DPS assessments with additional tools for assessing student progress.

#### **D. TEACHING:**

JSS provides opportunities for educators to grow and embrace innovative teaching practices and share their understanding of best practices throughout the school and the education community. Our focus is on providing excellent professional development and close progress monitoring of students. The JSS innovation plan includes close monitoring of teacher performance using the LEAP evaluation tool cross-walked with specific Expeditionary Learning expectations. We track individual teacher growth data as well as other measures of student achievement growth. Continued employment at JSS is contingent upon teachers meeting both student achievement targets and professional practice targets.

**Flexible teacher calendar year and daily schedule** – Professional development for teachers must be differentiated based on need. A standardized duty day for all teachers and staff does not allow the flexibility needed to provide innovation/enrichment (without sacrificing regularly scheduled core academic time) and learning opportunities during the regular school day. Innovation status allows JSS to put teachers on a different calendar year to provide additional professional development time aligned with Expeditionary Learning and Environmental Science Integration. Innovation status also allows for different teacher duty day schedules in order to optimize learning and enrichment opportunities for students. Innovation status allows JSS to organize the schedule to maximize learning time for students and ensure time for staff planning and professional development.

**Employment status** – Waivers allow us to hire all teachers and administrators on annual (one-year) contracts ensuring that the staffing plan is based on student need and “best fit” and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* Teachers will not accrue seniority at JSS and there will be no distinction between probationary and non-probationary teachers. JSS has the authority to dismiss any teacher in accordance with JSS’s employment terms and personnel policies. All staff must be aligned and committed to the school’s vision and mission and Innovation status allows for hiring autonomy, no forced placements, flexible job assignments and annual contracts work agreements. Staff is hired and retained according to student achievement results and consistent implementation of best practice outlined in the DPS LEAP Teacher Effectiveness Framework but as aligned Expeditionary Learning expectations. The administration will utilize the LEAP framework as the foundation for professional learning, assessment and evaluation of teachers. In addition, JSS timelines may be different than those outlined by DPS. Staff must have a passion for being part of the school, must agree to support the vision and mission, and must be actively involved in all aspects of the school. All staff are expected to fulfill multiple roles to best support students. All teachers, regardless of their employment status with the District, will be on annual contracts and will not have continuing employment rights with the District. Teachers will be expected to sign an Annual Work Agreement outlining employment expectations.

Within an environment of shared leadership, teachers and staff are offered leadership responsibilities. JSS would adhere to the DPS salary schedule, but innovation status could allow the school to compensate teachers with a stipend for other duties and responsibilities identified by the Instructional Leadership Team, as budget allows. Non-teaching staff would be compensated for any additional hours in accordance with Fair Labor Laws.

**E. GOVERNANCE:**

The governance structure is comprised of a Collaborative School Committee (CSC), which will merge both the CSC and the School Leadership Team (SLT). The collaborative structure emphasizes building relationships and valuing the input of all members of the educational community – students, staff, parents and community members. The purpose of CSC is to enhance student achievement, parent engagement and school climate through collaboration.

**F. BUDGET:**

Innovation status allows for flexible budgeting to align personnel allocations, professional development, and material resources with student achievement goals – especially to support Expeditionary Learning and Environmental Science integration. To provide real-life applications to students, the school needs control over its budget to put resources where they need to go – for example identified student-based curriculum, field trips and appropriate textbooks and materials – in addition to membership in the Expeditionary Learning Network. The JSS budget will be based on budget, not actuals. The attached JSS budget is balanced based on the anticipation of additional school start up funds, \$150,000 in year one and \$100,000 in year 2.

School Name: Joe Shoemaker School	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Number of Students</b>	380	480	530	530	530
Per Pupil Revenue	\$1,938,793	\$2,440,732	\$2,699,083	\$2,699,505	\$2,699,929
Other Sources (DPS Start up)	\$150,000	\$100,000	0	0	0
<b>Total Revenue</b>	<b>\$2,088,793</b>	<b>\$2,540,732</b>	<b>\$2,699,083</b>	<b>\$2,699,505</b>	<b>\$2,699,929</b>
Admin Full Time Staff	\$123,673	\$125,528	\$127,411	\$128,048	\$128,688
Teaching Full Time Staff	\$1,498,249	\$1,923,685	\$2,054,793	\$2,099,322	\$2,109,818
Pro Tech Full Time Staff	\$42,400	\$43,036	\$43,682	\$43,900	\$22,060
Clerical Full Time Staff	\$76,843	\$77,995	\$79,165	\$79,562	\$79,959
<b>Full Time Expenses</b>	<b>1,701,769</b>	<b>2,170,244</b>	<b>2,309,229</b>	<b>2,347,167</b>	<b>2,377,474</b>
Non Salary Expenses	\$139,847	\$159,590	\$156,186	\$121,590	\$143,197
Distributed Budget Total	\$2,088,793	\$2,540,732	\$2,699,083	\$2,699,505	\$2,699,929
Total	0	0	0	0	0

**As a result of Innovation Status JSS expects an average cost savings over 5 years of \$683,237.**

*This savings will be realized due to budget flexibilities that allow for budgeting on actual salaries instead of average salaries and contracting with the Stanley teacher preparation program.*

**II. EXPECTED OUTCOMES:**

JSS will improve student academic performance through the Expeditionary Learning model. EL schools have a track record of driving growth for all students, including at-risk students. Staff cultivates genuine and supportive relationships with students and families. The positive school culture and proactive measures anticipate and respond to students' needs in order to prevent behavioral problems and improve attendance. Rigorous projects meet the Common Core State Standards and Colorado Academic Standards and are connected to the real-world with a school-wide commitment to improved teaching and leadership practices. We need the autonomy to organize and focus our school in a way for staff and students to provide a fully realized education that is essential to achieving the success we know we are capable of. In exchange for increased autonomy, we are held to higher levels of accountability to show continued improvement in areas of student achievement, attendance, reduction in mobility, and fewer discipline concerns.

With the lack of baseline data on major assessments, our best estimate is to predict outcomes that are currently at or above regional averages. That data has been used to make the following predictions, which will likely need to be adjusted based on the outcomes of this year's testing results.

**As a result of innovation status JSS expects to achieve the following academic goals:**

While there currently is not a metric that schools can use to compare themselves on using PARCC, JSS expects to exceed the average Proficiency and Growth (MGP) on the newly released PARCC/CMAS of our similar schools cluster in Denver Public Schools in 2015-2019.

	Expected (MGP) PARCC/CMAS Literacy & Math (Grades 4-8)	Expected (MGP) WIDA-Access
<b>Year 1</b>	65%	70th
<b>Year 2</b>	70%	70th
<b>Year 3</b>	75%	70th
<b>Year 4</b>	80%	70th

**Joe Shoemaker: Need for Innovation Status**

**In order to implement the school's model in a way that fits community needs and supports student achievement, Shoemaker has identified the following needs for innovation:**

- Curriculum:** Shoemaker needs the ability to implement an Expeditionary Learning model with Transitional Native Language Instruction (TNLI);
- Professional Development:** Shoemaker needs flexibility to direct more PD time for teachers and administrators to effectively implement the EL and TNLI program at their school, and needs flexibility in PD to provide targeted staff development from Stanley British Primary;

- ❑ **Time:** Shoemaker needs to modify the annual calendar for staff to access more intensive PD offerings and students to extend learning time to implement the school's learning expeditions;
- ❑ **Governance/Leadership:** Shoemaker needs flexibility in the school's organizational structure to implement a shared leadership model to maximize innovative leadership capacities;
- ❑ **Human Resources:** Shoemaker needs flexibility to recruit and select teachers that demonstrate characteristics of successful EL teachers and bi-lingual ELA-S teachers. HHES needs flexibility for coaching and evaluation that provides the school with peer observations and evaluations. Annual contracts for all teachers will provide a way to ensure the school is attracting and retaining the right teachers during the early implementation phase. The school will provide appropriate supports to address poor performance.
- ❑ **Budget:** Shoemaker needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and will budget on actual teacher salaries.

## Section I. CULTURE

### A. VISION AND MISSION STATEMENTS

The mission of Joe Shoemaker School (JSS) is to ensure that all children achieve academic and personal excellence, experience joy in learning, and use their individual and collective talents and passions to become citizen scholars who value themselves, others and the environment. At Shoemaker, students discover, explore, create and imagine through their environment. The mission of JSS supports the overall mission of the Denver Public Schools (DPS) because the Expeditionary Learning model is grounded in the philosophy that every child can succeed, regardless of race, ethnicity or social demographics. Expeditions are the primary way of organizing the curriculum.

JSS is dedicated to providing a diverse student body with an innovative, intellectually rigorous academic experience. This powerful learning community nurtures the unique talents, strengths, and curiosity of each student. JSS is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.

*Core Values* are risk-taking, success and failure; curiosity, imagination and inquiry; courage and discipline; an ethic of excellence, and leadership. *Core Operating Priorities* are: EL schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to the real-world with a school-wide commitment to improved teaching and leadership practices. Learning expeditions are student-centered and designed so students have rigorous learning experiences that emphasize projects and products. In keeping with the EL philosophy of collaboration, operating norms will be co-created with staff, students and families once the school is established. Priorities will be measured through the use of climate surveys and achievement data.

Students will be provided an integrated core curriculum that can be organized around intensives that include community internships, fieldwork, travel, the arts, language immersion, use of guest experts and other types of community partnerships. Spanish instruction and ELD will be provided at each grade level as recommended by the DPS Language Allocation Guidelines. Embedded in the learning is a school-wide emphasis on a school culture that fosters positive character traits, communication skills, high expectations, and equity. Every child is able to succeed through academic, social and emotional growth. Expeditionary Learning schools have a track record of accelerating growth for at-risk students.

### B. TARGETED STUDENT POPULATION

***Student enrollment at full build:*** JSS expects to meet the district and community needs and attract families who live or work in the Southeast Region as well as those parents who value the Expeditionary Learning model. Our planning is based on serving a representative population of the surrounding Southeast community as identified by the district. JSS was projected to use a "slow growth" model of expansion, serving students in ECE-3 in 2015-2016 and then adding a grade level each year. Due to over-enrollment at Samuels and Holm (elementary schools in the shared enrollment zone), JSS will open ECE-5 in 2015-2016 with smaller grade levels projected in the intermediate grades.

**Enrollment Projections:**

GRADE	2015-16	2016-17	2017-18	2018-19	2019-20
ECE	80	80	80	80	80
K	75	75	75	75	75
1	75	75	75	75	75
2	50	75	75	75	75
3	50	75	75	75	75
4	25	50	75	75	75
5	25	50	75	75	75
<b>Total # students</b>	380	480	530	530	530
	<b>FRL %</b>	<b>SPED %</b>	<b>ELL %</b>		
<b>Projected Demographics</b>	70%	10%	50%		

**Location:** JSS is located in the Southeast Region of DPS next to a large open space and riparian habitat with easy access to Cherry Creek Reservoir.

**Our students:** Because of the proposed shared access zone for Samuels, Holm and Shoemaker, we expect student demographics that reflect the average of that zone. *We do not expect our demographics to change if innovation status is granted as this will be a neighborhood school that draws primarily from its community.*

**Serving the Unique Needs of Our Students:** Innovation status will support the Expeditionary Learning model and environmental science integration. EL has a proven track record of success in meeting the needs of a diverse student population.

JSS uses the natural open space as a true learning landscape to honor children's innate curiosities about the world. JSS has a clear plan in place to address potential gaps in achievement to ensure all students succeed. Because of the personalized learning environment inherent in the core EL practices, JSS meets the needs of diverse learners. These practices would be especially beneficial in addressing the needs of diverse learners:

- Creating structures for knowing students well
- Building school culture and fostering character
- Using effective instructional practices school-wide
- Using multiple sources of data to improve student achievement
- Ensuring equity and high expectations
- Fostering a safe, respectful and orderly community
- Engaging families in the life of the school

At JSS, relationships matter. Deep connections between school staff, staff and students, and between school, families and community are essential to nourishing excellence. Time, staff and students are organized to support learning expeditions. Teachers develop individual learning plans and track each student's needs and progress. All teachers are advisors who know students and can provide one-on-one engagement. Every student spends time in the advisory period known as Crew.

Learning teams are organized to align students within learning expeditions. This provides more opportunity for immersion and more cohesion than changing from one subject area to another. The learning structure

ensures that each student meets all district requirements and is prepared for all required state testing. The EL philosophy of the school provides structures for effective teaching practices that cultivate a culture of excellence and high student achievement. All students can benefit from this type of learning structure. Interventions, Crew, active pedagogy, mentoring, peer mediation, internships, academic and personal counseling are some of the methods that are used to support a diverse student population.

To provide real-life applications to students, the school focuses its resources on student-based curriculum, travel and appropriate textbooks and materials. Staff determines what is meaningful and directs professional development to support the school's goals. This fosters a higher dependence on collegiality among staff. The climate of JSS is characterized by physical and emotional safety, respect and courtesy in an engaging learning environment that is supportive of all students, including English Language Learners and students with special needs. From the very first day, staff communicates clear expectations for students' learning. Policies and procedures encourage students to take responsibility for their own actions, their learning and their place in the environment and the world in which they live.

Outreach and communications with parents begin before start of the school year. The year begins with staff establishing regular, positive communications with parents, and teachers continue to communicate regularly throughout the year with parents about their children's accomplishments. An annual calendar of events involves families in a variety of ways (e.g. governance, tutoring, classroom support, student portfolio presentations).

### **C. STAKEHOLDER PARTICIPATION IN THE PLANNING PROCESS**

The Shoemaker Innovation Planning Team included teachers, parents, and administrators who created the entire Shoemaker Innovation Plan. Upon being fully staffed and enrolled the existing teachers and parents provided additional input and revision into the final innovation plan.

**Parent/Guardian (CSC) and Teacher** Input into the Innovation Plan included involving teachers, parents, and administrators in the innovation planning process. Founding teachers, staff, and administrators were part of the initial school planning process from 2014-present. Teachers were informed about the school plan and prospect of seeking innovation status as part of the hiring process documented in their offer letters. Initial concepts and drafts of the school plan were publically available on the website.

- **Teachers** provided meaningful opportunities for input into the innovation plan. Teachers and staff provided dedicated time and energy to (writing, editing, revising the school plan) during summer orientation: June 28-29, and additional planning and finalization of the plan on August 3, 10, and 17. Additional input and revisions were made by teachers via a shared GoogleDoc of the plan: June – August. Parent /CSC provided meaningful opportunities for input into the plan. *On June 24<sup>th</sup> the staff held a secret ballot vote in which 100% of staff voted to approve the innovation plan.*
- **Parents/Guardians** provided input on the school plan through membership on the interim-CSC. The school planning committee (CSC) included founding parents dedicated time and energy to (writing, editing, revising the school plan) during a parent input meeting on July 22, open feedback through communications with the school administration (Facebook, email) and at registration events on August 6,7,13,14. *The CSC voted unanimously to approve this innovation plan on August 13, 2015*
- Additional support in the developing this innovation plan was provided by the Stanley Teacher Preparation Program, Get Smart Schools, Expeditionary Learning, the Greenway Foundation, South Platte River Environmental Education, EarthForce and Denver Public Works. In addition, The Shoemaker Steering committee and CSC met regularly with parents, teachers, and community

members during the innovation planning process. These meetings created connections and were opportunities to exploring the community's goals and values. Through this open community process, each of the key elements of the school design and innovation plan were vetted and developed.

The JSS Design Team was initially formed to develop the application for the Call for New Quality Schools that was submitted and approved in spring 2014. This team has continued to provide support by reviewing key sections of the plan and provided feedback and recommendations for revisions, additions and deletions to the plan. Key concepts reviewed included: Vision/Mission, Education Plan, Time, School Governance and Parent Engagement, and Academic Achievement. School leaders Chris Fleming and Laurie Godwin served as the Design Team's facilitators and leaders.

The Design Team is in full support of the innovation plan (see Attachment B). They have become advocates for the recommended changes for JSS.

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

The Expeditionary Learning Network, Catapult Leadership and the Stanley Teacher Preparation Program will join with The Greenway Foundation/South Platte River Environmental and Earth Force/Denver Public Works to provide support for JSS. MOUs with Stanley and the EL Network are included in Appendix C.

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

#### **D. SCHOOL CULTURE & STUDENT ENGAGEMENT**

JSS has a culture of respect, responsibility, courage and kindness, where students and adults are committed to quality work and citizenship. We place a high premium on character. JSS provides rigorous and stimulating learning experiences, which engage students in the expeditionary learning model that promotes critical thinking, creativity and interdisciplinary studies. JSS is committed to a culture that immerses students in project-based learning, meaningful and innovative experiences, and connections to real-world needs with a focus on environmental stewardship. We believe this culture embraces the vision of the Denver Plan. We have developed a school model founded on Expeditionary Learning design principles that is research based, field-tested, and carefully designed to meet the needs of our students.

Expeditionary Learning is built on ten design principles that reflect the educational values and beliefs of Outward Bound.<sup>1</sup> These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.

##### **1. The Primacy of Self-Discovery**

Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In Expeditionary Learning schools, students undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A teacher's primary task is to help students overcome their fears and discover they can do more than they think they can.

##### **2. The Having of Wonderful Ideas**

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<sup>1</sup> Expeditionary Learning Core Practices, A Vision for Improving Schools, [www.elschools.org](http://www.elschools.org), page 2.



Teaching in Expeditionary Learning schools fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### **3. The Responsibility for Learning**

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

### **4. Empathy and Caring**

Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Learning groups are small in Expeditionary Learning schools, with a caring adult looking after the progress and acting as an advocate for each child. Older students mentor younger ones, and students feel physically and emotionally safe.

### **5. Success and Failure**

All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

### **6. Collaboration and Competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Students are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

### **7. Diversity and Inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. In Expeditionary Learning schools, students investigate and value their different histories and talents as well as those of other communities and cultures. Schools and learning groups are heterogeneous.

### **8. The Natural World**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

### **9. Solitude and Reflection**

Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other students and with adults.

### **10. Service and Compassion**

We are crew, not passengers. Students and teachers are strengthened by acts of consequential service to others, and one of an EL school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

JSS uses the natural open space as a true learning landscape to honor children's innate curiosities about the world. With the unique resources surrounding this area, it is a perfect opportunity to educate our children and to ensure these resources are respected and preserved. At JSS, relationships matter. Deep connections between school staff, staff and students, and between school, families and community are essential to nourishing excellence. Time, staff and students are organized to support learning expeditions. Teachers develop individual learning plans and track each student's needs and progress. All teachers are advisors who know students and can provide one-on-one engagement. Every student spends time in the advisory period known as Crew.

Learning teams are organized to align students within learning expeditions. This provides more opportunity for immersion and more cohesion than changing from one subject area to another. The learning structure ensures that each student meets all district requirements and is prepared for all required state testing. The EL philosophy of the school provides structures for effective teaching practices that cultivate a culture of excellence and high student achievement. All students can benefit from this type of learning structure. Interventions, Crew, active pedagogy, mentoring, peer mediation, internships, academic and personal counseling are some of the methods that are used to support a diverse student population.

To provide real-life applications to students, the school focuses its resources on student-based curriculum, travel and appropriate textbooks and materials. Staff determines what is meaningful and directs professional development to support the school's goals. This fosters a higher dependence on collegiality among staff. The climate of JSS is characterized by physical and emotional safety, respect and courtesy in an engaging learning environment that is supportive of all students, including English Language Learners and students with special needs. From the very first day, staff communicates clear expectations for students' learning. Policies and procedures encourage students to take responsibility for their own actions, their learning and their place in the environment and the world in which they live.

Outreach and communications with parents begin before start of the school year. The year begins with staff establishing regular, positive communications with parents, and teachers continue to communicate regularly throughout the year with parents about their children's accomplishments. An annual calendar of events involves families in a variety of ways (e.g. governance, tutoring, classroom support, student portfolio presentations).

#### **E. STUDENT DISCIPLINE POLICY**

The JSS discipline policy adheres to all DPS standards, including requirements of clear expulsion and dismissal procedures, appeal processes, and the policy will be communicated to all parents both in writing and in person (in English and Spanish). JSS will implement the DPS School Board policy JK-R-Student Conduct and Discipline Procedures as well as federal and state statutes and local ordinances. The discipline ladder will be utilized to ensure that disciplinary action begins and is resolved at the lowest level possible, consistent with the nature of the violation.

Staff cultivates genuine and supportive relationships with students and families. "Students are Crew, not passengers", and take active roles in their classrooms, school, and community. Clear and consistent student discipline is essential to a strong culture. A positive school culture and proactive measures anticipate and respond to students' needs in order to prevent behavioral problems. Every student's success becomes an opportunity for positive reinforcement and every disciplinary situation is a learning opportunity.

Common expectations and appropriate follow-through build commitment to the DPS Code of Conduct and positive character traits. Consequences for behavior are logical and consistent. Teachers include students in establishing norms and adults model the positive behaviors and reflect the code of conduct. Daily attendance and participation in Crew help every student because teachers explicitly teach students the expectations of the code of conduct and understandings of positive character traits. Parents will be engaged as partners to support and encourage positive behavior and adherence to the agreed upon code of conduct.

These expectations are aligned with our core values (risk-taking, success and failure, individual and collaborative thinking, curiosity, imagination and inquiry, courage and discipline, an ethic of excellence and

leadership). Expectations and consequences are clear and staff ensures that relevant policies and procedures are fair and consistent for all students. JSS school discipline policies promote disciplinary responses, interventions, and consequences that refrain from interrupting a student's education to the extent possible. Consequences will be reasonable, fair, age-appropriate, and aligned with the severity of the student's misbehavior, while considering the impact on the victim and/or community. Additionally, consequences will be paired with meaningful instruction and guidance, including corrective feedback and re-teaching. This offers students an opportunity to learn from their mistakes and contribute back to the school community as well as get the student re-engaged in learning. Fostering character is embedded in all aspects of our school culture and permeates academic studies. Character is a daily focus and is integral to our learning environment.

Data-driven planning provides the platform for continuous quality improvement for every student. Infinite Campus provides formative data and the Crew structure ensures that every child has an advocate. Collaborative planning and appropriate professional development allow for consistent and regular focus on student achievement. Within Data Teams, teachers become experts in collecting and analyzing diagnostic, formative, predictive, and summative student academic achievement data. Teachers use this data to reflect upon their own instruction. Every student, regardless of race, ethnicity, background or need is provided with the structure and opportunity to succeed. The expectation is for all children to achieve at high levels with no blame and no excuses. This requires targeted interventions and extended learning opportunities. The overall philosophy is not "if" a student can learn but "when." Staff, parents and members of the community support high expectations and foster student success.

The Instructional Leadership Team will have primary responsibility for collecting and monitoring student achievement results at the school level throughout the year and will make instructional decisions accordingly.

#### **F. STUDENT RECRUITMENT & ENROLLMENT**

In the 2014 Call for New Quality Schools, it was noted that in DPS, the elementary school with the second longest wait list is the Odyssey School, and EL is a highly requested program by parents. <sup>2</sup> We fully expect the EL focus to attract and retain students. There is a wait list of 360 students for other EL schools in the greater Denver Metro area. Odyssey had 605 students request Odyssey as their school choice. JSS anticipates having more intent to enroll forms by December 1<sup>st</sup> than we will have spots for.

To provide JSS community outreach, we are providing information in Spanish, English, Arabic, Amharic, Burmese, Nepali, Somali, Russian, and Vietnamese that can be broadly circulated throughout the Hampden Heights neighborhood. A website has been developed to share our vision, and we will continue to participate in community meetings to share our vision and mission. JSS is working with local preschools to present feeder opportunities and to develop relationships with Play and Learn, Bright Horizons Montessori at the Marina, Academic Play Learning Center and Parker Learning Center. JSS will coordinate with the Hampden Heights Association to share our mission and vision and enrollment information. We will engage families in the neighborhood speaking with residents at apartment complexes and housing developments. Continuing strategies for enrollment and recruitment will be follow-up on the intent to enroll

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<sup>2</sup> Denver Public Schools 2014 Call for New Quality Schools, p. 11.

forms JSS received prior to responding to the Call for New Quality Schools. Secondly, we will also monitor the wait list of other EL schools in the Denver Metro area. JSS anticipates a decrease in the waitlist across Metro Denver, relative to the population growth model of JSS.

Community diversity is imperative at JSS. Our EL philosophy and our partnerships will ensure we attract and retain students. We have reached out to Share Our Strength, Urban Garden Program and The Literate Nation, informing them of our school proposal and our belief that every child has the right to an amazing and equitable education. We have provided school boundaries and contact information should each organization have members that would be part of the JSS boundaries.

Share our Strength Cooking Matters is an organization that helps families learn to cook low cost healthy meals. As part of an EL and Environmental Education model we will be able to provide gardening opportunities as part of our curriculum to grow fruits and vegetables that could be donated free of charge to the greater school community. Another similar opportunity is to develop an Urban Garden Program within JSS. We will be able to share that space with the greater Hampden Heights community. By collaborating with these two organizations we would be able to attract low-income families with the opportunity to participate in educational gardening opportunities that will provide a free healthy food opportunity. JSS will continue to provide community outreach through family nights in native languages, community potlucks, and outdoor environmental learning opportunities. In year two, JSS will be able to provide school community events that represent students' work, as well as events to celebrate the greater Hampden Heights community. JSS will also be able to continue collaboration with the Greenway Foundation's SPREE program, offering summer camp and DPS professional development Day Camps for working parents. Administration will continue to strive for becoming a blue school. The principal accepts the leadership responsibility to ensure student engagement, parent satisfaction, re-enrollment rates, academic growth and proficiency.

JSS recruitment plan coincides with the DPS School Choice Enrollment timeline. Currently the timeline on DPS website is available for the 2014-15 school year. Anticipating a similar timeline we will expect round one to be early March 2015. Round two will begin early March 2015 and end late August. Holm, Samuels and Shoemaker will comprise of a shared enrollment zone as a priority for school choice with transportation provided to all three schools by DPS. To maintain a diverse population at each school, a 50% FRL floor will be established for each site. To maintain the concept of a neighborhood school, additional priority will be given to families who live within individual school zones while maintaining the shared enrollment zone. Secondly, we will also match our staffing needs to match students of all abilities.

We anticipate a 90% re-enrollment rate during our first four years of operation. This is based on the EL model as well as the wait list of EL schools in the Denver Metro Area. In regards to the SPF target we strive to be a blue school. We will not accept anything less than being a green school.

*As a neighborhood school, our enrollment processes and procedures will be in accordance with Denver Public Schools.*

#### **G. STUDENT ATTENDANCE & SATISFACTION**

Students are excited and engaged learners who want to be at JSS because of our core practices that include:

- ✓ Learning expeditions across the school

- ✓ Compelling topics and hands-on learning
- ✓ Products and projects that are linked to the real world
- ✓ Fieldwork and learning that extends beyond the classroom.

School structures and traditions such as Crew, community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Teaching encourages curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed. Learning is fostered because there is mutual trust. Learning groups are small with a caring adult who monitors progress and acts as an advocate for each student.

Our students learn from fieldwork, each other, experts and service, in addition to learning from texts. As part of the environmental science integration, students use the natural and social environments of the community around us as sites for purposeful fieldwork and service connected to academic work. Students become active investigators, applying research tools, techniques of inquiry, and standards of presentation used by professionals in the field. In addition to having students conduct research outside the school, teachers bring experts from the community into the classroom that collaborate with students on projects, teach them skills from their field, and critique their work using professional standards. These people provide firsthand knowledge of events and issues to ensure accuracy, integrity, and quality in student work.

Our goal is to have an average attendance rate of at least 95%. Attendance data will be available in Infinite Campus and collected and monitored along with engagement reports that will be analyzed by leadership on a weekly basis. Student Perception Surveys will be administered and a positive response rate of at least 90% is our goal.

The structure of the school is designed to ensure that staff knows students well. Through Crew, teachers establish multi-year connections with each student and are caring adults who monitor and support the progress of each student. In addition, Crew provides a forum for character education, portfolio work and literacy. Crew allows teachers and students to forge productive relationships over time. The Crew leaders are also able to form relationships with parents, monitor academic progress, lead interventions and ensure that all students succeed. Every student has a variety of supports and is provided with instruction to meet his or her individual needs. Mentors and volunteer tutors can also provide additional support to students.

Attendance, participation and learning targets are monitored for each student in Crew. At the same time, the staff as a whole regularly examines data to ensure students are engaged and active members of the school community. When there is a dissonance between actual and expected results (including results of student satisfaction surveys), staff will develop appropriate interventions and changes. The structure of the schedule has time built into it to ensure time for review, reflection and response. In addition to immediate responses when needed, the information will also inform goal setting at the teacher's end of year conference. Through the work of the administrative team, Crew, data teams, parent engagement and engaging students, our attendance, participation and learning targets can be monitored and met. Because of the innovative and positive environment for learning, students experience higher levels of engagement and motivation for learning. CARB is the resource that supports JSS to identify steps and responses if attendance targets are not met.

#### **H. ONGOING PARENT/GUARDIAN INVOLVEMENT & SATISFACTION**

Serving the needs of our community—particularly parents, family members, and supporters of JSS is vital. We intend to conduct surveys during our parent involvement events to ensure high turnout rates. Our goal is to achieve at least 90% satisfaction by the end of the first school year, equating to a rating of “Exceeds”

on the School Performance Framework. We intend to use the feedback from parents to improve. If we do not achieve our goal regarding parent satisfaction, we will collaboratively determine and implement an action plan that remedies the areas of concerns for parents. By including our parents in the core values of the school and by consistently valuing creativity and critical thinking from all our stakeholders, we will ensure that parent and community input continues to influence and improve our school.

We consider families to be our partners in the education of their children. We make families welcome, develop relationships and engage them actively in the life of the school. By providing regular communication and offering multiple opportunities for participation, we believe we can encourage families to be strong partners in the education of their children's learning. We expect a high proportion of our families will need language support and will be mindful to provide oral and written Spanish language translations as well as being sensitive to other language needs of our parents.

JSS families are key partners in the education of their children. Students and staff at JSS make families welcome, know them well, and engage them actively in the life of the school. JSS explicitly recognizes that families care about their children's education, bring strengths and add value to the community. Regular communication and multiple opportunities for participation encourage families to be strong partners in their children's learning.

When families and community members enter our school, they are embraced by our culture of care. The school will host coffees and events that focus on developing personal relationships and building capacity in parents and community members to support our students' academic, social, emotional, and physical growth. The school environment is comfortable and welcoming so every family feels valued. School activities are intentionally planned to promote our culture of care and create a purpose for all families to be involved in our school community.

JSS expects to attain a positive parent response rate of at least 90% on the DPS Parent Satisfaction Surveys. To ensure a high response rate, laptops will be set up to ensure privacy throughout the school building, and these surveys will be made available during school-wide events yielding high levels of parent attendance (e.g., parent-teacher conferences). In addition to the Parent Satisfaction Surveys, reenrollment data will be reviewed in addition to student and parent perception evaluations. This collective data will inform planning, goal setting and strategies for improvement.

The process and data collection will be organized and monitored (with staff) by the Principal to ensure fidelity of application and implementation. If involvement and satisfaction levels are not met as anticipated, the entire staff will do a root cause analysis and develop appropriate plans for improvement.

### ***Collaborative School Committee***

The JSS Collaborative School Committee (CSC) will merge of the traditional CSC and SLT. Membership will be comprised of representatives of our school's community stakeholders (e.g. school leadership and staff, parents, and community members) that serves as a leadership body for school accountability. At a minimum the CSC will meet the composition required by law. The CSC collaborates to support the implementation of Policy BDFH-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP). The CSC will include (at a minimum) the school principal, classroom teachers, parents of students enrolled at JSS, at least one classified staff member, and at least one member from the community.

The structure supports the goal of JSS to have a school culture that is inclusive and collaborative. The emphasis is on building relationships and valuing the input of all members of the educational community –

students, staff, parents and community members. Using a shared decision making model, the CSC provides the opportunity for involvement in the implementation of the agreed upon school-wide goals in order to fulfill our vision and mission. The governance structure supports our value of shared leadership and responsibility.

## Section II. LEADERSHIP

*(10 page limit)*

### A. LEADERSHIP TEAM PERSONNEL

JSS leadership structure will consist of a leadership model that will include a Principal/Instructional leader and the addition of school design and community outreach consultants. The Principal will be supervised by a DPS Instructional Superintendent and evaluated against the School Leadership Framework. The school design and community outreach consultants will be hired as Independent Contractors and be held accountable to a Scope of Work collaboratively designed by the Principal and Consultants. The consultant role can be supported for the first three years of operation, needing the assurance of new school start up funds. After year 3, other funding sources will need to be procured.

All JSS school leaders must:

- Demonstrate an entrepreneurial spirit, drive and focus to excel.
- Articulate and model a clear vision of the school and promote parent and community involvement.
- Commit to serve a diverse student population.
- Celebrate strengths and diverse student talents.
- Strive for continuous improvement, critically consume data and use it to elevate student achievement.
- Be relationship driven.
- Desire to be a leader in the educational landscape and make positive contributions to the field.
- Support the apprenticeship model (as identified through the partnership with the Stanley Teacher Preparation Program and Get Smart Schools).
- Have experience teaching or leading in an Expeditionary Learning school.
- Have a minimum of five years of leadership experience and five years of classroom experience.

In addition to the Principal, there will be school design and community outreach consultants, and an Assistant Principal or Administrative Assistant. The following roles define the work that needs to be accomplished. However, in the initial start-up years, staff will have to provide multiple types of support until more people can be hired as enrollment and the budget increases.

The JSS principal serves as the school's instructional expert and leader. He/she chairs the Instructional Leadership Team, working in concert with DPS to:

- Build an inclusive school culture that demonstrates integrity, diversity, risk-taking, accountability, and an urgent and relentless pursuit of academic achievement.
- Eliminate achievement gaps across demographic subgroups at JSS (gender, race, income, native language, etc.).
- Ensure safe and stimulating environments, indoors and out, for students, staff, and families.
- Lead a professional learning community examining curriculum and instruction with an eye on continual improvement.
- Use student achievement data effectively to refine and improve students' learning and growth.
- Manage the special education needs of JSS, fully embracing an inclusive model of academic and emotional support and compliance with state and federal mandates including: IEP preparation/processes and IDEA requirements; monitoring programming and compliance related to English Language Learners, including WIDA testing requirements.



Chris Fleming, a veteran principal with nine years of experience, has been hired as the planning principal and is requested by the design team to be the primary principal/instructional leader moving forward. Chris has a track record of success in leading schools with challenging demographics, is knowledgeable about Expeditionary Learning and environmental science and passionate about providing engaging, innovative educational alternatives to all students. Chris is committed to raising student achievement through deep and consistent implementation of EL's core practices and use of ongoing formative assessment.

***Assistant Principal/Administrative Assistant***—As a deputy for the principal, this person shares responsibility for communicating and implementing the mission and vision of JSS; creating, communicating, and implementing JSS procedures and policies; the evaluation and support of all staff; contributing to the JSS professional learning community; data-driven decision-making; defining assignments and duties of specialized staff; recommending the best possible candidates for teaching positions; organizing staff for maximum effectiveness and high morale; making budgetary recommendations; being knowledgeable of potential sources of outside fiscal support and developing proposals; being the main go-to person for coverage and duties in the absence of other professional staff.

The comprehensive nature of the JSS mission and vision requires the leadership team to be committed to the academic and social-emotional well-being of every student and to making meaningful connections with parents and community. Leadership is viewed as a shared responsibility. The JSS leadership model is designed and organized to support its vision. The model ensures that leadership is distributed, lateral and sustainable to provide the guidance and direction of continuous improvement in instructional practice and alignment with its goals. Decisions are made based on what is best for students. Decisions are made consistently and backed up with solid reasons and compelling data that embraces those who will be impacted by those decisions.

***Instructional Guide***—this person guides the implementation of Expeditionary Learning core practices and the design principles at JSS. Fidelity to the school's instructional model requires:

- Learning Expeditions based on compelling topics, sound guiding questions, worthy projects, engaging field work, and a foundation in applicable standards.
- Active Pedagogy through instructional team meetings to collaborate with all JSS teachers in development and refinement of standards-based, high-quality expedition plans, an array of coordinated assessment tools, and analysis of student achievement data to improve practice. The IC also models instructional practices in his/her design and facilitation of on-going, regular professional development.
- Culture and Character are inspired and improved daily, through incorporating school rituals and visual reminders that foster and strengthen school culture, building routines into professional development to foster a professional learning community, engaging members of the school community through family meetings, crew meetings, and attendance and participation in public presentations of learning on-campus and off.

***(Appendix E – Job Descriptions for all Leadership Team Positions – 10 page limit)***

***(PRINCIPAL, SCHOOL DESIGN AND COMMUNITY OUTREACH CONSULTANT)***

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

## **B. LEADERSHIP SUCCESSION PLAN**

Successful implementation and sustainability of the JSS vision and mission cannot hinge on a single leader. The intent and expectation is to develop leadership skills and capacity for all staff. Partnerships with the Expeditionary Learning Network, Catapult Leadership and the Stanley Teacher Preparation

program support the ongoing development of the school's instructional leaders. Distributed and shared leadership is the cornerstone of JSS. Staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff is on the Instructional Leadership Team (ILT), lead and participate as members of data teams, serve on or lead school committees, and facilitate professional development. In addition JSS provides opportunities to learn/improve facilitation skills, develop outstanding data analysis skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. Teachers continue to grow and take on higher levels of responsibility and critical positions within the school, which leads to better teacher retention and a succession for leadership.

A recommended model for when a principal search is necessary begins with developing the list of principal knowledge, skills, and attitudes that are desired that is developed by staff as well as the with parent groups. An interview team will be selected with input from the Instructional Leadership Team and the PTA to include parents, teachers, current school administration and district leadership. Interview questions and "look fors" will be developed by the interview team, which align with the list of knowledge, skills, and attitudes. Finalists will be identified through an interview process, which may include a building walkthrough. Parents will be able to meet and ask questions of the finalists at a public community event and provide input at the conclusion of the event. The interview team will forward no less than two finalists to the Superintendent. Leadership candidates will be identified in collaboration Expeditionary Learning, Catapult and within the school to ensure philosophical alignment with JSS. Final recommendation for hire will be the responsibility of the Superintendent and Board of Education. The actual model would be developed and confirmed by the current staff (once hired) and the CSC to be truly collaborative.

### **C. LEADERSHIP TEAM COACHING & EVALUATION**

#### ***Instructional Leadership Team***

The JSS Instructional Leadership Team (ILT) is composed of the principal, intervention specialists, teachers from each grade level. The ILT will be created during the planning year in alignment with the hiring process timeline. Each person on the ILT will be responsible for operationalizing the JSS mission, vision, operating principles, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders use data wisely, shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, and student surveys). JSS will invest in the capacity of every teacher to access, understand, and use data effectively through the apprentice model in partnership with the Stanley Teacher Preparation Program and Get Smart Schools. Our leadership strategy goes beyond a single person or team; it is a role and expectation for all members of JSS staff. Staff ensures that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and Common Core.

The Instructional Leadership Team will represent the interests of staff and ensure their involvement and input into decisions relating to:

- Instruction, assessment, student learning outcomes, and student success

- Managing/monitoring the Unified Improvement Plan
- Professional culture and professional development

The Leadership Team will use an agenda-driven discussion and decision-making process designed to foster productive, proactive dialogue on the areas identified above. This process begins with the development of team norms and operating agreements that include expectations for member participation and interaction, meeting facilitation, record keeping/reporting, and process refinement. Team members will receive training on the strategies needed to be high functioning team.

### ***Principal***

As a district-run school, the Principal/Instructional Leader will be supervised and evaluated by a DPS Instructional Superintendent and evaluated against the School Leadership Framework. The school leader's primary role is to support student achievement. The principal's evaluation will focus on student achievement and growth. The evaluation will be based at least 50% on student achievement data.

The District's School Quality Framework section on leadership clearly supports the vision and mission of our school. The Framework for Effective School Leadership includes rubrics for cultural and equity leadership and instruction that are aligned with our focus. This resource from the District will expand leadership capacity and sets high expectations.

Coaching and professional growth opportunities will be provided to the school leader through the School Design and Community Outreach Consultant, Catapult Leadership and the Expeditionary Learning network. The school leader will work in collaboration with the Instructional Superintendent and Catapult Leadership to determine development needs. Catapult Leadership will work in cooperation with DPS to provide monthly executive coaching and the DPS Instructional Superintendent will support the leader at least twice monthly. EL school designers and Catapult staff will coach other members of the instructional leadership team; all ILT staff members will be evaluated by the principal using: the School Leadership Framework for the assistant principal and the Framework for Effective Teaching (LEAP) for the teacher members of the leadership team.

### ***Teachers***

JSS uses the EL network and the Stanley Teacher Preparation Program in addition to district support to recruit and retain qualified teachers. Additionally, JSS focuses on improving student achievement by developing quality teachers through intentional professional development provided by the Expeditionary Learning Network and the school's instructional leaders. High quality, job-embedded professional development is a critical component of EL schools. This aids in recruiting and retaining exceptional teachers and building the capacity of staff to ensure successful implementation of the model. JSS prioritizes building capacity and all teachers will participate in regular coaching and data-driven feedback cycles to improve teacher practice and student learning.

JSS will use the content of the LEAP Framework as the primary teacher performance and feedback tool but reserves the right to customize the LEAP evaluation process, including timelines. The school will not use prior LEAP scores earned at other schools as a basis for employment at JSS. JSS recognizes the value of multiple avenues of feedback for all first-year teachers. Building administrator as well as a peer observer LEAP observations will occur during their first year. Peer observers will not be assigned by the district but will be established in partnership with existing Expeditionary Learning Schools. Teachers who are in their second or higher year will be encouraged to work with peer observers but shall have the opportunity to opt out if assigned one by the district. Teachers will not earn non-probationary status based on LEAP scores or any other measure. Ultimate decisions regarding continuation of employment at JSS lies solely with the principal.

Although JSS uses the LEAP Framework as a performance tool but not as a hiring measure, we will not use prior LEAP scores earned at other schools as a basis for employment at JSS. JSS will follow the District's Basic Fairness and Due Process Guidelines in issuing corrective action.

#### **D. SCHOOL PERSONNEL STRUCTURE**

*(Appendix G – School Organization Chart – 2 page limit)*

*(Appendix H – Staff Roster – 2 page limit)*

##### **School Personnel Structure**

Joe Shoemaker School will hire a team that possesses passion, commitment, creativity, and drive for supporting the EL Core Principles and mission and vision of the school. JSS uses the following set of indicators in addition to the Colorado definition of *Highly Qualified*: *In accordance with section 1119 of NCLB, Colorado defines Highly Qualified Teachers as teacher that are fully licensed and able to demonstrate subject matter competency in each core content area in which they are assigned. This definition applies to both general and special education teachers that are responsible for providing instruction in core content subject areas.*<sup>3</sup> The JSS organizational chart is included as Appendix G. No core operations will be outsourced to third parties or consultants. The school will have the flexibility to hire non-licensed teachers for non-core courses. Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).

**INDICATORS:** Proven ability to execute standards-based instruction and progress monitoring strategies to promote student achievement; alignment with the vision and mission of JSS, and EL Core Practices; knowledge of culturally responsive pedagogy; ability to plan for and implement a variety of instructional techniques and strategies to meet the needs of diverse learners; desire to hold all students to high expectations; utilizes autonomy in instructional design and accountability for meeting high expectations professionalism; possess an ethic of excellence and craftsmanship; openness to feedback and coaching; desire and ability to work effectively as part of a team; demonstrated ability to work well with parents and build positive relationships with students from diverse backgrounds; demonstrated ability to analyze data and measurements of achievement; commitment to ongoing professional development and lifelong learning; desire to foster innovation and creativity; excellent communication skills; strong classroom management skills through instructional systems and structures; and possess a sense of humor, flexibility, and adaptability. Preference will be given to teachers who possess or are pursuing a Linguistically Diverse Learner endorsement, Special Education endorsement, or Gifted Education endorsement as well as teachers with Expeditionary Learning backgrounds and/or Stanley Teacher Preparation training.

#### **E. EMPLOYMENT POLICIES**

JSS salary ranges and employment benefits for all employees, as well as any incentives or reward structures that are part of the compensation system are aligned and consistent with DPS.

Stipends are provided as compensation for any work that is performed beyond the contract and will be paid at a rate determined annually by the school leader and CSC. There are no other modifications to

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<sup>3</sup> No Child Left Behind Section 1119: <http://www2.ed.gov/policy/elsec/leg/esca02/pg2.html>

employment benefits (such as health insurance and pension systems), and there are no modifications related to holidays and leave payouts JSS employment practices that differ from DPS are for hiring, work schedule, planning time, and collaboration and grievance policies. JSS requests permission for “real time hiring of teachers” (posting positions and hiring as vacancies become known. Hiring processes will be conducted by JSS with assistance from the Human Resources Department. JSS will not receive direct placement of teachers. These practices require waivers to district policy, State Waivers and the Collective Bargaining Agreement. JSS will be innovative in re-purposing the roles of key non-teaching positions toward accelerated achievement results and enhanced relationships with families and the community. Innovation status allows the school to align job descriptions, roles and responsibilities to more fully support the vision and mission of the school and to remain responsive to changing needs as they arise. Innovation provides the opportunity for staff to assume multiple roles as needed. All staff at JSS has shared ownership for student outcomes.

Waivers are necessary to support the Expeditionary Learning – Environmental Integration model and philosophy of JSS. Teachers must have a passion and desire to be part of EL. For example, JSS has asked for a waiver for Professional Staff Training, Workshops and Conferences in order to provide the structure and time for job-embedded learning and support. It is also important that learning teams are organized to align students within learning expeditions and provide teachers and students flexible time.

- JSS has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.
- JSS shall have the ability to interview all district assigned positions including specialized support service provides, and classified staff.
- JSS has the authority to develop its own policies and procedures for evaluating the performance of support staff. All classified employees that report directly to the school shall receive an annual appraisal from the Principal or Principal's designee. The principal or her designee shall review the results of the appraisal with each employee and provide the employee with a copy. Classified employees' signatures on appraisal reports are not required. If an employee wishes to make comments they may do so on a separate sheet of paper that will be included in the employee's file. For performance review appraisals, the reports shall include a designation of whether or not the employee is meeting expectations.
- JSS has the authority to issue its own employment offer letters. JSS's letter will outline the terms of employment. HHES will follow the DPS salary schedule but has the authority to establish its own system for all employees to provide stipends. JSS will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
- The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the innovation plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; hire teachers on annual contracts; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters to newly hired teachers. All teachers are hired on annual contracts. Annual contract status may be renewed annually as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the School to ensure teacher contracts are consistent with the approved innovation plan. The School will have the autonomy to determine years of experience for educators

in order to account for private, international, other school experience and other related work experience.

- The school will use support staff positions that have been established by the Board, when applicable. When additional or 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 may create, revise, or remove any unique job descriptions necessary to implement the school's innovation plan.
- The School will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies. The School will work with the district HR office to post classified positions through the district website. The school may also choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate.
- The school's principal or designee will be provided with all applications for classified positions and will make a selection using school-based processes with final hiring authority granted to the principal. Background checks will follow the traditional process. The school will not be required to accept an appointment of a classified employee from the district.
- All non-teaching employees will be at will and may be dismissed mid-year for any lawful reason.
- Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the School's calendar.

***(Appendix I – Personnel Policies or Employee Manual – 15 page limit)***

#### **F. OPERATIONS - TRANSPORTATION**

JSS plans to use District-provided buses for transportation of students. The principal will collaborate with the Transportation Department as well as the principals of Samuels and Holm Elementary to set appropriate bell times.

## Section III: EDUCATION PROGRAM

### A. Curriculum

JSS has selected Expeditionary Learning with environmental science integration as our educational model and is requesting waivers from DPS curriculum to implement. Instruction will be provided in both English and Spanish in accordance with the DPS OCR Consent Decree.

In The Call for New Quality Schools, DPS was explicit in this challenge: “The Hampden Heights facility...will be located next to a large open space and riparian habitat. Interested applicants are strongly encouraged to work with community members to integrate the site’s unique attributes into proposed programs.”

We believe Expeditionary Learning is the best educational model to support this call. Expeditionary Learning makes standards come alive for students by connecting learning to real-world issues and needs tailored specifically to the JSS. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom. The EL model at JSS intentionally incorporates the neighborhoods, natural resources, urban-suburban-rural interfaces, open spaces, and nearby nature-based, built environments as primary places of learning to be used daily for fieldwork, exploration, data collection, reflection, and application. The intent is to ensure academic and cultural relevancy and provide learning for a diverse student population, including linguistically diverse, gifted and talented, and students with special needs.

This specific call and unique natural setting demand an educational model that utilizes the open space as a primary means of educational programming. The roots of Expeditionary Learning are based in the research and philosophy of Outward Bound, creating rich opportunities to learn about oneself, one’s peers and the world. Curriculum is designed to teach students how to investigate the natural world through fieldwork and nature experiences. This fieldwork is modeled on the authentic research of current professionals in the field and is conducted in collaboration with local experts.

We have responded to the call by convening a collaborative team of experts that bridges the formal and community-based education sectors – Expeditionary Learning Schools, Get Smart Schools, Stanley Teacher Preparation Program joined with The Greenway Foundation/South Platte River Environmental Education and Earth Force/Denver Public Works. All organizations are committed to substantive and on-going efforts in developing rigorous, standards-based learning expeditions and delivering the JSS education program.

Our design team contributors from the community-based education sector include three Certified Master Environmental Educators: SPREE’s Mary Palumbo, Earth Force’s Donny Roush, and CAEE’s Katie Navin (This is the community-based equivalent of Master Teacher Certification; there are only 16 such individuals in Colorado). Through these environmental educators, JSS will connect to the Guidelines for Excellence in Environmental Education, the national standards for content and practice.

The proposed curriculum and educational model is receiving tremendous community support from experts in the field. (See Appendix D) As a result, we propose to use JSS as a demonstration site in the application of environmental education research, through a project called “Creation of a Beacon of Public School EE Excellence at Joe Shoemaker School.” An initiative within the National Project for Excellence in EE, in conjunction with EL Schools, CAEE, Earth Force, and The Greenway Foundation/SPREE. We anticipate these deliverables:

- All staff and board trained in the Guidelines for Excellence in Environmental Education
- Guidelines adopted by the school's board and faculty
- Certified Environmental Educators for 5 faculty members
- Expedition Plans reviewed against the Guidelines
- Adventure Program reviewed against the environmental expert guidelines
- Sharing best practices through CDE, CAEE, EL National, NAAEE, and at least 1 other education conference annually
- Evaluation of linkage of Environmental Education Excellence to academic achievement

JSS espouses the concept of *The Third Teacher*, explained as:

Whether this year's kindergarten student will merely survive or positively thrive in the decades to come depends in large measure on the experiences she has in school. Those experiences will be shaped by adults, by peers, and ultimately by places, by the physical environments where she does her learning. United in the conviction that environment is our children's third teacher, we can begin anew a vital mission: designing today's schools for tomorrow's world. (OWP/P Architects, VS Furniture & Bruce Mau Design, 2010)

Although the designs for Shoemaker's' building and grounds were completed before competitive selection of the academic programming, we see many features included that we would have requested. The building, as designed by Anderson Mason Dale and the attendant landscaping, appear to us as a partially filled canvas onto which we anticipate the addition of nature-based learning. The community of learners will determine the number and qualities of these features. Youth voice will be included equitably alongside those of the school's adults and neighbors.

### **Cultural Relevancy**

At JSS, cultural relevancy is primarily addressed through the EL Core Practice of "Establishing Structures for Knowing Students Well." Each child and family brings a unique background, perspective, experience and ability to the culture of the school. Recognizing these strengths and celebrating diversity is a part of the school culture that is intentionally planned for, developed and sustained through practices that bring the community together, promote shared understandings and encourage all community members to become "crew, not passengers." To ensure culturally relevant instruction, teachers create a bridge between students' home and school lives, while meeting or exceeding the expectations of the Colorado Academic Standards/Common Core State Standards. Teachers at JSS use the backgrounds, knowledge and experiences of the students to inform instruction and teaching methodology. Spanish instruction will be provided for native Spanish speakers as determined in cooperation with families. Teaching in Spanish will support students by honoring their native language and removing full immersion into English as a barrier to learning. A TNLI model supports the goals of bilingualism and bi-literacy. The unique approach of the EL model and the outdoor classroom environment also provides a higher-level of accessibility and meaningful learning to meet the needs of linguistically diverse learners and learners with special needs.

### **Evidence Basis**

In 2002, Borman, Hewes and Brown<sup>4</sup> reviewed 29 Comprehensive School Reform models related to their evidence base, design characteristics, and indicators of student achievement. The authors described the

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<sup>4</sup> Borman, G.D., Hewes, G. M., Overman, T. Brown, S, (2002). Comprehensive School Reform and Achievement. Review of Educational Research, 125-230.



research base for Expeditionary Learning as showing “highly promising evidence of effectiveness,” (p.34) and rated EL as 4<sup>th</sup> highest of all 29 models assessed. Since this meta-analysis was published, the evidence base for Expeditionary Learning models has grown – supported by both the research literature, as well as by data from EL schools themselves. The evidence for expeditionary learning models can be classified into three key domains: EL student achievement and school test performance; EL student engagement; and EL teacher practice and professional development. Evidence for the effect of EL participation on student achievement and test performance indicates that EL students have outperformed their peers on state and mandated tests, in some cases by considerable margins.

An early study of EL by the Center for Research in Educational Policy found that a Colorado-based EL school, The Rocky Mountain School of Expeditionary Learning, consistently outscored non-EL schools from the four state districts from which its students were drawn across all grade levels for each of 5 years on the Colorado Student Assessment Program. In reading in particular, these EL students scored an average of 11.9% higher in reading than their non-EL peers. Recent studies have provided additional strong evidence for EL student achievement. The UMASS Donahue Institute (2010)<sup>5</sup> compared the performance of students from EL elementary schools to their non-EL state district peers over the course of two school years. The study found that EL schools produced statistically significant student achievement gains in English/language arts and math. While these achievement gains are important for all students, they are particularly significant for populations that have lagged behind others, including English Language Learners, students receiving Free and Reduced Lunch, Hispanic, and African American students. A 2011 study found that EL schools in New York had made substantial progress toward closing the achievement gap in English/language arts and math for these groups of students between 2006 and 2010. In some cases, the study found that the achievement gap was fully closed for students in EL schools.

Student engagement increases as a result of EL’s focus on critical thinking, problem-solving, and collaborative learning. Students participating in EL programs are highly engaged in their own learning as well as the world around them through civic engagement, and social and environmental service. In 2001, the American Youth Policy Forum<sup>6</sup> surveyed 28 leading school reform models and gave EL a “five star” rating for being “highly compatible” in linking community service to academics and building “an ethos and belief of service to others.” Similarly, the Academy for Educational development found a strong level of student engagement.

Teachers play a critical role in the implementation of the Expeditionary Learning model. Teaching practices and professional development are central conduits through which the ideals and principles of EL flow. The Center for Research in Educational Policy report (2002)<sup>7</sup> highlights the unique pedagogical approach of EL teachers, finding that in comparison to other schools with similar demographics, teachers at an EL school used significantly more coaching and project-based learning and significantly less direct instruction and independent seatwork than their non-EL colleagues, while the Academy for Educational Development<sup>8</sup> found that EL teachers reported that their classroom practices changed markedly with EL, noting in

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<sup>5</sup> UMASS Donahue Institute (2008). Study 3: Expeditionary Learning: Analysis of Impact on Achievement Gaps.

<sup>6</sup> Finding Common Ground: Service Learning and Educational Reform (2001), Full Report (PDF).

<sup>7</sup> Rocky Mountain School of Expeditionary Learning Outward Bound Project (1995), Full Report (PDF)

<sup>8</sup> American Institutes for Research: An Educator’s Guide to School Reform (1999).

particular their collaboration with other teachers, systematically addressing content and skill learning in designing expeditions, and developing clear criteria for assessing student work. The success of EL teachers in implementing these approaches to support the high levels of student achievement owes to the strong foundation of professional development that EL provides. A series of reports by the National Staff Development Council (1999, 2002)<sup>9</sup> described EL as a leading professional development association and mentioned Expeditionary Learning's "heavy emphasis on teacher content development and the rigorous expectation of adult learning and collaboration for all teachers."

**B. USE OF NON-ADPOTED CURRICULUM or TEACHER DEVELOPED CURRICULUM:**

***(Appendix D: Waiver Template - 1- Use of Non-Adopted District Curriculum –no page limit)***

***or***

***(Appendix D: Waiver Template - 2- Teacher Developed Curriculum Waiver- no page limit)***

**Proposed Curriculum**

JSS proposes Expeditionary Learning as its curricular model integrated with the DPS Standards Toolkit. The following Expeditionary Learning Core Practices and Expeditionary Learning Design Principles<sup>10</sup> are emphasized to empower children:

1. Mapping Skills and Content
2. Designing Learning Expeditions
3. Formulating Guiding Questions
4. Selecting Case Studies
5. Designing Projects and Products
6. Incorporating Fieldwork, Experts and Service Learning
7. Producing High-Quality Student Work
8. Teaching Global Skills and Knowledge
9. Supporting College and Career Readiness

Learning expeditions are the signature Expeditionary Learning curricular structure. They make content standards come alive for students. Learning expeditions at JSS will be designed using the natural environment of the school's open space with a strong environmental education component. The Shoemaker DPS campus offers, simply put, the best setting in the entire city for integrated, experiential education, where boundaries between classrooms, the built environment of a city, and the natural world are permeable. With profound intention, space for learning at JSS extends from the school building outward in all directions. JSS will be an exemplar of environmental education.

These long-term in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. Learning expeditions involve students in original research, critical thinking, and problem solving, and they build character along with academic skills. All learning expeditions explicitly focus on building literacy skills in students, particularly in the reading and writing of non-fiction text. Through in-depth studies centered on engaging topics, students possess a depth of knowledge and immersion in content rich vocabulary, which supports English Language Learners, increases students'

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<sup>9</sup> What Works: Results-Based Staff Development (2002/1999). Full report online.

<sup>10</sup> Expeditionary Learning Core Practices, A Vision for Improving Schools, [www.elschools.org](http://www.elschools.org), pp. 16-26.

reading comprehension, and enhances the vocabulary that students use in their written and oral language. These in-depth studies also provide opportunities for differentiation and enrichment for Gifted and Talented students.

**Reading:** Reading is a complex process about making meaning. The reading process includes phonemic awareness, phonics, fluency, vocabulary development and comprehension. At JSS, comprehension strategies and critical thinking skills are taught to help students make sense of content and the world around them. Students learn to read while reading to learn. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, are used with all students as an enriching challenge. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text. By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking and meaning making in school and in life. Supplemental resources will be used as appropriate. Reading will be taught in English and Spanish in accordance with the Language Allocation Guidelines.

**Writing:** At JSS, writing is taught across the curriculum in English and Spanish according to the recommendations of the Language Allocation Guidelines.. Students learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres. Teachers develop and teach a common language for the writing process and the traits of excellent writing. They use consistent practices for teaching and assessing writing. Students learn to write like historians, scientists, mathematicians and artists. Through writing, students learn more deeply about content and communicate what they know. They learn to craft quality writing in a variety of contexts. Students write to learn while learning to write. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing varies by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms. Supplemental resources will be used as appropriate.

**ELD:** At JSS, English Language Development is supported across the curriculum as well as taught explicitly. Students learn form and function of the English language supported through the context of Expeditions and daily learning through the use of academic language. Teachers measure the development of students' oral, written and receptive language. We have been approved as a DPS pilot school using ELAChieve for our ELD curriculum.

**Mathematics:** At JSS, math is taught in English and TNLI-Spanish with rigor and integrity in discrete math classes. Along with discrete math instruction, math is integrated into projects, case studies and learning expeditions whenever possible, in a lead or supporting role. JSS focuses on foundational facts – vocabulary, formulas, algorithms and number facts – that are always grounded in conceptual understanding and inquiry. Teachers ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking. Students learn to use appropriate technology strategically in problem solving. Math teachers support students to think like mathematicians and cultivate mathematical habits of mind – curiosity, risk-taking, perseverance, and craftsmanship. Mathematics is approached with a Problem-Based Three Part Lesson Instructional Model that opens the classroom to exploring, conjecturing, reasoning and communication. This model is very different than the “transmission” model in which teachers tell students facts and demonstrate procedures. In addition to the conceptual math curriculum, instruction is supplemented with numeracy work for students

based on “Critical Learning Phases.” Kathy Richardson, one of the leading educators in mathematics education, has developed a series of nine Assessing Math concepts books <sup>11</sup> to help teachers measure “important core concepts and related ‘Critical Learning Phases’ that must be in place if children are to understand and be successful in mathematics.

**Science:** At JSS, teachers focus on supporting students to read, write, think and work as scientists. They use expeditions, case studies, projects, problem-based content, collaboration with professional scientists and engineers and interactive instructional practices to foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence. In addition, because appreciation and stewardship of the natural world is a part of the design of expeditionary learning, environmental literacy is integrated into the science curriculum at all grade levels.

**Social Studies:** At JSS, teachers of social studies prioritize students’ understanding of enduring concepts so that they can apply that understanding to the modern world. Teachers view social studies as a way to develop students’ capacity to interpret their world critically and engage productively in it. They help students understand the big picture and timeline of the elements that make up a culture or civilization, teachers support students to appreciate and understand diverse cultures and connections between ancient and modern cultures. To help animate history, teachers choose compelling case studies that intertwine history, government, economics, geography, and culture and illuminate enduring themes. Students often investigate and address social issues in their local community and become passionate community members in the process. While learning social studies, students act as social scientists – they analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions. Explicit literacy instruction is a focus for students at all grade levels. Students learn to read, write and think as historians.

**The Arts:** At JSS, the arts in all forms are celebrated as a foundation of culture and a central aspect of learning and life. Artistic skills are understood as intelligences, and artistic achievement is valued as academic achievement. Student exhibitions of learning feature the arts along with other subjects. EL schools are filled with student artwork, which is displayed in a way that honors the work. Artistic performances are points of pride for the school, serving also as outreach to the broader community.

**Fitness and Wellness:** JSS promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction and healthy relationships – the key elements of physical and mental health – are included as part of the school’s wellness approach. The physical education program places a strong emphasis on personal fitness, nutrition and character development. Physical activity and outdoor time are woven into the school day whenever possible and appropriate. As part of the school’s emphasis on environmental education, we will include lessons focused on gardening and nutrition. Students and teachers will be able to share fruits and vegetables that have been grown as a part of the community garden.

Physical challenges push students to pursue excellence and assume responsibility for their own learning. Teachers help students understand the connections between physical challenge and academic challenge. JSS uses lunch as a curricular subject area, providing healthy meals to all students. JSS teachers and

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<sup>11</sup> Kathy Richardson, Developing Concepts, [www.mathperspectives.com](http://www.mathperspectives.com)

students emphasize the importance of wellness and are stewards of a climate of social and emotional safety for students. School staff models healthy lifestyles and a healthy school culture.

**Early Childhood Education:** The JSS ECE program will be evaluated and maintain compliance with all State of Colorado DPP, CPP and Qualistar rating requirements throughout each academic year.<sup>12</sup> JSS will maintain a maximum of a 16:1 student-teacher ratio in every ECE classroom with the addition of a Stanley Teacher Prep resident or para to reduce ratios. Each class will meet for 1 half day. ECE staff interactions with students will be purposeful, giving students the opportunity to develop self-understanding, efficacy, social competence and individuality. The JSS curriculum for ECE will be based on Teaching Strategies GOLD<sup>13</sup> and be aligned and consistent with the Expeditionary Learning model, with student-directed work and expeditions as the vehicle for the standards.

### **Environmental/Experiential/Outdoor Education**

JSS integrates environmental science into its curriculum in direct response and support of the Colorado Environmental Education Plan that outlines strategies for building a feasible, cost-effective, and sustainable infrastructure to support the education of an environmentally literate citizenry. The adoption of this plan sets the stage for the vision articulated in HB 10-1131 (Colorado Kids Outdoors Grant Program Legislation was signed into law in May 2010) for coordination and cooperation among schools, districts, and community partners.

The plan states that environmental education is a life-long learning process that increases an individual's awareness of, relationship with, and dependence on the environment and its systems. Because of the multiple ways the environment intersects with personal and community lives, developing an environmentally literate population has the potential to dramatically improve the lives of all Coloradans. Research indicates that students engaged in environmental education experience numerous benefits including:

- *Greater pride and ownership in their community.*
- *Strengthened sense of empowerment to make a difference in their community.*
- *Increased engagement and enthusiasm for learning.*
- *Increased school attendance.*
- *Greater sense of relevance and interest in what they learn in school.*
- *Better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies.*

Beginning in the spring of 2011, in partnership with the Colorado Department of Natural Resources (DNR), the Colorado Department of Education (CDE) developed the Colorado Environmental Education Plan (CEEP) to foster partnerships and awareness needed to promote, coordinate, and sustain standards-based environmental education across the state. The CEEP has been aligned directly with Colorado State Standards in all content areas.

Moreover, JSS curriculum supports our belief that it is our moral obligation to create equal opportunity and support for all children; including children of poverty, English Language Learners, students with special needs, and Gifted and Talented learners. JSS teachers and school leaders will ensure that student linguistic and cultural backgrounds are represented in the curriculum supporting students' understanding

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<sup>12</sup> <http://www.cde.state.co.us/cpp/download/QualityStandards/QualityStandards2008.pdf>

<sup>13</sup> <https://www2.teachingstrategies.com/page/GOLD-assessment-online.cfm>

and engagement while building positive identities. JSS staff regularly analyzes the curriculum to check alignment to Colorado State Standards (as adapted to match the Common Core Standards) and ensures opportunities for all students to meet these standards. JSS monitors the implementation of the curriculum and educational model through the Expeditionary Learning Implementation Review and cross-walking all expedition work to the Colorado Academic Standards/Common Core State Standards.

### **Standards**

As previously stated, as an EL school, JSS curriculum is developed using active instructional practices that build academic skills and student motivation and rigorous expeditions and projects that are tightly aligned with Colorado Academic Standards and Common Core State Standards. Odyssey School is an example of a highly successful school in DPS that demonstrates the alignment between expeditionary learning and The Colorado Academic Standards/Common Core State Standards. Odyssey School will be used as a mentor school from the EL network, sharing expeditions and curricular components as appropriate.

Environmental education embodies 21st century skills (i.e., critical thinking and reasoning, invention, self-direction, collaboration, and information literacy) by developing learners' ability to ask questions, speculate and hypothesize about the world around them, connect to the places where they live, seek information and develop answers to their questions. Learners engage in inquiry, master fundamental skills for gathering and organizing information, interpret and synthesize information to develop and communicate explanations, and invent solutions. Engaging students in rich and varied learning environments has the potential to make learning relevant, interactive, and foster place-based connections. Matrices have been developed that demonstrate the environmental education alignment with Colorado Academic Standards, by grade level in areas such as life science, geography, earth science, reading, writing, communicating, physical and personal wellness, physical life science, etc.<sup>14</sup>

### **C. SCOPE/SEQUENCE (FOR EACH NON-ADOPTED CURRICULUM)**

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

JSS will use the DPS Standards Toolkit<sup>15</sup> (and any revisions made for 2015-2016), aligned with the Colorado Academic Standards as a resource for scope and sequence for literacy, science, social studies, the arts, physical education, and the WIDA Standards. To complement the DPS Standards Toolkit, JSS will crosswalk Expeditionary Learning's Primary Grade Model Expeditions (ECE-Grade 2), Expeditionary Learning English Language Arts modules developed for Engage New York, Colorado Environmental Education Plan (CEE) and CDE's social studies and science units to provide the foundation for Shoemaker's expeditions. JSS teachers will build their capacity for curriculum design over time and will utilize well-developed curriculum as a foundation of support in the interim. (DPS curriculum, Engage NY Modules, EL Model Expeditions) These curricula will serve as models for the level of detail, rigor, robustness and explicitness required for teacher-created curriculum. Math scope and sequence will follow

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<sup>14</sup> Colorado Environmental Education Plan, [www.caee.org](http://www.caee.org), pp. 35-39.

<sup>15</sup> <http://standardstoolkit.dpsk12.org>

the Investigations Curriculum<sup>16</sup> supplemented by additional resources. A scope and sequence plan for 1<sup>st</sup> grade Investigations and a standards-aligned 1<sup>st</sup> grade Learning Expedition Plan are included in Appendix J.

JSS teachers and school leaders work together to ensure that a set of school-wide, standards-based curriculum maps act as the foundation for all planning and instruction. The maps incorporate all required standards and college readiness skills and are revised as needed over time. The maps describe a vertical sequence of learning expeditions and projects, and they define the key content and skills that need to be addressed at each grade level and discipline. The maps guard against unnecessary repetition of content across grades to assure that instruction is aligned with the rigor of the CCSS.

## Instructional Materials

**Reading:** JSS may utilize some of the DPS Instructional Materials for reading, including: benchmark bookroom materials, classroom libraries, or other curricula dependent on the new adoption of Literacy materials to be determined in 2015. Other materials will include Expeditionary Learning Recommended Text Lists, American Reading Company<sup>17</sup> and Booksource<sup>18</sup>. At the heart of JSS's comprehensive literacy program is a collection of high quality literature aligned with expeditions and representing all subject areas. JSS instructional leaders and teachers will continually select literature that is culturally sensitive and relevant<sup>19</sup>, connecting to students' lives, language and cultural heritage. Fountas and Pinnell assessments and resources<sup>20</sup> will be used to support explicit reading instruction in addition to DPS selected reading assessments.

**Writing:** Lucy Caulkins Units of Study<sup>21</sup> and Regie Routman's Writing Essentials and instructional approaches are used as resources to support explicit writing instruction. JSS may utilize DPS Instructional Materials for writing dependent upon the upcoming literacy adoption. Additionally, all expeditions incorporate daily writing and the creation of at least one rigorous, high-quality writing product.

**Math:** Investigations<sup>22</sup> Unit Kits and assessment sourcebooks, Developing Number Concepts by Kathy Richardson, Engage NY, Fosnot and age-appropriate concrete mathematics manipulatives for every classroom.

**Science:** Foss Science Programs<sup>23</sup>, GEMS Science Curriculum<sup>24</sup>, and Delta Science Modules<sup>25</sup>, and CDE's science and social studies sample units will be used selectively as project-based materials for

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<sup>16</sup><http://www.pearsonschool.com/index.cfm?locator=PSZu6e&PMDbSiteId=2781&PMDbSolutionId=6724&PMDbSubSolutionId=&PMDbCategoryId=806&PMDbSubCategoryId=25741&PMDbSubjectAreaId=&PMDbProgramId=28341>

<sup>17</sup> [www.americanreading.com](http://www.americanreading.com)

<sup>18</sup> [www.booksource.com](http://www.booksource.com)

<sup>19</sup> Scherff, L. & Spector, K. (2011). *Culture, Relevance, and Schooling: Exploring Uncommon Ground*. Lanham, MD: Rowman and Littlefield Education

<sup>20</sup> <https://www.heinemann.com/fountasandpinnell/>

<sup>21</sup> <https://www.heinemann.com/products/E04709.aspx>

<sup>22</sup> <http://investigations.terc.edu>

<sup>23</sup> <https://www.fossweb.com>

planning expeditions. LaMotte water quality kits will be used for ongoing testing of Cherry Creek and the JSS bio-swale pond. Informational texts in English and Spanish will be selected as needed by the expeditions.

**Social Studies:** Social Studies Alive<sup>26</sup> will be used as a resource for planning and teaching expeditions. Informational texts in English and Spanish will be selected as needed by the expeditions.

**Transitional Native Language Instruction (Spanish):** JSS will actively seek out use Spanish materials to support TNLI. Investigations, literacy materials and Creative Curriculum are all available in Spanish. JSS will work in collaboration with Mundo Verde Dual Language Public Charter School in Washington, D.C. to build content area libraries in Spanish. JSS will also provide high quality, supplemental teacher materials to enhance instruction. When Spanish materials are not available, JSS will work in collaboration with the ELA department to provide high quality materials that are appropriate for our Spanish-speaking students.

**ECE:** Teaching Strategies GOLD<sup>27</sup> will drive all Expedition planning and Creative Curriculum may be used as a resource.

**ELD:** JSS plans to use the ELAchieve curriculum for the ELD block and support continuous language development through sheltered instruction and best practices for all English Language Learners.

These resources align with the mission and philosophy of JSS by providing opportunities for critical thinking and knowledge/skill acquisition across curricular areas. All materials support the integration of best practices. Professional development is imbedded within all of the resources selected, empowering teachers as decision-makers and instructional experts. Materials support teachers in being prepared to effectively differentiate learning experiences for all students including ELLs, students with special needs and Gifted and Talented. Teachers will ensure that students demonstrate mastery of content tied to the Colorado Academic Standards and Common Core State Standards. Please see Appendix J for examples of core content materials and skill development activities.

By July of year 0, the instructional leader(s) in partnership with Expeditionary Learning will adopt or design expeditions that are aligned with Colorado Academic State Standards and Common Core State Standards. Benchmarks will be:

- Curriculum fully designed and/or fully adopted by July of Year 0
- Equipment, furniture and classroom supplies necessary for implementation ordered and purchased by June of Year 0
- Instructional materials ordered and purchased by July of Year 0, basic materials will be ordered by March – content specific materials by July
- Supplemental assessments selected by June of Year 0

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<sup>24</sup> <http://lhsgems.org>

<sup>25</sup> <http://www.deltaeducation.com/science/dsm/index.shtml>

<sup>26</sup> <http://www.teachtc.com/programs/elementary/social-studies-alive-textbook/our-community-and-beyond/>

<sup>27</sup> <https://www2.teachingstrategies.com/page/GOLD-assessment-online.cfm>



Sample curriculum development/learning expeditions we anticipate include:

Grade	Potential Expeditions Topics	
ECE	<b>Earth, Life and Physical Science*</b> : Science of Myself - Colors, Patterns and Sounds	
K	<b>Life Science and English Language Arts*</b> : Diggers, Flyers and Crawlers: Exploring Insects in our Backyard and Creek Animal Study-Classification, physical characteristics and offspring/life cycle	
1st	<b>Earth, Life and Physical Science, English Language Arts*</b> : How Does Your Garden Grow? Earth materials, weather and changing seasons, organism dependency on abiotic factors, animal and plant structure and function  (* Standards assessed, but not through the structure of an expedition: History 1, Geography 1, Economics 1 & 2, Civics 1 & 2)	
2 <sup>nd</sup> – 3 <sup>rd</sup>	<b>Year A</b> <b>Physical Science:</b> <ul style="list-style-type: none"> <li>• Whirl, Pop, Whoosh: The Sounds of Simple Machines</li> <li>• States of Matter: Hot or Cold (Relationship, Change, Interaction, Influence, Interaction)</li> </ul> <b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Denver neighborhoods, then and now (Changes, Neighborhood/community, Interdependence, Resources)</li> <li>• Mini-study to hit economics standards</li> </ul>	<b>Year B</b> <b>Earth and Life Science:</b> <ul style="list-style-type: none"> <li>• Dinosaurs: Structure &amp; function, making inferences about change from fossils, theories of extinction. Current day: Comparison to prairie dogs</li> <li>• Life Cycles (possibly part of prairie dogs, Change, Transformation, Cause and Effect)</li> </ul> <b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Can We Learn from the Past? (Considering Perspectives and Supporting Opinions)</li> <li>• Cultures and Communities</li> </ul>
4 <sup>th</sup> – 5 <sup>th</sup>	<b>Year A</b> <b>Science:</b> <ul style="list-style-type: none"> <li>• Ecosystems and Animal Defense Mechanisms</li> <li>• Inventions that Changed Peoples Lives, Forms of Energy</li> </ul> <b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Colorado History &amp; Regions of Colorado (Origins, Unity/Diversity, Interdependence, Conflict/Resolution)</li> <li>• Early American History: The Foundations and Continuation of American Government and Ideals (including immigration)</li> </ul>	<b>Year B</b> <b>Science:</b> <ul style="list-style-type: none"> <li>• Life on the Inside – Structure and Function</li> <li>• Earth Changes – Geology and Weather</li> </ul> <b>Social Studies:</b> <ul style="list-style-type: none"> <li>• Ancient civilizations of the Western Hemisphere – Clash of cultures – Inca/Aztecs</li> <li>• Empires and Expansion (Diversity and Adaptation, Perspective and Change, Conflict Resolution, Interdependence)</li> </ul>

In K-1, year-long expeditions will focus on science concepts fully integrated with literacy and math. Science expeditions offer greater concrete, experiential potential for K-1 students. Social studies standards in K-1 can easily be integrated in other classroom structures like Crew. (e.g., participate in making decisions using democratic traditions, exploring the school and community) K-1 teachers integrate social studies into the science-based expeditions.

The Greenway Foundation/SPREE and Earth Force/Denver Public Works both intend to support this school with supplemental, in-school programming.

**South Platte River Environmental Education (SPREE):** SPREE Schools adopt the South Platte River and major tributaries such as Cherry Creek as a centerpiece of instruction and curriculum. At SPREE Schools, every student experiences a SPREE Excursion every year. SPREE's seven grade-specific excursions are provided for students in ECE through 5th grade, each at a different public park along the South Platte River. These hands-on experiences introduce students to the River through fun and engaging activities that teach science, history, and the importance of the River to the city and its residents. SPREE Excursions are tied back to the JSS site through fieldwork on Cherry Creek and surrounding open space. SPREE's award-winning excursions are designed in line with the Colorado State Standards for education and the NAAEE Guidelines for Excellence in Environmental Education. By building year-to-year, students at SPREE Schools develop a powerful relationship with their waterway by the time they graduate from SPREE.

#### **D. CLASS SIZE.**

The class size and structure of our classes promote differentiation, language acquisition and deep, rigorous learning. We will strive to have classes of 25 or fewer students in each K-5 classroom. In our ECE classes, we will attempt to limit our classes to 16 students maximum, as required by Qualistar. All classrooms will have a second educator due to our partnership with the Stanley Teacher Prep Program, who provides highly-qualified, well-prepared professionals, who assist in differentiation and in decreasing the student-teacher ratio.

#### **D. School Schedule & Calendar**

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

As a district run school, JSS may follow the adopted DPS school calendar for 2015-2016, but for 2016-2017 through collaboration with staff and parents, we intend to develop a school calendar that better aligns with the Innovation Plan and the JSS vision and mission. The goal is to develop a calendar that ensures there will be a variety of schedules for different grades and teams depending on the needs of students. The daily schedule will include large blocks of time for investigations, fieldworks, and collaboration among students. One constant is that every student spends time in Crew, the advisory period. Learning teams will be organized to align students within learning expeditions and provide teachers and students flexible time. This will provide more opportunity for immersion and more cohesion.

#### **E. PROGRESS MONITORING AND ASSESSMENT ASSESSMENTS**

JSS uses highly advanced student assessment systems to monitor student progress. Data collection of baseline, interim, formative and summative assessments guides teaching. The most important of these will be formative, in-class assessments to help teachers monitor the effectiveness of their day-to-day instruction. Our leaders, teachers, and students embrace the power of student-engaged assessment practices to build student ownership of learning, focus students on reaching standards-based learning

targets, and drive achievement. This approach to assessment is key to ensuring that JSS students achieve educational equity. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. JSS faculty engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. Cohort data will be analyzed to ensure continuous progress over time.

The effective use of data systems to effectively guide instruction is a common feature of the highest performing schools in the country and is consistently supported by research as an effective practice.<sup>28</sup> JSS uses modifications of data-based models developed by Paul Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction*.<sup>29</sup> Features of Paul Bambrick-Santoyo's methods include: interim assessments, regular data analysis, explicit planning and opportunities for reteaching, use of the Response to Intervention model where students are assessed and flexibly grouped every 6-8 weeks according to pre-unit assessments and a data-driven school culture. As previously mentioned, each learning expedition will be developed with explicit standards, learning targets and assessments. Our school structure will allow time for JSS staff to monitor the attainment of these learning targets.

JSS administers PARCC, CMASS and WIDA according to the DPS testing schedule; the school will comply with all state requirements and DPS approved assessments tied to the Read Act. DPS interim assessments may be used as a resource and a timeline will be developed that best meets the needs of the school. Ongoing data team meetings will be a structure used to analyze formative assessments, practice tests and sample items from the new assessments. Overall class and grade level progress will be reported out every 6-9 weeks.

## PERFORMANCE GOALS

DPS School Performance	JSS Annual Achievement
<i>Student Growth Over Time Toward State Standards</i>	JSS students in grades 3-5 that have been continuously enrolled for more than one academic year, will have growth percentiles between the 50th and 75th percentile, in math, reading and writing.
<i>Gaps in Academic Growth</i>	Students who are not proficient will grow more than one year's growth in one years' time (above 50th percentile) and students who are proficient will meet their growth percentiles to "keep up" or "move up" as measured by the Colorado Growth Model.

<sup>28</sup> Goodwin, B. *Changing the Odds for Student Success: What Matters Most* (2010), Mid-continent Research for Education and Learning (McREL).

<sup>29</sup> Bambrick-Santoyo, P. *Driven by Data: A Practical Guide to Improve Instruction* (2010), San Francisco, CA, Jossey-Bass.

<p><b><i>Student Achievement Levels and Growth Targets</i></b></p>	<p>All student demographic subgroups will meet the School Performance Framework targets set across all tested areas.</p> <p>Based on DPS approved Read Act Assessments, on average, K-2 students will demonstrate 1.5 years of growth in reading comprehension and decoding.</p>
<p><b><i>Student Engagement</i></b></p>	<p>90% of students will be observed fully engaged in personalized, relevant learning. Active engagement differs from passive engagement and compliance as students demonstrate high levels of commitment, independence and self-regulation. Because student engagement in meaningful work is key to the educational philosophy at JSS, school leaders and teachers will work collaboratively to determine effective measures of student engagement.</p>

***Progress Monitoring***

The Instructional Leadership Team is responsible for facilitating data meetings using progress-monitoring data to inform instructional decisions. JSS uses a variety of assessments combining daily formative assessment, diagnostic tests and survey assessments aligned with Colorado Academic Standards to provide insight into our students' knowledge of literacy and mathematics. Student portfolios document student growth and achievement. Staff members engage in ongoing data inquiry and analyses, examining everything from patterns in student work to results from formal assessments, disaggregating data by groups of students to recognize and address gaps in achievement. Quality assessment and student-engaged assessment are hallmarks of Expeditionary Learning. EL teachers craft quality assessments, aligned with standards-based learning targets in order to collect meaningful, accurate and timely information about student learning. Student-engaged assessment teaches learners to continually assess and improve the quality of their work. JSS plans on administering DPS approved reading assessments provide teachers with explicit information regarding each student's reading level, allowing teachers to select appropriate instructional texts for each child and to monitor students' progress over time, as the assessment levels are consistent across grade levels but the expected performance varies by grade. Teachers and school leaders create or select interim assessments that meet or exceed the rigor of state assessments to regularly monitor progress and inform instructional improvements. PARCC is administered to students in grades 3-5 providing growth and achievement data. Additionally, JSS uses standards, targets and student work aligned with each expedition to assess student performance.

JSS will may use the standards-based, DPS report card in year one but plans are in place to develop a reporting system aligned with the requested information for DPS, but to better meet the needs of students and families with regard to Expeditionary Learning.

Infinite Campus houses student information. The Principal works closely with Instructional Leadership Team to ensure that all reports are clearly presented and provide detailed data that may be used to make instructional decisions.

### Promotion and Retention Policies

JSS will use the district policies for promotion and retention. Parents will be informed of these policies in writing, at coffees, during conferences and at various school events.

### F. English Language Learner Students

DPS Language Development Goals for TNLI Programs	
EXPECTED RESULTS/GOALS	ELA PROGRAM TYPE
<ul style="list-style-type: none"> <li>High levels of academic achievement in all curricular areas</li> <li>Sufficient academic foundation in Spanish literacy and content areas until instruction in English is appropriate (for Spanish-speaking English learners)</li> </ul>	TNLI

Using data-driven practices to understand each student’s needs, effective literacy, and English language instruction,<sup>30</sup> focused professional development, and frequent communication with parents will allow JSS to support the needs of our English Language Learners and celebrate their identity as emerging bilinguals. JSS believes it is our moral obligation to ensure the success of each and every child. JSS will develop and implement language instruction in accordance with federal, state, and local requirements,<sup>31</sup> including the DPS ELA Language Allocation Guidelines, which provide specific guidance on the programming and instructional environments for serving DPS students.<sup>32</sup>

According to the NCLB Act of 2001 guidelines, ELL programs must:

- Ensure that ELLs, including immigrant and refugee children and youth, attain English proficiency, develop high levels of academic content knowledge, and meet state achievement standards.
- Focus on the development of skills in core academic subjects.
- Develop a high quality, standards-based language instruction program.
- Focus on professional development that builds capacity to provide high quality instructional programs designed to prepare ELLs to enter all English instructional settings.
- Promote parental and community participation in language instruction educational programs.
- Effectively chart the improvement in English proficiency and core academic content knowledge of English Language Learners.

<sup>30</sup> Institute of Education Sciences. Effective Literacy and English Language Instruction for English Language Learners in the Elementary Grades (2007). What Words Clearinghouse. <http://ies.ed.gov/ncee/wwc/practiceguide>.

<sup>31</sup> Title III [Sec. 3115(1), (2), (3), (4)] of No Child Left Behind (NCLB).

<sup>32</sup> [http://ela.dpsk12.org/wp-content/uploads/2014/08/Language\\_Allocation\\_Guidelines\\_final.pdf](http://ela.dpsk12.org/wp-content/uploads/2014/08/Language_Allocation_Guidelines_final.pdf)

The goal of the JSS ELA program is to use efficient and effective educational methods to provide students with the English language skills they need to meaningfully participate in Joe Shoemaker School and gain the communicative competencies to fully engage in their society.<sup>33</sup> JSS also works to build capacity within all staff to best meet the needs of our diverse students and families.

Joe Shoemaker School provides an opportunity for English Language Learners to fully participate in their classrooms while receiving English Language Development (ELD) and native language instruction.

**Identification**

Joe Shoemaker School will follow all guidelines set forth in the DPS Consent Decree for identification process and programming for English Language Learners. JSS expects to be above the SE region for percentage of ELLs and has placed special emphasis on reaching these diverse learners. Below is a flowchart which shows registration to student placement and programming following DPS guidelines.<sup>34</sup>

<b>HLQ and PPF</b>	<ul style="list-style-type: none"> <li>· Parents/Guardians registers child and fills out Home Language Questionnaire (School registration personnel collects DPS Home Language Questionnaire)</li> <li>· Parents/Guardians fill out a Parent Permission Form (PPF1 or PPF2) if another language is present on the HLQ.</li> </ul>	At time of registration
<b>Initial Status and Placement</b>	<ul style="list-style-type: none"> <li>· JSS registration personnel schedule student for initial ELA services based on HLQ (signifying primary language other than English)</li> <li>· JSS registration personnel notify ELA specialist and/or ELA-S teachers of HLQ with primary languages other than English</li> <li>· JSS ELA specialist and/or ELA-S teachers administer W-APT placement assessment within 10 days of student registration</li> </ul>	First 10 days
<b>Final Placement and Parent Notification</b>	<ul style="list-style-type: none"> <li>· JSS ELA specialist notifies registration personnel of any changes to ELA service placement based on results of W-APT and ISA team determination.</li> <li>· DPS parent notification letters sent home (language that parents will understand) upon receipt of W-APT results</li> </ul>	Within first 30 days or 15 days after the beginning of the school year
<b>(Waivers) Communication and Collaboration</b>	<ul style="list-style-type: none"> <li>· Upon receipt of Notification Letter, parents may opt out or waive services for ELD</li> <li>· Meeting with parents, ELA specialist, and ELL Designee to review placement data, ELD programming, and answer any questions</li> <li>· Opt out/waiver of services indicated by requesting another Parent Permission Form to indicate <i>opt-out</i> (PPF3)</li> </ul>	After completion of W-APT Testing (within first 30 days or 15 days after the beginning of the school)

<sup>33</sup> Brown, H.Douglas. (2007, 2006). [Teaching by Principles: An Interactive Approach to Language Pedagogy: Principles of Language Learning and Teaching.](#)

<sup>34</sup> Denver Public Schools. From Compliance to Commitment: Program Guidelines for English Language Acquisition (2013).

		year)
<b>Monitoring And Exiting</b>	A minimum of 3 times per year student progress is monitored and reviewed by ISA team, and students who reach FEP are monitored for 2 years	Ongoing

### Assessment and Placement

Upon registration, the parent or guardian fill out a Home Language Questionnaire which indicates if there is a primary language other than English. These and other forms are delivered in the parents'/guardians' primary language. A child, whose parent or guardian responds with a language other than English to any questions on the questionnaire (is given the W-APT (state approved assessment) placement test within ten days of registering at JSS. In order to ensure that all students identified as having a primary language other than English as per the HLQ are administered the W-APT; frequent reports from Infinite Campus (IC) are reviewed by the ELL Administrator Designee and the ELA specialist. During this 10-day window, children who have a language other than English as signified by any question on the HLQ are initially placed into ELA programming. After the administration of the W-APT placement test, the ELL Administrator Designee, ELA specialist, and/or an Instructional Leader (ISA Team) collaborates with parents/guardians to ensure proper notification, according to the communication language indicated at registration, and adjust schedule to reflect final placement. During the placement process, JSS collaborates with parents/guardians to identify instructional options, and complete the Parent Permission Form to complete the placement process. JSS helps support parents/guardians in making the most informed decisions for their student. If a parent/guardian chooses to opt-out or waive services, the JSS team ensures that a parent conference or phone call is conducted to inform parents about the importance of ELA supports.

### Collaboration with ISA Team

At JSS the ELL Administrator Designee and the ELD specialist work on and with the Instructional Services Team (ISA Team) to collaborate to make recommendations for:

- Program Entry/Eligibility of Students
- Redesignation of Students
- Student Reentry to Program (as needed)
- [ELA] Services

JSS understands the roles and responsibilities of the school's ISA Team are to:

- Review of services provided to newly identified ELLs; including Newcomers
- Monitoring identification of ELLs to identify potentially inappropriate identification and placement.
- Review of English Language Proficiency (ELP) and Academic Progress of all ELLs (including those who have declined services).
- Identify ELLs in need of intervention, as indicated by objective data and collaboration with appropriate staff, to address the student's instructional needs.<sup>35</sup>

<sup>35</sup> DPS: From Compliance to Commitment; [http://ela.dpsk12.org/wp-content/uploads/2009/02/08-12-2012\\_ISAGuidebook.pdf](http://ela.dpsk12.org/wp-content/uploads/2009/02/08-12-2012_ISAGuidebook.pdf)

In the fall of 2015, the opening school-year for JSS, building representatives will be nominated using the DPS criteria and process. A full ISA Team will be established prior to the fall of 2015 to ensure that all members are in place in time to start program entry, monitoring and engage in ongoing meetings for review, analysis, and to make recommendations for redesignation and exit. The ISA Team will change over time as students and FTE are added. A possible ISA Team structure may look like:

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
ECE	80	80	80	80	80
K	75	75	75	75	75
1	75	75	75	75	75
2	50	75	75	75	75
3	50	75	75	75	75
4	25	50	75	75	75
5	25	50	75	75	75
<b>Total # Students</b>	<b>380</b>	<b>480</b>	<b>530</b>	<b>530</b>	<b>530</b>
Projected ELL	190	240	265	265	265
<b>ELL Staffing</b>	<b>16 - 17</b>	<b>20-21</b>	<b>22-23</b>	<b>22-23</b>	<b>22-23</b>
<b>ISA Team</b>	<ul style="list-style-type: none"> <li>▪ Principal and/or ELL Admin. Designee</li> <li>▪ ELA-S / ELE-E (ELD Specialist) teacher</li> <li>▪ Content teacher with ELA-E certification</li> <li>▪ Other ISA Team Contacts</li> </ul>		<ul style="list-style-type: none"> <li>▪ ELL Admin. Designee</li> <li>▪ ELA-S / ELA-E teacher (s)</li> <li>▪ Content teacher with ELA-E certification</li> <li>▪ Other ISA team Contacts</li> </ul>		<ul style="list-style-type: none"> <li>▪ ELL Admin. Designee</li> <li>▪ ELA-S / ELA-E teachers</li> <li>▪ Other ISA Team Contacts</li> </ul>

After the ISA Team is established, members attend DPS district ISA Team Orientation, create a calendar of standing meetings for the year and critical submission dates to align with DPS ELA department, establish norms and roles, determine systems to collect, maintain and communicate information and data. The ISA Team keeps a running roster of all ELLs at JSS and carefully monitors growth and achievement of all ELLs. The ISA Team supports: work to establish close lines of communication with parents/guardians; correcting placements when/if the need arises; make recommendations for re-designation based on state approved criteria which is reliable, valid and objective; and readmit students into ELA programming to include ELD, sheltering and ELA-S as applicable. The ISA Team works closely with JSS and district Special Education teams to support students who are ELL and also identified with having a disability.



The JSS ISA Team ensures that parent/guardian communication is ongoing and that parents/guardians are partners in their student's success. JSS ensures that parents who are not proficient in English have access to translators for their preferred language of communication. Frequent school to home communications (reports of progress and achievement) will be sent in the parent's/guardian's preferred language of communication and documented in the student's ELD profile. The ISA Team or selected representatives (ELL Designee and ELD specialist in most cases) meet with parents to review data including: W-APT placement results, yearly ACCESS reports, TCAP/PARCC reports/data, DRA and EDL assessments, teacher created assessments and other measures and samples of student work (writing samples) or student portfolios of work.

### Assessment Sources and Monitoring Tools

Consistent with JSS' instructional programs and our MTSS model, JSS uses a data-driven approach for identifying, monitoring and exiting our ELL students. The W-APT placement test is used in conjunction with DRA2 or DPS selected literacy assessments, PARCC, CMASS, ACCESS, formative assessments, and embedded assessments within each expedition to monitor the effectiveness of instruction and evaluate student progress across all four language domains in relation to proficiency standards and state criteria for exit. Both quantitative and qualitative data comprises the Body of Evidence (BOE) to monitor and ensure student growth and achievement status. Educational programs are responsive to students' specific needs and in compliance with state and federal guidelines. Three times a year (at minimum) JSS ISA Team meets to collect data on students who are in year one or year two of exiting the ELA program to review language development within the four domains of language according to WIDA and partner with parents/guardians to ensure all parties are well-informed and are able to help with programmatic decisions for the student. JSS ELL Administrative Designee and the ELA-S / ELA-E teachers will meet frequently to meet the day to day needs of ELLs in addition to working with the ISA Team.

### Program Design and Curriculum

At Joe Shoemaker School, English Language Learners will have access to high quality English through a Transitional Native Language Instruction program for native Spanish speakers and ELA-E programming for all other English Language Learners.<sup>36</sup>

Component	Definition	Certification/Training Requirement
Transitional Native Language Instruction	Native language instruction in Spanish provided to students in accordance with the DPS Language Allocation Guidelines <sup>37</sup>	ELA-S
English Language Development Block	Systematic instruction in reading, writing, listening, and speaking to	ELA-E

<sup>36</sup> Denver Public Schools. From Compliance to Commitment: Program Guidelines for English Language Acquisition (2013).

<sup>37</sup> Denver Public Schools Department of English Language Acquisition. Transitional Native Language Instruction Schools 2013-2014 Language Allocation Guidelines

	accelerate students' development of both social and academic language in English.	
<b>Supported Content Instruction in English</b>	Grade-level content instruction in English with sufficient supports to facilitate successful content learning for students.  Literacy instruction that builds on developing the four domains of language through language-sensitive content instruction.	ELA-E (or working toward ELA-E requirements)

In addition to ELA programming, all ELLs will have access to interventions, accelerated and/or gifted programming, and other curricular options afforded to native English peers. JSS will use DPS approved curriculum to effectively implement an English Language Development block.

Dually Identified ELLs (student who is identified as ELL and requires special education services) have a legal right to both language services and special education services and JSS will ensure students receive both in appropriate and legal programming. ELL students are an essential part of our school community. Students are fully integrated into a supportive school culture with native English peers during daily programming including Crew, Community Meetings, and Expeditions (including content areas of math, science, humanities (social studies and language arts), enrichment courses, clubs and all activities).

### Teaching ELD Staff and Programming

Once students have been identified as needing support to attain English proficiency, appropriate instructional practices will be utilized including but not limited to:

- Transitional Native Language Instruction (TNLI) is provided by a classroom teacher who possesses a Linguistically Diverse Learner endorsement, masters or higher qualification, has knowledge of the history and qualifications of the history and culture of the ELL's in the program, and also meets the DPS requirements for ELA-S programming and teaching.<sup>38</sup>
- Sheltered Content Instruction in English, delivered by classroom teachers who meet the DPS requirements for ELA-E programming and teaching.
- Explicit English Language Development (daily) by trained ELA-S and ELA-E staff.
- Sheltered Content Instruction in English
- Explicit English Language Development structures

The JSS ELA-S teachers must pass the DPS Spanish test, will possess a Linguistically Diverse Learner endorsement and/or masters and possess expertise in planning and teaching lessons to support full implementation of State CELP Standards as adopted through WIDA and JSS Curriculum, establishing

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<sup>38 38</sup> Denver Public Schools. From Compliance to Commitment: Program Guidelines for English Language Acquisition (2013).

positive classroom culture, utilizing assessment to support student learning and achievement, and engaging families to support students' success through outreach and effective communication. JSS will also support a residency model for instructional staff and Stanley Teacher Preparation residents in the building to ensure capacity building and sustainability of effective pedagogy as it relates to English Language Learners. ISA Team reviews total enrollment numbers, number of ELLs in ELD programming and number of Spanish speaking ELLs to determine needed native language supports to recommend additional staffing to inform programmatic changes per DPS Language Allocation Guidelines. JSS will be responsive to student language needs, designing staffing supports based on results of the W-APT. Relevant language proficiency of staff members and necessary native language supports will be determined based on needs of the population and recommendations of the ISA Team.

At JSS we believe that language, any language, should be acquired while studying something of interest or real life use. Writings in the field of brain research and standards-based instruction reinforce that by integrating the content areas and direct teaching of metacognitive strategies, learning is made more relevant and meaningful, thus insuring more efficient and effective learning. The strategies and classroom implications foster a risk-free, cross-culturally sensitive environment within which students are able to acquire academic language and concepts. With all teachers obtaining an ELA-E endorsement or higher, language development will be supported across the school day. Students will with explicit language development during a designated ELD block in addition to supported content in English during all other content areas. (School day schedule included in Appendix K)

The language and literacy program integrates oral language acquisition, literacy development, and content learning while utilizing Robert Marzano's Six-Step Vocabulary Process.<sup>39</sup> It is structured in thematic units, which will be aligned to JSS expeditions. JSS utilizes best practices associated with positive outcomes for English Language Learners including ongoing monitoring to ensure the attainment of their 6-8 week goals. Another aspect of curriculum for ELLs is to ensure deep exposure and utilization of strategies and techniques that support the Colorado Academic Standards (CAS) and intent of the Common Core State Standards (CCSS) and uses the WIDA (CO ELD standards) to support students in meeting the language demands required in CCSS and CAS. English Language Learners complete the same curriculum and meet the same learning targets as their classmates. JSS believes that teachers who are well prepared and receive high-quality professional development and continuous feedback on their practice have the capacity to design and implement instruction to reach high standards for ELLs. JSS provides aligned and differentiated professional development for all instructional and administrative staff, including residents. Teachers and administrators will engage in continued study and use of sheltering techniques (including SLOP and experiential-based language development--Language Experience Approach) in order to support English Language Learners in meeting expectations for a particular grade level in Math, Science and Humanities (Social Studies and Language Arts). In addition, teachers will participate in the required district ELA professional development to be highly ELA teacher qualified. Teacher feedback and the LEAP evaluation instrument includes a strong focus on English language development and ensures that training prepares staff members to effectively implement ELA strategies as measured by student achievement.

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<sup>39</sup> Six-Step Vocabulary Process: Explain, Demonstrate Understanding, Show and Write, Reflect and Refine, and Apply in Learning Game.

In addition, through one of our rich community partnerships, JSS will work in collaboration with the Stanley Teacher Preparation program and the University of Colorado Denver, to ensure that teachers and teacher residents receive instruction in social foundations (cultural competency) and second language acquisition as additional high quality professional development. The integration of theory and practice is intentionally designed with Stanley Teacher Preparation residents who receive 225 hours of relevant coursework. This is a practice embedded throughout the JSS professional capital pipeline, designed to ensure support for all teachers along their developmental trajectories. Stanley Teacher Preparation facilitates ELA learning labs in partnership with JSS as used in other DPS and APS host classrooms (Eagleton Elementary School and Tollgate School of Expeditionary Learning). ELA learning labs utilize ELA-E and ELA-S classrooms to model best practices in designing and implementing pedagogy proven to be highly effective with ELLs.<sup>40</sup> JSS Stanley Teacher Preparation residents, administrators and staff members attend labs regularly as part of job-embedded professional development. Topics include: using technology to support ELLs, instructional strategies to scaffold ELLs and the science of second language acquisition.

In order for JSS to support students in becoming competent communicators and reach FEP/Exit status, teachers will engage in Close Reading practices which may focus on the forms and functions of language; and take into consideration Text Complexity as outlined by the CCSS<sup>41</sup> and supported by literacy experts in the field.<sup>42</sup> As teachers continue to refine and hone their skills as Colorado continues to shift to the new CCSS, the JSS model of instructional leadership and educator effectiveness will support continual growth and learning.

Shoemaker prides itself on embodying the learners' perspective and is committed to engaging in continuous learning and growth in the field of language acquisition and literacy experts (Lucy Calkins, Nancy Frey and Doug Fisher, P. David Pearson, Harvey Daniels, Ellen Oliver Keen, Nancy Cummins). JSS will continue to research what the Common Core State Standards mean for English Language Learners and what effective pedagogy will best support language development. To this end, JSS uses an ELL focused Common Core Curriculum Rubric<sup>43</sup> to assess to what level the LT Alignment Planner and expeditions support English Language Learners. JSS will adjust instruction accordingly.

The Expeditionary Learning environment provides regular opportunities for ELL students to work together with peers with different ability levels or English proficiency, which has been associated with gains in achievement for ELL students.<sup>44</sup> JSS curriculum includes a strong component of student collaboration, with students continually working together on cross-curricular projects. This aspect of the EL curriculum encourages students to support and learn from one another, regardless of their language background.

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<sup>40</sup> Sheltered Instruction Observation Protocol, <http://cal.org/siop/>

<sup>41</sup> Halliday, M.A.K. & Matthiessen, Christian. (2006). *Constructing Experience Through Meaning: A Language-Based Approach to Cognition*

<sup>42</sup> Common Core Appendices A & B. [http://www.corestandards.org/ELA\\_Literacy](http://www.corestandards.org/ELA_Literacy).

<sup>43</sup> <http://blog.colorincolorado.org/>

<sup>44</sup> ELL Rubric for analyzing LT alignment planner and expedition design: <http://blog.colorincolorado.org/2014/02/27/common-core-curriculum-rubric-meeting-the-needs-of-ells/>

Further, many of the projects that students work on require investigations into their local community and include gathering information from a wide variety of real-world sources.<sup>45</sup>

In this way, the EL curriculum encourages another strategy effective with English Language Learners, the use of authentic reading materials.<sup>46</sup> Authentic materials are functional texts from the real world contexts, which students engaged in Expeditionary curriculum encounter routinely.

Expeditionary Learning families are key partners in the education of their children. Students and staff in EL schools make all families welcome, know them well and engage them actively in the life of the school. EL schools explicitly recognize that families care about their children's education, bring strengths and add value to the community. JSS provides regular communication and multiple opportunities for participation and encourages families to be strong partners in their children's learning. In addition, HHEES builds and sustains partnerships with community organizations and cultural institutions. Key strategies for high levels of parent engagement include:

1. All families are encouraged and supported to participate in school events through multiple strategies (e.g., scheduling events outside of the school day, assisting with transportation, providing translators).
2. School leaders and teachers learn about and respect the cultures, backgrounds and values of their students' families.
3. School leaders and teachers create an annual calendar of events that involves families in a variety of ways.
4. The school has a variety of ways for families to participate in the school community (e.g., governance, tutoring, classroom experts, and portfolio panelists).
5. Interactive family education nights are held throughout the year (e.g., an open house to explain the year's expeditions, and workshops to show how students are learning in the various disciplines).
6. Exhibitions of student learning are regularly held at the school, showcasing the work of students and their reflections as learners for families and community members.

Additional parent outreach strategies for parent engagement are determined based on parent input and the needs of the community.

Finally, a case study of an ELL program that used non-school settings, found that expanding young students' learning environments do not interfere with their academic or psychosocial development, and may benefit their development.<sup>47</sup> JSS plans to utilize the city and surrounding natural spaces as our campus and students will engage in investigation on many topics by exploring the world outside the classroom. This approach supports the success of all JSS students, including English Language Learners.

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<sup>45</sup> Gersten, R., Baker, D.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007) *Effective literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011)*. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

<sup>46</sup> Pegrum, Mark. (2000, August). The outside world as an extension of the ERL/ESL classroom. *The Internet TESL Journal*, VI (8). Retrieved from <http://itseli.org/Lessons?pegrum-OutsideWorld.html>

<sup>47</sup> Kanevsky, Lannie, Michael Corke and Lorri Frangkiser (2008). The Academic Resilience and Psychosocial characteristics of Inner-City English Learners in a Museum-Based School Program. *Educational and Urban Society* 2008: 40:452

## Exiting/Redesignation

JSS believes we are partners in educating children, and parents/guardians have access to all essential information in a language and/or manner they can understand that allows them to make well-informed decisions about participation in the school programs and services in accordance with district and state guidelines. According to the CDE Guidelines: "A parent may decline ELD services but can not decline the English Learner designation if the district has made that decision based on state guidelines. Furthermore, even if parents decline services, all identified ELs must participate in the annual ACCESS for ELLs assessment. Declining services for ELD support does not exempt a student that is NEP or LEP from mandated state assessments. In addition, as previously stated, parents can't decline the identification of their child as an English learner."(ELsG-book, page. 90).<sup>48</sup>

A unique feature of JSS is the use of Student Led Conferences (SLC). Through this process, parents/guardians are partners in education as students share their portfolios of work and discuss their goals and progress, highlighting successes and challenges, supports and potential roadblocks, and celebrating the learning journey. The JSS ISA Team representatives are available to connect with families during SLCs.

JSS will utilize the gradual release model and workshop approach<sup>49</sup> in all components and language settings, utilize a variety of interaction strategies to promote Listening, Speaking, Reading, and Writing<sup>50</sup> and take into account students' background knowledge, literacy opportunities and language proficiency levels. Teachers provide supplemental materials so that English Language Learners can assess content (e.g., visual cues, materials written in the student's home language, culturally relevant materials). Modifications are developed based on specific student needs with the intention of achieving rigorous outcome possible for the student. Additionally, JSS reading and writing structures provide all students with access to explicit vocabulary instruction, which has been found to support the academic success of ELLs.<sup>51</sup>

## G. SPECIAL EDUCATION STUDENTS

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

## Identification and Monitoring

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48 <http://www.cde.state.co.us/sites/default/files/ELsG-book.pdf>

49 Lucy Calkins. The Reading and Writing Project; Columbia College: New York.

50 These four language domains will be monitored and assessed by the ELD specialist and used to exit/redesignate students from JSS ELA program.

51 Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective Literacy and English language instruction for English learners in the elementary grades: A practice guide (NCEE 2007-4011)*. Washington, DC: national <http://ies.ed.gov/nvcee/wvc/publications/practiceguides>.

JSS is an inclusive school community, which maintains high expectations for all students, including those with disabilities. JSS staff work together to ensure that learning and achievement are accessible to all students. JSS' educational program includes a variety of instructional styles and flexible groupings. JSS offers students frequent feedback and multiple points of entry into the curriculum and is well suited to accommodate a diverse group of learners. Expeditions, which allow students to pursue individual tasks toward a larger class and/or team objective, allow for students of differing ability to engage in appropriately challenging tasks involving the same content. JSS offers a continuum of services in the least restrictive environment (LRE), to ensure students are provided the rigor, scaffolding, accommodations, and modifications to support their highest achievement. (Rigor is defined by Vygotsky -- Instruction within a Student's Zone of Proximal Development means rigor for each individual student.)

JSS complies with all state and federal laws governing special education. These include Title II of the Americans with Disabilities Act (ADA) of 1990, Individuals with Disabilities Education Act (IDEA) of 2004, and Section 504 of the Rehabilitation Act of 1974.<sup>52</sup> In accordance with these statutes, JSS provides a Free and Appropriate Education (FAPE) in the LRE with their classmates without documented disabilities as deemed appropriate and allowed by each student's Individualized Education Plan (IEP). When students register at JSS, part of the registration documentation asks whether students have been identified in the past as requiring special education services. If so, all pursuant records are collected and the student will receive special education services as dictated by the previous IEP.

The JSS Special Education teacher is responsible for a caseload of students by grade-level; they will track IEP progress, oversee and plan the annual review process, and communicate with classroom teachers on a regular basis about IEP goals and student accommodations. In order to support an inclusive environment and curriculum, the special education teacher will collaborate with other content teachers in the design of learning expeditions, projects, and assessments. Special Education Teachers work within an inclusiveness, integrated co-teaching model as opposed to a takeout model to accommodate extra support. The special education teacher will collaborate with DPS Office of Student Support Services, including collaboration with DPS 504 Compliance Officer to generate and oversee 504 Accommodation Plans.

In order to identify students who may demonstrate disabilities, JSS screens all students for potential reading and mathematics difficulties and the beginning of the year and again in the middle of the year, as is supported by current research in the field.<sup>53</sup> Early intervention provides appropriate support to students before gaps in achievement grow. Collaboration between school personnel, including special education teachers, classroom teachers, and specialists, is crucial to the success of interventions for students with disabilities.<sup>54</sup> JSS uses a multidisciplinary team that include parents, school psychologists, occupational

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<sup>52</sup> "No otherwise qualified individual with disability in the United States, as defined by Section 706(8) of this title, shall, solely on reason of his or her disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program of activity receiving Federal financial assistance..." [29 U.S.C. §794(a), 34 C.F.R. §104.4(a)]

<sup>53</sup> Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades: A practice guide.

<sup>54</sup> Anderson-Butcher, D. & Ashton, D., (2004). Innovative models of collaboration to serve children, youths, families, and communities. *Children and Schools*, 26(1), 39-53.

therapists, speech/language pathologists, special education teachers, general education classroom teachers, school administration, and DPS staff, when appropriate, to identify students with special needs and determine the appropriate interventions and progress monitoring tools to ensure significant gains in achievement for all students. This deliberate and rigorous process avoids the misidentification of students. JSS uses guidance from CDE in accordance with IDEA to determine identification of a disability. JSS special education teachers and intervention specialists will utilize Specific Learning Disability (SLD) criteria including strategically targeted and documented interventions which demonstrate a lack of response from the child over time. The process to identify students follows school systems and structures; Team Meetings, RTI process—including Tier 1 and Tier 2 interventions and identification of special education when all resources have been exhausted. JSS uses DPS special education evaluation protocols to help determine if lack of progress is related to a disability and to identify intensive interventions for an IEP. JSS' high quality programming and growth data will attract students with diverse needs. Special education teachers and specialists review the IEP supports and services to determine how JSS can adequately meet the needs of the student.

### **Center-Based Program**

JSS has been designed and identified as a center-based cross-categorical autism program consisting of a primary and intermediate classroom. JSS leadership will work with Student Services in Year 0 to formalize the exact program description and staffing needs.

### **Progress Monitoring and Assessment of Students with Disabilities**

Our special education teacher monitors progress of students weekly, keeping a record of all time spent and interactions with students, classroom teachers, and parents in relation to specifications in IEPs. The special education teacher organizes and runs all IEP meetings in conjunction with family, administration, and classroom teachers.

JSS uses DRA2, PARCC, ACCESS, Alternate ACCESS (for students who qualify for alternate state assessments), Rigby (another language assessment tool), and other district recommended assessments and benchmarking tools, to systematically and comprehensively monitor and adjust instruction and inform annual review criteria. IEP goals are monitored by highly trained and qualified staff through ongoing progress monitoring and thoughtful data collection procedures.

### **Staffing and Professional Development**

The JSS Special Education teacher is responsible for a caseload of students by grade-level; they will track IEP progress, oversee and plan the annual review process, and communicate with classroom teachers on a regular basis about IEP goals and student accommodations. In order to support an inclusive environment and curriculum, the special education teacher collaborates with other content teachers in the design of learning expeditions, projects, and assessments. The special education teacher also collaborates with DPS Office of Student Support Services, including collaboration with DPS 504 Compliance Officer to generate and oversee 504 Accommodation Plans.

### **Special Education Teacher Qualifications and Training**

All special education staff are hired in accordance with DPS policies and guidelines. Special education teachers will be appropriately licensed and qualified. Qualifications must meet NCLB Highly Qualified requirements and JSS also seeks individuals who have experience in the field of Expeditionary Learning and inquiry-based instruction with a track record of growth and achievement for his/her students. The Office of Student Services at DPS will support training of all special education staff. Special education staff will



also participate in JSS professional development: retreats, Expeditionary Learning Institutes, and all ongoing professional development throughout the year. This ensures mild/moderate special education teachers are able to support adapting expeditions and incorporating JSS character traits into programming.

## **Program Plan**

### **Instruction for Students with Disabilities**

Joe Shoemaker School is grounded in the design principles of Expeditionary Learning and research conducted on this model demonstrates that “EL students around the country are outperforming their state and district peers on standardized tests. Research shows that our teachers are closing critical achievement gaps for English Language Learners and for Hispanic, African-American, special education, and low-income students.”<sup>55</sup> Other research shows that students with learning difficulties and learning differences benefit from explicit and direct instruction with visual structures to support their learning. Students with special needs benefit from multiple opportunities to practice newly taught skills and concepts and small group instruction. Students with special needs also benefit from scaffolding in the classroom to access content in a general education setting. Instructional programs will be crafted on an individualized basis based on the student’s need. Built into the learning expeditions are inquiry-based, hands-on explorations of content. Each expedition is built to develop both and conceptual understanding through a multi-modality approach including: fieldwork, visual and graphic supports, engaging with experts, reading, writing, listen, and speaking within the context of the content being explored. JSS students have multiple opportunities to demonstrate understanding and proficiency toward standards and receive direct and small group instruction through a workshop approach as a structure for time and for assessment.<sup>56</sup>

JSS uses team and meeting structures to support weekly progress monitoring for determining whether students are at risk and require additional instruction and/or behavioral supports, or need acceleration. Weekly Community meetings and JSS Student Intervention Team meetings help ensure that student needs are identified early, interventions are identified and implemented, and progress is monitored specific to the delivered intervention. As an additional level of support, JSS staff support family literacy nights, family math nights, and academic support evenings<sup>57</sup> to reach parents and guardians who may need information regarding academic support at home and how the school-home connection can be strengthened collaboratively. JSS also conducts parent/guardian workshops to support a clear understanding of the manifestation of disabilities, taking into account cultural differences in the perception of disability. JSS teachers continually reevaluate services to be sure student needs are adequately addressed and will evaluate on a regular basis whether teacher professional needs are being met in the areas of special needs students.

The partnership between JSS and Expeditionary Learning supports teachers in developing curriculum (expeditions) which foster differentiation and ensures that students who need acceleration are afforded opportunities to do so. JSS uses differentiation strategies such as curriculum compacting, tiering, and

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<sup>55</sup> EL Core Practices: A Vision for Improving Schools: [www.elschools.org](http://www.elschools.org)

<sup>56</sup> Bennett, Samantha. (2008). [That Workshop Book: New Systems and Structures for Classrooms That Read, Write, and Think](#)

<sup>57</sup> Model and system is similar to WestEd model of APTT, <http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education/>

utilizing complex instruction. Students work in various groupings, to work on complex tasks involving real objects, multi-media, and open-ended explorations, which are intrinsically interesting to students.<sup>58</sup>

### **Student Recruitment**

Joe Shoemaker School's high quality programming and growth data will attract students with diverse needs. Special education teachers and specialists will review the IEP supports and services to determine how JSS can adequately meet the needs of the student.

### **H. ACADEMIC INTERVENTION & ACCELERATION**

JSS staff uses universal screening tools and informal assessments (student writing samples, running records, comprehension assessments, Kathy Richardson math assessments) to identify students in need of intervention and acceleration. JSS will utilize a Response to Intervention (RtI) model in accordance with state and district guidelines to differentiate and support each individual student's academic and behavioral needs. The National Council on Response to Intervention provides the following definition derived from research and evidence-based practice: "Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavioral programs." The JSS Student Intervention Team will utilize data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions, adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities. The JSS RtI model is built upon a foundation of rigorous, robust Tier I classroom instruction; utilizing achievement data to inform all RtI decisions; regular progress monitoring; regrouping students based on data; collaboration between teacher and parents/guardians, and the three Tiers identified by the Colorado Department of Education. JSS staff will stay apprised of all individual students' needs in weekly Community PLC meetings and will strive to be proactive using RtI, particularly in the primary grades, in addressing concerns before students are referred for special education evaluations. Grade-level team teachers will make adjustments in their classrooms for each individual student based on weekly meeting and assess the impact of those adjustments together to determine the next course of action. When teacher actions fail to address the problem adequately, a Student Intervention Team representative will invite the teacher to the weekly SIT meeting to discuss possible next steps, including testing the student to determine if he or she is eligible for special education. Teachers will be trained in RtI and will receive other professional development related to working with students with disabilities on an as-needed basis. Additionally, through the partnership with Expeditionary Learning, our teachers will be able to engage in professional development opportunities, such as Effective Differentiation in EL classrooms, Using Data to Inform Teaching and learning, and Teaching Reading Across the Disciplines.

Students who need additional Tier II support in a specific area (e.g., phonemic awareness, fluency, comprehension, number sense, etc.) receive support in small groups settings in and out of the classroom. Classroom teachers and Intervention Specialists (SPED, ELL, Literacy teachers) work collaboratively to deliver instruction in small group setting and utilize technology when appropriate to support targeted students achievement goals. Tier II interventions for reading and math are intensive, explicit, and systematic, as is associated with positive impacts. For reading difficulties, discreet foundational reading skills are addressed in small groups several times each week. For math, interventions include a variety of instructional strategies shown by research to be effective with students who are struggling with math,

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<sup>58</sup> Tomlinson, Carol Ann., & Sousa, David A. (2010). *Differentiation And The Brain: How Neuroscience Supports The Learner-Friendly Classroom*.

including teachers modeling their problem solving and thought processes, as well as providing guided practice, corrective feedback, and frequent cumulative review. Other effective strategies for math interventions focus on solving word problems.

Response to Intervention (RtI) at JSS
<p><b>Tier III Interventions Overview:</b> Interventions provided in one-on-one instruction.</p> <p><b>Projected # of Students:</b> Approximately 7 students per grade level, or 10% of student population</p> <p><b>Who Provides Intervention:</b> ELL teacher, SPED teacher, Literacy intervention specialist(s).</p> <p><b>What it Looks Like:</b> The Literacy Intervention specialist works directly with a student struggling with decoding and comprehension during Reading Workshop using LLI. The Math Intervention specialist works directly with struggling students using DPS prescribed math intervention materials.</p>
<p><b>Tier II Interventions Overview:</b> Additional targeted support through small group and/or one-one-one instruction in reading and/or math; use of software to provide additional practice in phonemic awareness, fluency, vocabulary development, comprehension, number sense, computation, or problem-solving.</p> <p><b>Projected # of Students:</b> Up to 10-15 students per grade level, or 15% of student population.</p> <p><b>Who Provides Intervention:</b> ELL teacher, SPED teacher, Literacy intervention specialist(s), teachers; Interns.</p> <p><b>What it Looks Like:</b> A SPED teacher or Literacy intervention specialist works directly with students struggling in reading using LLI and/or works with students “previewing” vocabulary for the following day’s literacy lesson with a group of students who struggle with reading comprehension. A SPED teacher or Math Intervention Specialist works directly with students struggling in math in small groups with targeted interventions.</p>
<p><b>Tier I Interventions Overview:</b> Use of research-based math instruction and reading instruction which emphasizes the five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension). Differentiation across lessons and expeditions. Re-teaching strategies, and additional application and practice to support skill mastery. Multiple opportunities for practice and revision. Multiple pathways for students to demonstrate what they have learned. Teaching of both foundational and higher-order thinking skills across the curriculum.</p> <p><b>Projected # of Students:</b> ALL JSS Students</p> <p><b>Who Provides Intervention:</b> All teachers and Interns</p> <p><b>What it Looks Like:</b> Classroom teachers, ELL teacher, and Interns each take different flexible groups of 1<sup>st</sup> graders for guided reading during Reading Workshop. The 2<sup>nd</sup>/3<sup>rd</sup> grade SPED teacher works with the classroom teacher to differentiate lessons for both math and literacy to meet individual student needs using small group instruction, manipulatives, and graphic organizers.</p>

## Resources (Internal and External)

JSS daily schedule provides time for effective Tier I instruction as well as Tier II and Tier II instruction without missing core instructional time. "Schools with the largest gains make dramatic changes in their schedules."<sup>59</sup> JSS will utilize the following systems and structures to ensure the success of SPED students: growth and achievement goals, common instructional time for small group instruction based on needs, common planning time (including release time) for grade level teams, increased instructional time for students who are below grade level, and common intervention block to allow all teachers, special education teachers and enrichment teachers to support intervention services. JSS uses resources such as InterventionCentral<sup>60</sup> to determine highly effective and research-based interventions for struggling learning. Other interventions may include online supports such as Dreambox and TenMarks<sup>61</sup> for mathematical support. JSS will continue to closely monitor effectiveness of interventions and resources and make adjustments as necessary to support growth and achievement goals

### I. GIFTED AND TALENTED STUDENTS

#### Identifying Gifted and High Potential Students

Joe Shoemaker School is committed to providing an excellent education for all students and will work closely with the GT department to identify, support and provide adequate staffing for students. Gifted and High Potential students will be identified by a GT staff member and multidisciplinary team to best determine services. Data inquiry and analysis teams will review data three times per year immediately following school-wide progress monitoring testing, such as the Naglieri, state assessments, and a body of evidence provided by the classroom teacher(s). The identified GT specialist and classroom teachers will identify high potential students. These students will be placed on watch and teachers will begin compiling a body of evidence (including both qualitative and quantitative measures) looking at multiple criteria from behavioral, academic, and creative domains, to capture evidence of students' needs. An Advanced Learning Plan (ALP) will be developed for qualifying students in accordance with the Exceptional Children's Education Act (ECEA).

#### Representation of Under-Represented Students

We anticipate a positive potential impact of EL on gifted students, especially for students typically under-represented, which are typically males. Because of the nature of hands-on learning experience and high quality student products in a non-traditional classroom setting – teachers will be able to more readily identify creativity, leadership and advanced cognitive abilities. Boys and English Language Learners thrive in project-based environments providing more avenues for teachers to assess students' abilities.

Project-based learning experiences, community partnerships and field work, often open the door to mentoring relationships. Positive role modeling is critical to the development of gifted boys, because they tend to gauge their behavior by external comparison.

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<sup>59</sup> Percy (2006). <https://portfolio.du.edu/downloadItem/192148>.

<sup>60</sup> InterventionCentral: <http://www.interventioncentral.org/>

<sup>61</sup> DreamBox (can be used for Tier I support as well as Tier II): <http://www.dreambox.com/> and TenMarks (can be used for Tier I support as well as Tier II): <http://www.tenmarks.com/>

A mentoring relationship with an adult expert in a field of interest offers a gifted boy a strong opportunity for self-development, and such relationships has been beneficial in reversing underachievement and discouragement. Male biography and gender-specific counseling can also be powerful tools for boys to use in plotting their own course.<sup>62</sup> EL culture engages all students, and would be especially beneficial for the Gifted and Talented student.

### **Instruction Program and Strategies**

The JSS Expeditionary Learning model supports the engagement and academic achievement of Gifted and High Potential students through the Core Practices. Expeditions provide opportunities for in-depth study and exposure to local experts. Additionally Gifted and High Potential students will have opportunities to explore independent and collaborative passion projects, accelerated subjects, and small-group enrichment activities, all of which aim at developing creative and high-level thinking skills. JSS utilizes temporary grouping structures for reading and math; including within-class grouping and cross-grade grouping, to adjust teaching to match students' achievement or ability.<sup>63</sup> JSS multi-age classrooms support the academic and affective needs of Gifted and High Potential students.

JSS utilizes a common math block to provide opportunities for content acceleration. Dreambox and TenMarks can also be utilized as an intervention for Gifted and High Potential students due to the adaptive nature of the software. The implementation of the Reading/Writing Workshop through specifically designed expeditions provides multiple opportunities for teachers and students to raise the ceiling off the classroom and allow for student choice and individualized goal setting aligned with learning targets and the CAS and CCSS standards. Within expeditions, teachers may utilize strategies such as curriculum compacting, and tiering in order to meet the students' ALP. School-wide reading celebrations also encourage and acknowledge independent reading goals. Students are able to engage in inquiry into topics and case studies that are of deep interest. The school culture, focused on achievement and academic rigor, encourages such activities and inspires students to engage in a variety of challenging academic endeavors.

### **Schedule to Support G&T**

Our schedule is designed to meet the needs of our G&T students.

### **Assessment System**

JSS evaluates the effectiveness of the Gifted and High Potential program through analysis of student work samples and assessments as well as soliciting feedback from student and parent surveys. In the event that JSS Core Practices do not adequately challenge a Gifted or High Potential student, JSS will craft an individualized plan with that student, family/guardian, and selected JSS staff. Such a plan might include alternate classroom placements, special interest projects, or opportunities for guided independent study.

### **Qualified Staffing**

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<sup>62</sup><http://tip.duke.edu/node/651>

<sup>63</sup> Kullick, J.A. (2003). Grouping and Tracking. In N. Colangelo & G.A. Davis (Eds). *Handbook of Gifted Education* (3red ed.; pp.268-281). Boston: Allyn & Bacon.

JSS will provide professional development to teachers on meeting the needs of GT students in the regular classroom through differentiated work and flexible grouping. JSS will hire a GT specialist based on the recommendations of DPS and utilize coaching structures to support teachers with identification, assessment and best practices to support learners identified as GT. Participatory Action Research projects may also be targeted at serving special populations. The GT intervention specialist will utilize high quality professional development offered through DPS to continuously learn current practices and changes in the law. Professional development opportunities will be offered through outside experts in the field and attendance at state conferences. All staff will be “Highly Qualified” and will have Colorado licenses in Elementary Education or Early Childhood Education.

### **Professional Development**

JSS trains and develops capacities for teachers who meet the needs of all students including exceptional students. Participatory Action Research projects may also be targeted at serving special populations. Professional development opportunities will be offered through outside experts in the field and attendance at state conferences. In order to build the capacity of all teachers, the GT intervention specialist will work with teachers during expedition planning to expand understanding and support teachers in gaining an eye for characteristics that may demonstrate Giftedness and High Potential.<sup>64</sup> Possible characteristics are:

- keenly observant
- learns very quickly with few repetitions
- highly curious
- independent or non-conforming
- creative
- ability to retain information
- imaginative
- able to concentrate intensely
- able to develop a social conscience—sense of justice and responsibility—early
- able to set high standards for self
- intuitive
- empathetic
- persistent
- resistant to routine; prefers challenge
- interested in a wide variety of topics
- intensively involved in a topic
- able to reason abstractly and perceive relationships earlier than others
- mature, playful, or unusual sense of humor

JSS understands and unique nature of supporting Gifted and High Potential students and will work to accurately identify and determine structures to best develop the whole student.

### **J. SUPPLEMENTAL PROGRAMMING**

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<sup>64</sup> DPS Department of Gifted and Talented: <http://gt.dpsk12.org/available-programs/gifted-and-talented/>

JSS will activate out-of-school times to supplement learning and build community bonds – not only for our students, but also for our Hampden Heights families and neighbors. We envision serving some of the roles which a park-based recreation center does, since the nearest Denver Park recreation center, Eisenhower, is 4.7 miles away. JSS will leverage programs to promote improvements in the mental, emotional, and physical health of the school community. The Greenway Foundation/SPREE and Earth Force/Denver Public Works, members of the JSS collaborative team, both intend to support this school from day one, with in-school programming (regardless of who ends being awarded the academic program). SPREE Schools also participate in special events along the river including fishing days, service projects, and other seasonal activities.

**Keep It Clean - Neighborhood Environmental Trios (KIC-NET):** KIC-NET partners DPS schools with Denver Public Works and Denver Parks and Recreation to improve water quality through science education and action civics. KIC-NET is designed to be the best of both service-learning and environmental education. This is an innovative arrangement where a nonprofit organization is facilitating school-based programs, meeting educational standards simultaneously with water quality improvement and park stewardship goals of agencies. Under contract with Denver Public Works, Earth Force develops curriculum and training for facilitation of local urban water education by creating outdoor service learning classrooms for Denver youth. A two-year KIC-NET pilot (2012- 2014) program is reaching 750 youth in stewardship of the South Platte River watershed through service-learning emphasizing urban water ecosystems and pollution prevention. Funded by Denver Public Works and a U.S. Environmental Protection Agency's Urban Waters grant, KIC-NET combines Next Generation Science Standards "integrated instructional sequences" with Clean Water Act-required public education and outreach about the city's storm water system.

Developed over the last four years in Denver, KIC-NET is being transferred to other cities (Albuquerque, NM; Wilmington, DE; Buffalo, NY; Toledo, OH; Springfield, MO; and Kansas City, KS). The Neighborhood Environmental Trios consist of targeted sites around the city where a school, park and body of water are all within a 10-minute walk. For 2013-14, there are 10 KIC-NET schools, serving 757 students: Centennial K-8, Cowell Elementary, Force Elementary, Kunsmiller Creative Arts Academy, Noel Community Arts School, Place Bridge Academy, Whittier K-8, Academy 360, Greenlee Elementary, and Math and Science Leadership Academy. Through KIC-NET, students learn concepts and processes while benefiting their community through civic action projects. This sustainable education model consists of site-specific toolkits of water quality testing equipment and supplies, with lesson plans aligned to curriculum standards and national guidelines. KIC-NET also facilitates professional development trainings for educators and partners. Evaluation findings show:

*KIC-NET helps students gain:*

- knowledge of science and math
- ability to connect history with current issues
- understanding of environmental issues
- sense of responsibility and leadership
- problem solving and civic action skills

*KIC-NET helps educators gain confidence in:*

- environmental content
- use of hands-on strategies for teaching
- engagement of community partners
- guiding inquiry-based projects

JSS will have a lively afterschool life. We plan a well-rounded slate of enrichment offerings. The cornerstone of our extended days will always be JSS students who need a warm, friendly, supportive setting beyond regular school-day hours. Enrichment opportunities are offered afterschool and during summer.

JSS after-school enrichment will be administered by My Enrichment LLC. My Enrichment is a woman-owned business based in Denver. My Enrichment is committed to providing full service for enrichment and summer programs; currently, My Enrichment serves six DPS schools. Created to fill the needs of schools offering or wanting to offer enrichment programs, My Enrichment offer consulting to help schools setup and manage safe, effective programs; software that manages the registration, notification and vendor reconciliation; and, third-party enrichment program management, including screening of vendors, quality control, and liability insurance matters. My Enrichment currently works in Cory Elementary, The Odyssey School, Swigert International School, University Park Elementary, Westerly Creek Elementary, and Bill Roberts K-8.

JSS will work with My Enrichment to select an appropriate matrix of enrichment vendors, on all school days. My Enrichment's current roster includes Alliance Francaise de Denver, Artful Journey, City Strings Guitar, Creative Dance Kids, Denver World Music Studio, Executive Arts, jumpNrope, KidStage, Kinder Kixx, Mad Science in Colorado, Movement Madness, Omniform Karate, Pi Q Math, Play-Well TEKologies, Radiant Beginnings Yoga, Science Matters in Colorado, Small Hands Art, Spanish Institute, Sticky Fingers Cooking, Tickled Ivories, Way of the Wild, and Young Rembrandts.

**Summer** use of JSS facilities includes SPREE's Adventures Outside summer day camp, Earth Force Process professional development workshops, CAEE Thinking Outside the Box 2016 conference, Cherry Creek Partnership teachers workshop (invited), and Groundwork Denver's Green Team youth development sessions (invited). Using the Aurora Public Schools' Fifth Block as a model, JSS will provide a voluntary early summer instruction designed for students who have demonstrated growth but need more time to become proficient. This supports the belief that all students can learn, but some students need more time. JSS Fifth Block will focus on math and literacy. According to Aurora's research, keys to Fifth Block success are efficacious teachers, well-paced and enjoyable curriculum, and adequate physical facilities. JSS will ensure all three. Additionally in summer, JSS anticipates working with SPREE to design a flexible day camp where academic catch-up/keep-up support can be combined with adventure-based outdoor activities. In the summer, a menu of enrichment, Fifth Block, and day camp will give families a range of options. Finally, JSS will open its doors to community groups with needs for space. Given the attractiveness of this campus and the controversies encountered in its creation, we wish to be the best neighbor possible. We will reach out to organization in Hampden Heights, such as the registered neighborhood organizations Hampden Heights Civic Association and Hutchinson Hills/Willow Point Home Owners Association.



## Section IV: TEACHING

### A. TEACHER RECRUITMENT, HIRING, & RETENTION

#### Standards

JSS focuses on improving student achievement by developing quality teachers. Our teachers must have the ability to execute standards-based instruction and progress monitoring strategies to promote student achievement; knowledge of culturally responsive pedagogy; excellent communication skills; ability to plan for and implement a variety of instructional techniques and strategies to meet the needs of diverse learners; strong classroom management skills; alignment with the vision, mission, and operating principals of JSS; desire and ability to hold all children to high expectations; commitment to exceeding expectation and doing whatever it takes to ensure the success of all students; an ethic of excellence; professionalism; desire and ability to work effectively as part of a team; ability to work well with parents and build positive relationships with students; ability to analyze data and measurements of achievement, and commitment to ongoing professional development and lifelong learning.

Teachers must meet the Colorado definition of “highly qualified.” In addition, preference will be given to teachers who possess or who are pursuing a Linguistically Diverse Learner endorsement, Special Education endorsement, or Gifted Education endorsement. Experience in Expeditionary Learning or preparation from the Stanley Teacher Preparation program is preferred.

The timeline for interviewing and selecting teachers will follow the timelines and processes established by DPS, utilizing their HR department resources. Teacher positions can be posted in February 2015 and interviewing teacher candidates can begin in March 2015. Initially, the Principal will use a hiring committee of parents, community members, and education experts. Teachers will be added to this process as the hiring evolves. The data collected reflecting the retention rate, staff evaluations, and on-going feedback will determine if the hiring process reflects sound decision-making.

JSS will encompass the values related to nurturing the development of professional capital for the education profession. JSS faculty will embrace the critical importance of cultivating, preparing and retaining educators who view teaching as a profession. As Fullan and Hargreaves (2012) have noted in *Professional Capital: Transforming Teaching in Every School*, “To teach like a pro...is a personal commitment to rigorous training, continuous learning, collegial feedback, respect for evidence, responsiveness to parents, striving for excellence, and going far beyond the requirements of any written contract” (p. xiv).

As our world changes we commit to continuous research, on-going professional development and continual learning for students and teachers alike. Since the professional capital pipeline begins with selectivity of teacher candidates, JSS will ensure a careful recruitment and selection of philosophically aligned educators. Stanley Teacher Preparation program will support the development of a professional capital pipeline at JSS by providing extraordinary preparation and support to teacher candidates and teacher mentors. JSS will provide highly effective models of experienced, effective educators for novice teachers with the goal of sustaining them throughout their careers and retaining them in the field.

JSS will become a model for the recruitment, selection, preparation and retention of educators who are life-long learners. As demonstrated at Stanley Teacher Preparation partner schools, communities of educators collectively support best practices by creating generations of support within a building. The Stanley Teacher Preparation program encompasses a professional learning community that spans 15 DPS (district, charter, Innovation), APS, and independent schools. This collaborative network of innovative educators builds

collective capacity. “Professional capital pushes the limits of what teachers will be able to achieve for every child” (Fullan & Hargreaves, 2012, p. xvi).

By investing fiscally, intellectually and emotionally in their teachers with practices that are supportive and aligned, JSS will secure a return on their investment in their faculty and staff. 94% of Stanley Teacher Preparation graduates remain in the field after five years (see STP Key Facts below). As a replication of the successful professional capital work piloted at Tollgate, JSS and STP collaboratively provide opportunities for interns to eventually become master teachers, mentors, mentor facilitators, educational advisors and instructional coaches. JSS’s target retention rate would mirror the STP retention rate of 94%. The Principal will be responsible for conducting exit interviews of staff leaving and will be held responsible for meeting the staff retention rate as part of the evaluation process.

JSS shall have the ability to interview all district assigned positions including specialized support service provides, and classified staff.

JSS shall have the flexibility to hire non-licensed teachers for non-core classes. Pursuant to NCLB, all K-12 core content teachers must be highly qualified (HQ). This means that regular and special education teachers that are the primary provider of instruction must be HQ in their particular content area(s), including English, Reading or Language Arts; Mathematics; Science; Foreign Languages; Social Studies (civics, government, history, geography, economics), and the Arts (visual arts, music).

## **B. Teacher Coaching**

“The reason that so few beginning teachers are equipped to succeed is...namely, that teaching is fundamentally a craft, best learned through an apprenticeship on the job under the close supervision of one or more master teachers” (Curtis & Wurtzel, ed., 2010, p. 116). The primary goals for coaching are to set clear expectations for staff, support professional growth, provide frequent descriptive feedback and help teachers focus on the relationship between student learning and instructional and assessment practices. High quality, job-embedded professional development is a critical component of EL schools. This aids in recruiting and retaining exceptional teachers and building the capacity of staff to ensure successful implementation of the model. JSS prioritizes building capacity and all teachers will participate in regular coaching and data-driven feedback cycles to improve teacher practice and student learning.

JSS will provide opportunities for Stanley Teacher Preparation residents to train in the residency model, receive licensure in ECE or Elementary Education and pursue a Master’s degree in Educational Psychology through STP’s partnership with UCD. Choices of concentrations include Early Literacy, Human Learning and Development, ECE or ECE Special Education. JSS will hire and sustain Stanley Teacher Preparation mentors who exemplify best practice, collaboration and EL philosophy. Mentorship assists in creating professionalism – articulating “whys” as well as “whats” of practice serves to improve professionalism and instruction for lead teachers. JSS will thus have the ability to replicate practices of our most effective teachers—to “grow their own teachers”—and also to supply the metro Denver area with a robust, highly effective teacher pipeline.

Colorado Department of Education has named Stanley Teacher Preparation a “model of clinically –based excellence in the preparation of Colorado’s teachers” (State Board of Education/ CDE Re-accreditation, 2012). Research demonstrates that “new teachers in urban schools should enter the classroom with a minimum of one year of guided clinical experience in an urban classroom in order to develop the knowledge and skills needed for effective teaching....Residents integrate their master’s level course work with an intensive full-year classroom residency alongside experienced, prepared mentors before becoming teachers of record in their own classrooms” (p. 130).

All teachers and mentors for JSS will receive additional aligned professional development, lab host training and cognitive coaching instruction. Interns, mentors, and teachers will benefit from opportunities of intentional on-going coaching cycles with the principal, the EL school designer, and the Instructional Coach. They will conduct instructional rounds and learn from professional learning communities across 15 schools in the JSS partnership and the EL network, which increases pedagogical skills and builds a culture of collaboration aligned with school priorities. As Fullan and Hargreaves (2012) have stated, “teaching like a pro is a collective and transparent responsibility” (p. xv).

JSS will utilize the DPS LEAP framework tools as a resource for classroom observation protocols and feedback instruments. All teachers will receive a comprehensive evaluation twice a year from the principal. This evaluation will be aligned with the LEAP framework and include classroom observation results and progress on coaching cycles informed by the Instructional Coach and EL school designer.

### **C. Teacher Evaluation**

In order to align with State and District identified teacher effectiveness standards, JSS will use the LEAP evaluation framework (aligned with Expeditionary Learning practices), including student achievement indicators, the observation framework, student perception data, and professional standards. In alignment with annual (one-year) employment, the final decision regarding continued employment, will rest solely in the hands of the principal. The principal will use input from a variety of sources, including parents, other teachers and administration when making final recommendations for continued employment at JSS.

The teacher evaluation system and standards will be aligned with the DPS LEAP framework and EL Best Practices. The principal (or licensed designee) will have primary responsibility for evaluating teachers and will align the data, observations, and tools to provide clear actionable feedback. Evaluations will include at least one comprehensive evaluation per year but the time may vary from the LEAP directed timelines. Individual performance goals, aligned with school-wide goals, will be developed collaboratively; achievement and growth data will be used for 50% of the evaluation process in alignment with SB 191. Unsatisfactory performance will be addressed immediately in a matter that maintains the dignity and respect of the individual. The principal will collaborate with the teacher to create improvement goals and the cycle for progress monitoring towards these goals to promote the success of the teacher. If unsatisfactory performance continues, the principal will take action to release the teacher at the end of each year’s annual contract

Although thoughtful formal evaluation processes such as LEAP drive improvements in teacher effectiveness and student achievement, it is really the informal daily observations, interactions, written feedback, and instructional conversations that take place every day between teachers and between teachers and administrators that truly drive teacher effectiveness and increase student achievement. Teachers will be provided with differentiated professional development that is targeted and focused for each person. Coaching, feedback from administration and other recommended supports will help teachers grow and improve against specific goals. It is ultimately the teacher’s responsibility to show growth with the supports provided. Continued employment will be contingent upon adequate growth in student achievement and instructional pedagogy as well as professionalism and implementation of the educational plan.

When a teacher is struggling, clear targets will be provided and goals set that will be monitored on a regular basis with feedback from administration and other instructional leaders. When expectations and progress

are not being met, teachers will be provided feedback and clearly notified of next steps, up to and including non-renewal for the following year.

#### **D. Professional Development**

JSS professional development will be developed, monitored, evaluated by the principal in consultation with the learning organizations and partnerships established with the school. The DPS calendar for professional development will not be followed. JSS has asked for a waiver for Policy GCID; Professional Staff Training, Workshops and Conference in order to provide the structure and time for job-embedded learning and support. At the same time, JSS does intend to participate in district-sponsored staff development that is aligned with our vision and mission. JSS intends work in collaboration with DPS Student Services and the ELA department to participate in district professional development as needed.

Through the JSS / Stanley Teacher Preparation partnership and drawing on STP's highly personalized Professional Development approach, JSS will provide high degrees of support to novice and experienced teachers. Layers of support will include a network of educational leaders; including feedback from a mentor, mentor facilitator, advisor, and director. Additionally, Stanley Teacher Preparation will provide teacher interns with high degrees of collaboration with STP staff, University of Colorado Denver professors, and leaders in the field.

Educators at JSS will share best practices and unpack standards, curriculum and instructional approaches within a community of supportive, innovative colleagues. The professional learning community that is created at JSS will thrive for years after teachers achieve licensure and continue to teach and learn in innovative ways.

JSS teachers will need extensive onboarding for year 1 and will be paid a stipend to attend an additional two weeks of professional development during the summer. While professional development will be designed to meet the needs of hired staff, an overview of topics for beginning of the year PD includes: Investigations (math), Expedition Implementation and Planning, Crew and Culture, and Environmental Science.

School leaders take primary responsibility for coordinating on-site professional development aligned with the school's EL work plan. The principal aligns professional development, feedback and coaching with formal evaluation systems in order to promote the professional growth of every teacher and promote school-wide excellence. Teacher development is paramount to the success of JSS and waivers from district calendar and the bargaining agreement will allow additional opportunities for regular, job-embedded PD. A PD calendar and development cycle will be developed by the principal and EL school designer once the initial staff has been hired.

#### **E. Pedagogy**

In EL schools, classrooms are alive with discovery, inquiry, critical thinking, problem-solving and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate and culture of high achievement.

Pedagogy at JSS is based primarily in inquiry and project-based learning through the structure of Learning Expeditions. Expeditions make content come alive for students by establishing long-term, in-depth studies with real-world connections that inspire students toward higher levels of academic achievement. Learning

expeditions involve students in original research critical thinking and problem-solving, and they build character along with academic skills. Learning expeditions take multiple, powerful elements of the EL model and join them together: guiding questions, kickoff experiences, case studies, projects, lessons, fieldwork, experts, service learning and a culminating event featuring high-quality student work. All of these structures and approaches are also used independently, outside of full learning expeditions.

Instructional approaches are primarily based in workshop lesson formats, discovery-based lessons and protocols. Workshops are used to introduce and explicitly teach concepts, skills and strategies related to learning targets. Discovery-based lessons begin with a provocative experience or problem which students explore without direct instruction from the teacher. The teacher acts as a facilitator or guide constructing standards-based learning targets along the way as students are exploring, discovering and discussing the topic. Protocol-based lessons are formats for discussion that bring clear structures and guidelines to classroom discourse.

JSS teachers are supported to create lessons that engage students in productive work throughout the day. Lessons create purpose and build curiosity for students. Teachers confer with students, classroom management is smooth and teachers are aware of each student's level of understanding and participation. Content is made engaging, ensuring that all students think about and grapple with challenging content. Effective lessons foster character by inspiring each student to develop craftsmanship, perseverance, collaborative skills and responsibility for learning. Critical thinking is promoted by asking students to make connections, perceive patterns and relationships, understand diverse perspectives, supply evidence for inferences and conclusions, and generalize to the big ideas.

At JSS, students are engaged in skills-rich projects that result in high-quality products or performances for audiences beyond the classroom. Projects are a primary structure for learning, teaching core skills and content through classroom lessons, discussions, labs and work sessions, as well as through student research and fieldwork. Projects are used to teach literacy and math skills, critical thinking, collaboration and problem solving. The products of student projects are typically modeled on real-world documents and artifacts, with professional models guiding student work. Products are critiqued by professionals and contribute to a real world audience. Teachers involve students as much as possible in directing aspects of the project with clear structures that hold students accountable for their individual and group progress.

At JSS, the curriculum compels students to produce high-quality work and the whole school supports, celebrates, and reflects on student work in order to create a culture of excellence. Students take work that is intended for public audiences through multiple drafts and critiques. They receive targeted feedback from teachers, experts and peers based on established criteria. Creating real work for audiences motivates students to meet standards and engage in revision. In the process, they develop perseverance and they realize that they can do more than they thought they could. Teaching students how to create high-quality work is an important part of the pedagogy as it is a reflection and result of the high expectations teachers have for all students. Thus, it is a means to excellence and equity.

A spirit of adventure is evident in teaching at JSS. Adventure helps to create student achievement and a focus on character. Adventure can be any physical, artistic or intellectual experience that involves risk, challenge and discovery. Every adventure has a strong element of entering the unknown and not being certain of the outcome. Physical, intellectual and artistic adventure is embedded into the work of the school. When possible, school leaders, teachers and students experience outdoor adventure and investigate the natural world through fieldwork, Outward Bound courses, or school-organized wilderness and nature experiences. Students have multiple opportunities to reflect and learn from successes and

challenges in physical, intellectual and artistic adventures. Teachers and students are pushed beyond their comfort zone, as it is in this environment –taking risks with thoughtful support – that the most powerful learning often takes place.

## **F. Building a Teacher Pipeline**

As noted in *Teaching Talent: A Visionary Framework for Human Capital in Education* (2010), “successful schools, especially in inner cities, require sufficient stability of staff to build a positive culture of high expectations and a set of collegial norms for good instructional practice” (p.115). Stanley Teacher Preparation and JSS will work collaboratively to support an educator preparation partnership that supports school culture and character, curriculum, instruction, assessment, and leadership to enhance student growth and achievement. JSS will utilize a residency staffing model whereby teachers and school leaders learn through Gradual Release of Responsibility.

JSS will promote opportunities for educational leadership along a teacher’s developmental continuum. As demonstrated via current and past partnerships with Tollgate, RMSEL, Odyssey, Academy 360 and DDES, Stanley Teacher Preparation is philosophically and pragmatically aligned to EL principles, instructional leadership, curriculum design and implementation.

JSS will nurture the development of educators along their career trajectory, offering career lattices to experienced and highly effective educators so that they may continue learning and leading through their career. JSS will provide career lattices for teachers, serving as a model for nurturing and sustaining educators in the field of education.

Through its partnerships with Stanley Teacher Preparation Program and Get Smart Schools, JSS will provide career lattices for teachers, serving as a model for nurturing and sustaining educators in the field of education. Several potential lattices for lead teachers will include, but not be limited to becoming mentor, model and master teachers. Teachers who are interested in administrative opportunities will have the opportunity to be leadership residents. Researching, implementing and assessment of best practices in pedagogy are supported by the integration of theory and coursework provided by Stanley Teacher Preparation Program’s long-standing partnership with University of Colorado Denver (UCD).

Residents at JSS will receive Masters in Educational Psychology through Stanley Teacher Preparation Program’s partnership with UCD. The MOU between Stanley Teacher Prep and UCD declares that “the School of Education and Human Development recognizes that the alternative licensure program developed by Stanley Teacher Preparation Program is rich and substantive.”

JSS also accesses current research and continuous feedback on pedagogy through the Stanley Teacher Preparation Program’s MOU with Colorado Department of Education and Colorado Department of Higher Education. Stanley Teacher Preparation Program’s best practices in the preparation of residents are being captured and disseminated through this partnership with the Rose Community Foundation’s Ed Preparation Project.

Our Stanley Teacher Preparation<sup>65</sup> partner is recognized as a cutting edge program with over 20 years' experience representing a "clinically-based model of excellence for the preparation of high quality teachers" (as cited by the Colorado Department of Education). It has been in a highly successful partnership with Denver Public Schools for over 20 years. In the context of a collaborative professional learning community, the program provides preparation in effective instructional approaches that result in dramatic, measurable student growth across diverse settings. The mission of the program is to serve the need for excellent innovative teachers in DPS; retain exemplars in the field and deliver a strong return on investment by producing clinically prepared educators who because of their efficacy remain in the field far longer than the national average. JSS has developed a Memorandum of Understanding (MOU) with the Stanley Teacher Preparation Program to support the development of a professional capital pipeline at JSS by providing extraordinary preparation and support to teacher candidates and teacher mentors. A MOU has also been developed with the Expeditionary Learning Network to provide coaching, leader support, professional development, curriculum development both on- and off-site, and pay for membership to the EL Network. (Copies of both MOUs are included in Appendix D.)

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<sup>65</sup> Stanley Teacher Preparation Program brochure; [www.stanleybps.org](http://www.stanleybps.org)

## Section V: GOVERNANCE & FINANCE

### A. SCHOOL GOVERNANCE

JSS believes it is the combined responsibility of teachers, parents, students and community members to create a safe and stimulating school environment. Supporting this mission requires a focused, participatory, and streamlined governance structure. The JSS Collaborative School Committee (CSC) ensures that parents/guardians, teachers and community members are active participants in the school's governance structure. JSS waives Policy BDFH-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committee in order to create a CSC that is merged with the School Leadership Team. The purpose of the JSS CSC is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP), a blueprint to improve teaching and learning. The CSC will review financial reports, including the annual budget; monitor student enrollment and retention strategies, and review student and parent satisfaction surveys. CSC will be formed as soon as possible upon approval of JSS and begin to meet at least monthly. JSS believes that families become partners in learning when they understand the big ideas of what is taught at school and are legitimately involved in the school as partners.

CSC:

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
- 3 Other

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

- At least 3 Teachers
- At least 4 Parents
- At least 1 Support Staff Member

The CSC shall have the following responsibilities:

- Meeting at least once a month
- Recommending 2 final candidates to DPS for the principal position (when a vacancy exists)
- Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 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

Successful implementation and sustainability of the JSS vision and mission cannot hinge on a single leader. The intent and expectation is to develop leadership skills and capacity for all staff. Distributed and shared leadership is the cornerstone of JSS. Staff has the opportunity to be involved in leadership roles in a variety of ways. Teaching staff is on the Instructional Leadership Team (ILT), lead and participate as members of data teams, serve on or lead school and district committees, and facilitate professional development. The Stanley Teacher Preparation Program develops the leadership potential in teachers. In addition JSS provides opportunities to learn/improve facilitation skills, develop outstanding data analysis



skills, deepen instructional understandings, develop strong communication skills and strengthen collaboration and decision making skills. Teachers continue to grow and take on higher levels of responsibility and critical positions within the school which leads to better teacher retention and a succession for leadership.

Common understandings about the essential attributes of an effective principal guide the identification and cultivation for the professional growth of staff who aspire to the principalship. Parents and business partners as well as staff on the CSC have yearly input on identifying and providing feedback on the knowledge, skills and attitudes needed to be a school leader and principal at JSS.

## **B. Budget & Policy Narrative**

- *All applicants are required to submit the innovation plan budget form as a separate electronic document in excel. Schools do not need to submit a hard copy of the budget form. This budget template can be found on the DPS website at [http://osri.dpsk12.org/the\\_call](http://osri.dpsk12.org/the_call).*

JSS has worked very closely with the District budget office and the Office of School Reform and Innovation to develop a comprehensive school budget for 2015-2016 and a sustainable five-year forecast that supports the school's vision and mission. JSS is allocated a per pupil funding base (SBB), mill levy, and federal Title I and Title II dollars. Additionally, as a new school, startup funding is provided by the District in "Year Zero, One and Two."

As an innovation school, JSS has selected to budget on actual salaries, rather than on District average salaries.

JSS follows all State policies, regulations, and procedures related to procurement and spending of funds. The principal holds final budget authority; however, the CSC reviews the budget and ensures a direct alignment to the vision and mission of the school. JSS' human capital management plan including professional development, educational plan, and strategic allocation of time and opportunity for learning are the key factors in driving financial decisions and allocation of funding. The autonomies for staffing on actuals, paying teacher and staff stipends, supplementing instructional resources, scheduling required professional development time, and strategically organizing time for students and teachers support the budget development process and align with a focus on student achievement.

Revenue is derived from the allocations provided by Denver Public Schools. Although other funding sources, including grants and partnerships, will be aggressively sought, the operating budget is based on the district allocation. JSS expects to receive its fair portion of district grants if we agree to adopt the funded initiative.

The principal will directly manage and oversee the budget and is the person responsible for developing and monitoring the budget although input will be sought from other groups including the Instructional Leadership Team and the CSC. Outside sources of funding from grants, partnerships and foundations will be aggressively pursued to supplement the budget. We will follow DPS policies and practices relevant to donations, grants management, leases and contract agreements.

## **C. FACILITY**

Joe Shoemaker School answered the 2014 Call for New Quality Schools and was granted the location at the school under construction by DPS at Hampden Heights in the Southeast of Denver Public Schools

## ***Waivers Requests and Replacement Policies***

DPS, CBA, and Colorado State Statutes

JSS

Request for Innovation Status

August 2015

### DPS Policy Waivers

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

	<ul style="list-style-type: none"> <li>- participate in the day-to-day operations of the school;</li> <li>- be involved in issues relating to individuals (staff, students, or parents) within the school;</li> <li>- be involved in personnel issues.</li> </ul>	
Replacement Policy	<p>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.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 3 Other</li> </ul> <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> <li>• At least 3 Teachers</li> <li>• At least 4 Parents</li> <li>• At least 1 Support Staff Member</li> </ul> <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>• Meeting at least once a month</li> <li>• Recommending 2 final candidates to DPS for the principal position (when a vacancy exists)</li> <li>• Providing advice and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFHR3 in addition to the following: <ul style="list-style-type: none"> <li>• Advising on the school’s annual budget</li> <li>• Advising on the school’s master calendar and schedule</li> <li>• Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities</li> </ul> </li> </ul>	
School proposal	<b>CFBA: Evaluation of Evaluators</b>	<b>Human Resource Management: Teacher Evaluation</b>
Policy	<p>All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>JSS will have the authority to identify, prepare and evaluate its own evaluators. JSS’s evaluation system will meet the standards of SB 191.</p> <p>The principal has the authority to identify, prepare, and designate personnel to conduct staff evaluations. Personnel who evaluate professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school’s principal. The school’s evaluation system will meet the standards of Colorado Senate Bill 10-191. The School will not use outside peer observers. All peer observations will be conducted internally between faculty employed at the School.</p>	

	<p>Evaluation instruments for all non-licensed personnel who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or the Instructional Superintendent may review all evaluations conducted by non-licensed personnel when necessary shall discuss with them procedure and form.</p> <p>The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.</p>	
School Proposal	<b>DF &amp; DF-R: Revenue from Non Tax Sources</b>	<b>Budget</b>
Policy	<p>It is the policy of Denver Public Schools to aggressively seek to enhance revenue from non-tax sources through negotiated sponsorship agreements between the school district and commercial entities. While the district benefits financially from such a relationship, commercial entities in return may receive certain mutually beneficial considerations.</p> <p>In a sponsorship agreement, a company pays a premium or provides some economic benefit to the district in exchange for recognition. In a preferred provider contract, a company pays a premium or provides economic benefit in exchange for the right to be the sole provider, at the most competitive prices, for goods or services purchased by the district. Sales of goods and services to the district and contributions or donations made to the district that do not include additional, negotiated conditions are not covered by this policy and are governed by the purchasing and gifts and donations policies.</p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>5. The appropriate district staff will review and, if appropriate, execute the Agreement.</li> <li>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.</li> <li>7. The school(s) will proceed with the terms of the sponsorship agreement.</li> </ol>	
Replacement Policy	<p>JSS has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> <li>1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school.</li> <li>2. The sponsorship will not alter any district owned resources unless permission is granted by the district.</li> <li>3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff.</li> </ol>	

	<p>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).</p>	
School Proposal	<b>IC/ICA: School Year/School Calendar</b>	<b>Calendar and Schedule</b>
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year...All calendars shall include the dates for all staff in-service programs scheduled for the coming school year...Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p>	
Replacement Policy	<p>JSS 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 CSC will advise on and the principal 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.</p>	
School Proposal	<b>IE: Organization of Instruction</b>	<b>Education Program</b>
Policy	<p>The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.</p>	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. JSS's education program will meet or exceed the minimum standards of the District and state. The Innovation School will present a program of instruction that is consistent with its innovation plan, as approved by the DPS Board of Education.</p>	
School Proposal	<b>IGA: Curriculum Development</b>	<b>Educational Program</b>
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p>	

	<p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>	
School Proposal	<b>IGD: Curriculum Adoption</b>	<b>Educational Program</b>
Policy	<p>The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.</p>	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>	

School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>	
School Proposal	IIJ/ IIJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> <li>1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula;</li> <li>2. The extent to which they meet a wide range of needs, interests, and student performance levels;</li> <li>3. The extent to which they support teaching practices known to positively impact student learning; and</li> <li>4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions.</li> </ol> <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p>	

	<p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>	
School Proposal	<b>GCF/GDF: Staff Recruitment/Hiring</b>	<b>Teaching: Human Resources Management: Hiring</b>
Policy	<p><b>Hiring</b></p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders.</p> <p>Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p><b>Background checks</b></p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
Replacement	The Innovation School will follow District Policy GDF/GCF; however, the Innovation School has	



nt Policy	<p>the authority to develop and implement its own policy and procedure for hiring staff, including creating a hiring schedule that best meet the needs of JSS. The School will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• The principal will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</li> <li>• Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate.</li> <li>• Background checks will be administered using the existing systems and processes for the district.</li> <li>• The School shall conduct reference checks.</li> </ul>	
<b>School Proposal</b>	<b>IJOA: Field Trips / IJOA-R: Field Trips (Guidelines for Extended Excursions)</b>	Educational Program
<b>Policy</b>	<p>Most educational excursions shall be carried out on school time to approved destinations listed in the catalog for approved excursions. Excursions to destinations not listed in the catalog may be arranged by following the accompanying procedures for field trips. Sometimes these experiences in the field will last overnight or for even longer periods. The accompanying procedures for extended excursions give guidance to teachers and principals so that judicious decisions may be made at the local level concerning most such excursions. When the proposed experience involves long, extended periods of time...principals shall seek counsel, direction and approval from their lead principal who in turn may secure approval from the superintendent or designee.</p> <p>School buses shall be provided for teachers to take their classes on educational excursions insofar as possible using bus allocations established for that school. When school buses are not available, arrangements may be made to use public transportation or private transportation. For all excursions requiring students transportation in school buses, arrangements should be made through the department of transportation.</p>	

<b>Replacement Policy</b>	JSS will develop and implement procedures to conduct field trips and extended day excursions. The School will design field trips that match the curriculum and therefore may be outside of the district catalog. In such situations, the School will have autonomy in determining the appropriateness of field trips, and the school principal will be responsible for approving all school field trips. Second, if a situation exists where the school must pay the district for transportation services or if the district is unable to provide the services the school requests, the school may choose to contract with another school transportation provider.
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**Collective Bargaining Agreement Articles Waivers**

School Proposal	Article 1-7: Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by School. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the submission of this innovation plan to the faculty for a vote during the first meeting of the faculty.	
School Proposal	Article 5-4: School Leadership Team	Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.	
Replacement Policy	The School Leadership Team and School Collaborative Committee will be replaced with the School 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. <u>Positions assigned by the principal:</u> <ul style="list-style-type: none"> <li>• 1 Principal</li> <li>• 3 Other</li> </ul> <u>Positions elected by majority vote (serving 1 year terms):</u> <ul style="list-style-type: none"> <li>• 3 Teachers</li> </ul>	

	<ul style="list-style-type: none"> <li>• 4 Parents</li> <li>• 1 Support Staff Member</li> </ul> <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> <li>• Meeting at least once a month</li> <li>• Recommending final candidate to DPS for the principal position (when a vacancy exists)</li> <li>• Providing guidance and recommendations to the principal regarding all responsibilities of the CSC detailed in Policy BDFH in addition to the following:</li> <li>• Advising on the school’s annual budget</li> <li>• Advising on the school’s master calendar and schedule</li> <li>• Making recommendations regarding the school’s curriculum and instruction, culture and behavior, services for special populations, and use of school facilities.</li> </ul>	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Calendar & Schedule
Article Summary	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher’s salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p>	

	<p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time. Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p> <p>8-8 The School's teachers will be responsible for lesson plans for the entire length of any absence.</p>
<p>School's Replacement Policy</p>	<p>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 academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined by the principal in consultation with the CSC 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, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The principal shall have authority to permit teachers to diverge from the regular school day. Evening meetings can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.</p> <p>8-7: Teachers will be assigned non-teaching duties, as necessary, to implement the innovation plan with the intent being to maximize the time that the most effective teachers spend teaching students.</p> <p>8-8 The School's teachers will be responsible for lesson plans for the entire length of any absence</p>

School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 “Evaluator” means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher’s probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
School’s Replacement Policy	<p>JSS may modify aspects of the LEAP framework appendices to align with the Educational Program.</p> <p>Teachers will be hired on annual contracts. Annual contract status may be maintained as</p>	

	<p>long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>10-1-6: Evaluator refers to the supervisor who is responsible for the evaluation of personnel. While the School principal will oversee all evaluations in the building, other personnel may have primary evaluation responsibilities for some personnel. Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state principal/administrator license. All school personnel will be evaluated annually. Evaluations will include both formal and informal observations. Modifications to the district evaluation system will be made in accordance with the innovation plan.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-4: The principal will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the principal will identify a designated evaluator for each teacher in addition to the school principal.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license. If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.</p> <p>Plan for Improvement Teachers who are not performing satisfactorily shall be placed on the school’s performance improvement plan. Once a teacher has received a performance improvement plan from the school’s principal the school leader will identify areas for improvement with the teacher, give the teacher notice of these areas for improvement in writing, and conduct weekly observations with written feedback,. If, after 30 days, the teacher fails to make sufficient progress under the plan, the teacher’s unsatisfactory performance will constitute cause for a mid-year termination</p> <p>10-5-3: Formal observations are recommended to last at least one class period and do not require advance notice or a pre-observation conference. Additionally all teachers may be videotaped within the classroom and the video will be used solely for professional development and coaching purposes.</p>	
School Proposal	Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource
Policy	<p>Committees identified in these sections include:</p> <ul style="list-style-type: none"> <li>- Instructional Issues Council</li> <li>- IS Advisory Committee</li> <li>- School Leadership Team</li> <li>- Personnel Committee</li> <li>- Task Force on School and District Climate</li> </ul>	
Replacement Policy	<p>JSS has the authority to create committees that align with the Innovation Plan. As described in the Innovation Plan, JSS will create committees that include (but are not limited to): Instructional Leadership Team (ILT), Data Teams, and Ad Hoc Committees as</p>	

	<p>directed by the ILT.          With the exception of the CSC any other committees within the school will be created at the direction of the school principal.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt.11-2-3 At the teacher’s request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	The school will follow the district’s basic fairness and due process guidelines in issuing corrective action to employees at the innovation school.	
School Proposal	Article 13-7 Hiring timelines,	Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> <li>• Teachers verify consideration group...</li> <li>• 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.</li> <li>• Recommendation for non-renewal of probationary teachers.</li> <li>• In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15)</li> <li>• Schools report vacancies. (Article 13-17) Vacancies are posted.</li> <li>• Teachers apply to transfer for vacancies. (Article 13-18)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Schools review qualified applicants’ applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20)</li> <li>• Assignment of unassigned non-probationary teachers. (Article 13-194)</li> <li>• End of open market staffing cycle.</li> </ul>	
School’s Replacement Policy	<p>JSS has the authority to hire staff as vacancies become known or using a schedule that best meets the needs of JSS. JSS has the authority to implement recruitment and selection policies and procedures.</p> <p>The School will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. The School will not be required to accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
School Proposal	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-8 Personnel Committee.  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.</p>	
Replacement Policy	<p>13-8. The school leader shall be responsible for hiring all staff and shall implement a hiring process that best meets the needs of the innovation school. Whenever possible, a hiring committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee shall include representatives from staffing areas that will be affected by the new hire.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p> <p>The principal, in consultation with the CSC, will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the principal determines that the school will undergo a RIBS, all candidates currently in the position being reduced will be considered and the principal, in consultation with the CSC, will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School Teaching Positions	Human Resource Management: Hiring & Staff Assignments



Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>JSS has the authority to hire teachers for summer programs consistent with its staffing plan as described in the Innovation Plan.</p> <p>The 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 agreed upon in the innovation plan.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>The School will not be required to participate in the district Reduction in Force process and will not be required to accept direct placement of district employees who have had their contracts canceled. New staff members will be employed at the school based on their qualifications and fit with the school innovation plan and position requirements.</p>	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p>	

	<p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>JSS has the authority to make decisions regarding job sharing and half-time employment in accordance with JSS's staffing plan and policies.</p> <p>Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school leader. The school leader shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
CBA Article/Section	Article 32: Extra Duty Compensation	Human Resources Management: Compensation
Article Summary	<p>See Extra Duty Compensation schedule in Article 32</p> <p>Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.</p>	
School's Replacement Policy	<p>JSS has the authority to determine its own compensation structure for additional work. JSS has the authority to establish its own compensation system to provide stipends as necessary for all employees. JSS will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement.</p> <p>The principal, in consultation with the CSC, will determine extra duty compensation rates and schedules during the budgeting process each spring for the following school year.</p> <p>The School reserves the right to not provide additional compensation to exempt employees for additional time that occurs during overnight and extended trips, after school meetings, parent/teacher conferences, after school activities, school performances, events, or games, evening meetings and professional development. If the school does give compensation for such additional time, the compensation will be provided consistently to all teachers and staff working such additional time.</p> <p>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.</p>	
CBA Article/Section	Article 7: Grievance Policy	Human Resources Management
Article Summary	<p>6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous</p>	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p>	

7-1 Definitions.

7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.

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 "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.

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

	<p>One in writing. The grievant shall send a copy of the written grievance and the principal response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.</p> <p>7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant's requested remedy based on its review of the situation.</p>
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**State Statute Waivers**

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>All of the teacher and principal effectiveness legislation.</p> <p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in Senate Bill 10-191. The School in consultation with the District LEAP team and HR partner shall have the ability to develop and implement a modified LEAP Framework as the tool for teacher evaluation and growth.</p>	

	<p>Evaluation of educators will be the responsibility of school leaders. Each teacher will be assigned an evaluator from the principal. Evaluators of school personnel will receive a CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one evaluation each year. The school principal will continue to be evaluated by the superintendent or his/her Instructional Superintendent and will receive feedback on the quality of evaluations being given at the school. The school principal will be responsible for evaluations of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.</p>	
School Proposal	<b>Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay</b>	Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the CSC, will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions the Principal in consultation with the CSC shall determine the rate of pay during the budget cycle each Spring for the following year.</p>	
School Proposal	<b>Section 22-32-109(1)(g): Handling of Money</b>	Budget
Policy	<p>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</p>	
Replacement Policy	<p>JSS has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <p>In accordance with the innovation plan, the School may receive moneys and deposit such moneys into a school account. The School will establish an account with a banking institution of its choice to manage receipt of 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. The school will account for all moneys that it receives directly and will report to the DPS board by providing quarterly trial balances to their DPS budget partner.</p>	
School Proposal	<b>Section 22-32-109(1)(n)(I): Schedule and Calendar</b>	Calendar and Schedule
Policy	<p>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for</p>	

	<p>elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.</p>	
Replacement Policy	<p>JSS has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements. The School has the authority to determine the number of professional development days and days off or late starts/early releases.</p> <p>In accordance with the innovation plan, the School's principal in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>	
School Proposal	<b>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</b>	Calendar and Schedule
Policy	<p>(II) (A) The actual hours of teacher-pupil instruction and teacher-pupil contact specified in subparagraph (I) of this paragraph (n) may be reduced to no fewer than one thousand fifty-six hours for secondary school pupils, no fewer than nine hundred sixty eight hours for elementary school pupils, no fewer than four hundred thirty-five hours for half-day kindergarten pupils, or no fewer than eight hundred seventy hours for full-day kindergarten pupils, for parent-teacher conferences, staff in-service programs, and closing deemed by the board to be necessary for the health, safety, or welfare of students.</p>	
Replacement Policy	<p>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 following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction.</p>	
School Proposal	<b>Section 22-32-109 (1)(n)(II)(B): School Calendar</b>	Calendar and Schedule
Policy	<p>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar...shall be preceded by adequate and timely...of not less than thirty days.</p>	
Replacement Policy	<p>JSS has the authority to create its own annual calendar. JSS's annual calendar will meet or exceed the minimum standards for the District and state.</p>	

	<p>No later than 60 days before the end of the school year, the principal in consultation with the CSC, 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. 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 its website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent.</p>	
School Proposal	<b>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</b>	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>	
School Proposal	<b>Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards</b>	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;	
Replacement Policy	<p>JSS has flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School will carry out an educational program consistent with its approved innovation plan and will determine textbooks and curricular materials for use in its educational program. JSS's education program will meet or exceed the</p>	

	<p>minimum standards of the District and state. The School will select appropriate textbooks and/or equivalent learning materials by course and grade level in each academic core area. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards.</p> <p>Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the school leader consistent with the school's innovation plan.</p> <p>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.</p>
School Proposal	<p><b>Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development</b></p> <p>Human Resource Management: Professional Development</p>
Policy	<p>(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.</p>
Replacement Policy	<p>JSS has the authority to design and implement its own principal development program. JSS may select to participate in District professional development programs. The principal will not be required to participate in district training or meetings unless those trainings are agreed upon by the principal and district evaluator as part of the principal's professional development plan or are required to meet legal obligations.</p>
School Proposal	<p><b>22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel</b></p> <p>Human Resource Management: Hiring Teacher Aides</p>
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>
Replacement Policy	<p>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 NCLB HQT requirements.</p>
School Proposal	<p><b>22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel</b></p> <p>Human Resource Management: Staff Dismissals</p>



Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).</p>	
Replacement Policy	<p>In accordance with the innovation plan, the DPS board delegates the power specified in statute to the school leader. All processes for dismissal must meet the minimum standards established in District policy GDQD and GDQD-R.</p>	
School Proposal	<b>22-32-126: Employment and authority of principals</b>	Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	
Replacement Policy	<p>In the event of a change in leadership, the priority is maintaining building leadership that supports the mission and vision of the school and ensures that student achievement is supported. Members of the school community, including staff, parents and community members will be involved in the principal hiring process.</p> <p>The school's CSC in collaboration with the district superintendent or his/her</p>	

	<p>designee will manage the principal selection process and recommend at least three final candidates to the district superintendent (or his/her representative) for hiring. Principal candidates are provided to the CSC from the district's principal hiring pool using the LEAD in Denver evaluation process. The superintendent (or his/her representative) may redirect the CSC and his/her designee to continue the search for better qualified candidates should none of the three candidates meets his/her approval. In the event that the principal position is vacant, the superintendent (or his/her representative) may appoint an interim principal until such a time that the above described hiring process results in a principal candidate that is agreeable to the CSC and the Superintendent or his/her designee. The principal assumes the administrative responsibility and instructional leadership of the school under the supervision of the superintendent and in accordance with the innovation plan. Interviews and selection follow the DPS Human Resource hiring procedures.</p>	
School Proposal	<b>22-33-102(1) Definition of "Academic Year"</b>	Calendar
Policy	<p>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.</p>	
School's Replacement Policy	<p>"Academic year" refers to the year as it is established by the locally adopted academic calendar for the School. This definition will include both an identification of days and a typical daily schedule.</p>	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception</b>	<b>Human Resource Management: Hiring and Teacher Qualifications</b>
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.  (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</p>	

	<p>school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	<p>The school will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District’s ESEA Flexibility Request). Teachers in all necessary areas will be highly qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. The DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan.</p> <p>Core content teachers that are the primary provider of instruction will be highly qualified in their particular content area(s), Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts (Visual Arts, Music). The school will otherwise meet all Title III licensing expectations.</p>	
School Proposal	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision</b></p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(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.</p> <p>(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</p>	

of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

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

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

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

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

(II) Repealed.

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

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

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

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

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

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

(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; 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

	<p>education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>Replacement Policy</p>	<p>JSS has authority to issue its own employment offer letters. JSS's employment offer letter will outline the terms of employment.</p> <p>All teachers are hired on annual contracts. Annual contracts may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.</p> <p>Teachers on annual contracts may be dismissed mid-year for cause.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the school principal. 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 principal has the authority to make employment offers to qualified candidates. Termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R. The school will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not</p>

	contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract</b>	Human Resources Management: Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	Teachers are hired on an annual contract. Annual contract status may be maintained as long as the teacher continues to receive effective or distinguished ratings. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers – Compensation</b>	Human Resource Management: Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who</p>	

	<p>has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p> <p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
<p>School's Replacement Policy</p>	<p>JSS is not subject to the transfer of teachers within, into or out of JSS by the District; JSS's leadership has the authority to make all decisions regarding transfers within JSS.</p> <p>The School may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	
<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</b></p>	<p>Human Resource Management: Dismissals</p>
<p>Policy</p>	<p>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.</p>	
<p>Replacement Policy</p>	<p>All teachers are hired on annual (one-year) contracts. JSS has the authority to establish personnel policies.</p> <p>All teachers are hired on annual contracts. Annual contracts may be maintained as long as the teacher continues to receive effective or distinguished ratings.</p> <p>Annual contracts can be non-renewed at the end of the contract term for any reason. Mid-year dismissals must be for cause.</p> <p>In all situations related to teacher dismissal, a teacher on an annual contract may be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p>	



<p>School Proposal</p>	<p><b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</b></p>	<p>Human Resource Management: Dismissals</p>
<p>Statute Description</p>	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p> <p>(3) If a teacher objects to the grounds given for the dismissal, the teacher may file with the chief administrative officer a written notice of objection and a request for a hearing. Such written notice shall be filed within five working days after receipt by the teacher of the notice of dismissal. If the teacher fails to file the written notice within said time, such failure shall be deemed to be a waiver of the right to a hearing and the dismissal shall be final; except that the board of education may grant a hearing upon a determination that the failure to file written notice for a hearing was due to good cause. If the teacher files a written notice of objection, the teacher shall continue to receive regular compensation from the time the board received the dismissal recommendation from the chief administrative officer pursuant to subsection (2) of this section until the board acts on the hearing officer's recommendation pursuant to subsection (9) of this section, but in no event beyond one hundred days; except that the teacher shall not receive regular compensation upon being charged criminally with an offense for which a license, certificate, endorsement, or authorization is required to be denied, annulled, suspended, or revoked due to a conviction, pursuant to section 22-60.5-107 (2.5) or (2.6). If the final disposition of the case does not result in a conviction and the teacher has not been dismissed pursuant to the provisions of this section, the board shall reinstate the teacher, effective as of the date of the final disposition of the case. Within ten days after the reinstatement, the board shall provide the teacher with back pay and lost benefits and shall restore lost service credit.</p>	

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

	<p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>	
Replacement Policy	The School will follow District Policy GDQD and regulation GDQD-R if it is necessary to terminate a teacher’s employment during the school year.	
School Proposal	<b>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule</b>	Human Resource Management: Compensation
Policy	<p>(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.</p>	
Replacement Policy	<p>JSS will follow the DPS salary schedule but has the authority to determine its own compensation system for providing stipends for all employees, including adjunct faculty. JSS will meet or exceed the rates of pay set in the Collective Bargaining Agreements.</p> <p>JSS will compensate teachers with a stipend for other duties and responsibilities identified by the Instructional Leadership Team, as budget allows. Non-teaching staff would be compensated for any additional hours in accordance with Fair Labor Laws.</p> <p>The School will adopt a salary schedule that will meet or exceed the district’s salary schedule. The principal in consultation with the CSC reserves the right to develop a supplemental compensation system separate from district policies to reimburse</p>	

	employees for extra duty pay as it may arise for activities that may include, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, external professional development or for performance incentive pay.	
School Proposal	<b>22-63-402. Services - disbursements</b>	Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan.	
School Proposal	<b>22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries</b>	<b>Payment of Salaries</b>
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	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 and mandated additional time. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.	

## **Appendix B: Evidence of Support from Administrators, Teachers, Staff, and the School Accountability Committee**

- **On August 13, 2015 the Shoemaker CSC unanimously voted to approve the Innovation Plan for Shoemaker.**
- **On August 24, 2015 the Shoemaker Teachers conducted a secret ballot vote and unanimously voted to approve the Innovation plan for Shoemaker.**
- **The Shoemaker Administration evidences unanimous support for the Shoemaker Innovation plan.**

**Election Administrator Attestation Template**

Date of Vote: 8-24-15

School: Shoemaker Elementary

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

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

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

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

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

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

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

- # of eligible voting staff on list	<u>23</u>
o # of votes cast	<u>23</u>
▪ # of votes to approve:	<u>23</u>
▪ # of votes to deny:	<u>0</u>
▪ # of blank ballots cast:	<u>23</u>
o # of participants on the list that did not vote:	<u>0</u>

Jonathan Mann  
Name

Jon Mann  
Signature



**Principal Attestation Template**

I, Chris Reming (principal) attest as follows:

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

Chris Reming  
Principal

Shoemaker  
School

8/24  
Date

**Poll Sheet Template SHOEMAKER - DCTA**

Last Name	Position	Signature - Receipt of Ballot
AUDITORE, ABIGAIL M	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
BYXBE, JENNIFER M	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
CHASE, THOMAS W	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
CLARKE, LINDSAY H	Tchr Admin Asst, Elem Sch	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
EDSON, KATHRYN H	Facilitator	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
GIACOMINI, LINDA R	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
GOMEZ, BRISEIDA	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
HALLER, KOURTNEY ELIZABETH	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
HART, DONETRA	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
HOLYFIELD, RHIANNON MACKENZIE	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
KELLY, ROBERT A	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
LEWIS, SARA S	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
MACDONALD, REEVES	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
NIX, JOSEPH	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
NYBERG, CAREY	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
PIAZZA, CARLA	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
PINILLA, NANCY	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
POWELL, SARA	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
SMITH, ERIN E	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
SMYTH, RACHELLE	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
SPIEGLEMAN, JULIE L	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
STREKER, KATHERINE ELISE	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
VIERAITIS, MARCELLA A	Teacher, Elementary	SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT <i>[Signature]</i>
		SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
		SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT
		SIGN HERE TO ACKNOWLEDGE RECEIPT OF BALLOT

August, 2015

Dear Denver Public Schools Office of School Reform and Education:

We wish to go on record in support of this application for Innovation Status for Joe Shoemaker School. As members of the school proposal design team, we responded to Denver Public Schools' Call for New Schools with an environmental science focused program that capitalizes on the setting, situation, and natural resources that surround the Shoemaker campus.

This school has tremendous potential, and Innovation Status accelerates the mission of this school and the DPS mission that "every child succeeds." Please recognize the spirit and creativity represented, and approve this plan.

Sincerely,

Shoemaker Design Team and Interim CSC

Chris Fleming, JSS Year 0 Principal

Laurie Godwin, JSS Year 0 School Design and Community Outreach Consultant,  
Principal of Tollgate Expeditionary School, APS

Brent Applebaum, Principal Resident, C3 Elementary

Jon Mann, Expeditionary Learning Regional Director, Mountain Region

Carrie Moore, ELA District Coach, Adams-12

Eryn Osterhaus, Parent and Principal of South Middle School, APS

Donny Roush, Director, Center for Uncommon Collaboratives, Earth Force

Heather Graesser, Parent, Teacher, Stanley British Primary

Sue Sava, Executive Director, Stanley Teacher Prep

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



To Whom It May Concern:

I am writing to offer my enthusiastic support to the Hampden Heights Expeditionary School proposal involving the Stanley Teacher Preparation Program and the Greenway Foundation.

My endorsement for this proposal is grounded in professional and personal experience. As a vice president at the Denver Museum of Nature & Science, I have been intimately involved with driving our institution's goal of connecting our community with nature with the ultimate goal of creating a community of critical thinkers and responsible stewards of the natural world. As an institution, we serve over 300,000 school children a year. While our interaction with students and their faculty is free choice and informal science education, our research and measured outcomes reinforce how powerful experiential learning is. The Denver Museum of Nature & Science's commitment to engaging with students and the public around nature is so fundamental to what we believe that we just opened the new Margridge Family Exploration Center to enable engagement inside and outside our 4 walls, much like the students at Hampden Heights Expeditionary School will experience.

While providing a facility and the Expeditionary Learning philosophy will be inherent to the success of the Hampden Heights Expeditionary School, an outstanding faculty will be truly critical. I have personally witnessed the success and impact Stanley Teacher Prep graduates have made in our community and fully support their training in Expeditionary Learning. From my perspective, these teachers would be an amazing addition to the Denver Public School community. I have followed the success and impact of Stanley Teacher Prep graduates with great interest since my child was a student at Stanley British Primary School. The teachers who graduate from this program are dedicated and highly motivated. Most importantly, they are amazingly creative and innovative facilitators cultivating students' love for learning and encouraging the ability and desire to be responsible members of society.

Hampden Heights Elementary School will be a successful replication of the Expeditionary Learning model and Stanley Teacher Prep which have both thrived in Metro Denver. Success stories are many and include: Tollgate Elementary School of Expeditionary Learning, Academy 360, Rocky Mountain School of Expeditionary Learning, and The Odyssey School. Teachers who graduate from this program are dedicated and highly motivated. Ninety-four percent are currently teaching or involved in education. Their ability to inspire curiosity and to foster inquiry-based learning can be seen in their teaching environment daily and is truly exciting and effective.

I am confident that joining the forces and expertise of the Stanley Teacher Preparation Program and the Greenway Foundation with the Hampden Heights Expeditionary School will be truly successful. Please feel free to contact me directly should you seek additional endorsement.

Very truly yours,

A handwritten signature in black ink that reads 'Mary Hacking'.

Mary Hacking  
Vice President, Visitor Experience

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Denver, CO 80205-5798  
P 303.322.7009  
F 303.331.6492

[www.dnms.org](http://www.dnms.org)



## CHERRY CREEK STEWARDSHIP PARTNERS

415 S. High Street  
Denver, CO 80203  
303-345-1675  
casev@cherry-creek.org  
www.cherry-creek.org

March 12, 2014

Denver Public Schools

Re: Hampden Heights Expeditionary School

Dear Members of the Denver School Board,

We understand that you are considering the proposal from Expeditionary Learning Schools, Get Smart Schools, Stanley Teacher Prep Program, SPREE/The Greenway Foundation, and Earth Force/Denver Public Works to create Hampden Heights Expeditionary School adjacent to Cherry Creek in Denver. We have been asked to provide a letter of support for the concept of an expeditionary school program at the Hampden Heights site near E. Girard and S. Havana Streets to "utilize Cherry Creek's natural open space and the surrounding neighborhoods as true learning landscapes".

We would like to provide our support for this proposal concept as it relates to our mission. A Partners core goal is to educate watershed residents about the water quality and related water resource issues in the watershed, as well as to provide information about other resources including recreational, cultural and historical amenities that connect people to their watershed. Specifically, we work to engage the community in protection of natural resources by supporting projects that:

- Implement sustainable trail alignments with a focus on water quality protection and enhancement
- Develop trails that bring people in contact with water resources
- Provide connections to the regional trail and neighborhood trails
- Encourage community connections to explore the local landscape's character and charm
- Promote an environmental education message
- Preserve the natural function of Cherry Creek
- Inspire imagination and curiosity as well as healthy exercise

While we are on record in opposition to the development of the property, if a school is to be built on this site we want it to be an exemplary environmental education school that makes the most of the resources nearby and respects Cherry Creek as a learning landscape. The sponsors of the proposal to establish Hampden Heights Expeditionary School share our goal to educate watershed residents and promote stewardship of natural resources and we will continue to work with them to create a safe and meaningful educational experience.

Sincerely,

Casey Davenhill  
Cherry Creek Stewardship Partners

*Cherry Creek Basin Water Quality Authority...Arapahoe County...Douglas County...City and County of Denver...City of Lone Tree...  
City of Aurora...City of Glendale...City of Greenwood Village...Town of Castle Rock...Town of Parker...Parker Jordan Metro  
District...US Army Corps of Engineers...USGS...USDA Natural Resource Conservation Service...University of Colorado School of  
Landscape Design...Colorado Parks and Wildlife...Urban Drainage and Flood Control District...Southeast Metro Stormwater  
Authority...Douglas County Stormwater Coop...ACWWA...American Public Works Association...Audubon Society of Greater  
Denver...Metro Denver Science and Engineering Fair...The Greenway Foundation...High Line Canal Preservation Association...Colorado  
Horse Council, Inc...Four Mile Historic Park...Cherry Creek Valley Historical Society...The Architerro Group...AMEC...Ayres  
Associates...Biohabitats...CH2MHill...ERO Resources...GET Consultants, Inc...J3 Engineering Consultants...Moser &  
Associates...Mulhern, MRE...Muller Engineering Company, Inc...Respec Consulting and Services...WRC Engineering...SEH...  
Valerian, LLC...Wright Water Engineers*



EXPEDITIONARY  
LEARNING

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New York, NY 10001  
212.249.4453 ext.  
212.249.4050 fax  
www.elc.org

March 13, 2014

Dear Denver Public Schools Board of Education,

I am writing in support of Hampden Heights Expeditionary School's proposal to become an Expeditionary Learning (EL) School within Denver Public Schools. As a School Designer for EL for the past five years, I have had the privilege to work with numerous EL Schools in the metro area. Before beginning my career with EL, I was a teacher for nine years in two local EL Schools: The Rocky Mountain School of Expeditionary Learning and The Odyssey School. As a former teacher and current EL employee, I have seen first-hand the demand for more EL schools in the Denver area and I believe that Hampden Heights can help answer this call.

Teachers are eager to work in EL schools because they believe in our mission. EL strives to ignite each student's motivation, perseverance, and spirit of inquiry so they become active contributors to building a better world and succeed in school, college, career, and life. During the 2012-2013 school year, the EL schools I support received an average of 75 applications for each of their available teaching positions. This high level of interest demonstrates that teachers are compelled by our innovative curriculum, instructional strategies and model of professional development. These core practices are anchored by a vision of student success that combines academic achievement, character, and high-quality work. EL Schools are a place where both students and teachers thrive.

As an EL employee, I am excited by the prospect of adding a new school to our current cohort. I am especially attracted to Hampden Heights' ECE component, as we do not yet have an early childhood program in any of our existing local schools. I am confident that Hampden Heights Expeditionary Learning School will equip students with the academic skills and habits of scholarship necessary for them to succeed as learners and citizens. This school would be a valuable addition to our current network of EL Schools in the Denver area.

Thank you for your time and consideration,

Katie Shenk  
School Designer, Expeditionary Learning

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based model that HHES proposes to adopt. Yet, there are many parents like me for whom such inquiry-based instruction is critical. I have experienced and witnessed firsthand the frustration of many parents who find their children on waitlists for DPS's currently limited EL seats. As an example, RMSEL received nearly 500 applications this year for its K-12 slots and less than 10 percent were offered admission. For K-5 only 27 open seats were available. From this perspective, the opportunity to create one more pool of high-quality elementary EL seats feels incredibly important. Not only does it provide a much-needed opportunity for parents and students today, it also strengthens the pool of students ready to matriculate upwards into middle and secondary EL environments in DPS over the long term, a need that is indicated given RMSEL's 100+ applications for 25 sixth grade slots this year.

DPS has a stated commitment to support and replicate proven models of excellence. This consortium of providers brings an unmatched combination of experience and success in building the instructional foundation and human capital pipeline needed for an outstanding EL school. Laurie Godwin has been a phenomenal leader at Tollgate Elementary School of Expeditionary Learning; Sue Sava's thoughtful leadership of STPP and its partnership with RMSEL and several other EL schools in the Denver-metro area has been critical to their continued success. Their combined experience along with the commitment of the other community partners invested in this proposal ensures that HHES will have the expertise and support needed to successfully serve students from the first day.

Finally, it seems critical to consider here the fact that the Hampden Heights location cries out for a school whose core mission includes developing in students a sense of place-based learning and environmental stewardship. Pairing HHES's project-based learning with this unique school location will allow students to connect learning with real-world needs on a daily basis. Where the Downtown Expeditionary Learning School allows students to make the city their learning environment, HHES will provide DPS students the opportunity to experience a different approach to EL.

Given an opportunity, I believe that HHES will truly do wonderful things for DPS students and the community as a whole. Please feel free to contact me directly should you seek additional endorsement or wish to clarify anything I have discussed in this letter of support.

With best regards,

Ulcca Joshi Hansen  
Vice President, PEBC  
President of Board, Expeditionary Learning BOCES



To Whom it May Concern:

My name is Ulcca Joshi Hansen and I am writing to offer my unqualified and enthusiastic support for the Hampden Heights Expeditionary School (HHES) proposal being submitted by the Stanley Teacher Preparation Program, the Greenway Foundation, and Earth Force for your consideration. I am writing both in my capacity as Vice President of the Public Education and Business Coalition (PEBC), as well as Chair of the Board of the Expeditionary Learning BOCES that oversees the Rocky Mountain School of Expeditionary Learning (RMSEL).

My enthusiasm for and confidence in this proposal stems from my personal and professional knowledge of the Stanley Teacher Preparation Program (STPP) and the expeditionary learning model. PEBC is a Denver-based non-profit that works with educators around the nation to improve their instructional practice. We also run the Colorado Boettcher Teacher Residency, a teacher preparation program that has been partnering with Denver-metro districts and the Denver School of Science and Technology to train teachers for high-needs schools and districts. PEBC's focus is on empowering teachers to create inquiry-based classrooms that nurture learners who are self-directed and self-aware, and able to work critically and constructively with text and new information – all hallmarks of the goals set out for students in the Colorado Academic Standards (CAS). Within Denver, PEBC been engaged with schools serving a wide range of student populations, including North High School, Skinner Middle School, Bill Roberts School and Bromwell Elementary, all of whose leaders have attributed many of the successes in their buildings to their teachers' adoption of inquiry-based instruction.

I speak here of PEBC's success because our instructional model and approach are reflected both in the work of STPP and the expeditionary learning (EL) model. PEBC helped found RMSEL in 1993, believing that the principles of EL would support inquiry-based instruction; over the years STPP has been a critical partner in training and sustaining teachers who are masterful at bringing inquiry-based learning alive for students. The teachers who graduate from STPP are passionate about their craft and dedicated to ensuring all students learn. Above all things, however, they are excellent teachers who are able to creatively facilitate learning for students and instill a love of learning that students carry with them beyond school.

I believe that RMSEL's success in Denver, both in terms of its popularity as well as its recent recognition by the Colorado State Legislature for earning an A from Colorado School Grades, speaks to the need to provide more EL choices within Denver's portfolio. As a parent, it is important to me that DPS continue to provide enough openings for students at schools that take different approaches to instruction. DPS has expanded several charter school models into elementary and middle school sites over the last few years; however, few reflect the inquiry-



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Alliance for Childhood

March 13, 2014

Dear Denver Public Schools Board:

The Alliance for Childhood is focused on three principal concerns:

- the loss of creative play and hands-on activities in children's lives,
- the excessive amounts of time children spend in front of screens, and
- the need to reconnect children with the natural world.

We promote policies and practices to address these important childhood issues. We are particularly engaged in work to restore nature and adventure play to children's lives. Children thrive physically and flourish mentally when they are allowed to play freely and exuberantly outside. When their school situation can provide additional opportunities for adventure and challenge, they do even better!

In our recent compilation of relevant research—*Adventure: The Value of Risk in Children's Play* (Almon, 2013)—we synthesize important studies from respected researchers such as Hofferth, Fröst, Hughes, and Solomon. We conclude:

Children's free play is full of risk-taking, a fact that frightens many adults who have become risk-averse. Yet many experts feel that this aversion is excessive and even harmful. They point to children's natural capacity for risk-assessment which needs to be developed rather than suppressed in childhood. This publication looks at the value of risk from many angles, including interviews with directors of adventure playgrounds that encourage adventurous play yet have very low accident rates. The central conclusion: Give children genuine risk and they rise to it. They are then prepared to meet life's challenges.

When we heard from colleagues in Colorado about the proposed Hampden Heights Expeditionary School, we wanted to add our voice to the calls to approve the school's program and get on with the important work of creating a place of learning where adventure is restored, and where risk is acknowledged as necessary and prudent in the development of young bodies and minds.

Hampden Heights Expeditionary School needs to become a reality. Please give this application serious consideration. We hope you find it as exciting as we do, and approve it.

Very sincerely,



Linda L. Rhoads  
Executive Director

Cc: Donny Roush

PO Box 5758, Annapolis, MD 21403 • 202-643-8242  
[www.allianceforchildhood.org](http://www.allianceforchildhood.org)

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DENVER BOTANIC  
GARDENS

3/13/2014

To whom it may concern,

I have had the opportunity to work with Expeditionary Learning (EL) schools and students in the Denver area over the past three years. I am continually impressed with the high level of critical thinking that comes from EL students. In my experience, EL students are well prepared for field programs and I am delighted to see students take advantage of resources such as Denver Botanic Gardens to furthering their learning.

On a recent visit of EL first grade students to the soil lab at the Gardens, I was very impressed with the high level of student-generated questions. It was wonderful to see young students truly see themselves as scientists and fully take advantage of their opportunity to learn more while at the Gardens. I observed high-level questions and critical thought from this group of students. The EL teachers successfully created a culture of wonder and learning for their students. Students showed up to the Gardens bursting with excitement to learn more about soil.

I am always excited when I see EL schools signed up for field programs at the Gardens. EL students show up well prepared and with an intention to learn. It is wonderful to see so many EL schools embark on in-depth studies in the field of environmental science. Students are truly invested in their learning and are getting information that is not always offered in the traditional classroom.

I am delighted to see EL schools take advantage of local cultural institutions to further their learning and am excited to continue to support EL students in their learning.

Sincerely,

Laurel Olson  
Assistant Manager of School Programs

909 York Street  
Denver, Colorado 80206  
720-865-3500  
[www.botanicgardens.org](http://www.botanicgardens.org)

## CLYFFORD STILL MUSEUM

1250 Sennock Street  
Denver, Colorado 80202  
tel. 720-354-4880  
clyffordstillmuseum.org

March 10, 2014

Dear Denver Public Schools Applicant Review Team:

Clyfford Still Museum is honored to write this letter in support of Hampden Heights Expeditionary Learning School. This new school will raise the stature of Denver Public Schools by combining the philosophies of Expeditionary Learning, Stanley British Primary's Teacher Preparation Program's life-long learning model, and the environmental advocacy of The Greenway Foundation and Earth Force.

The Clyfford Still Museum pledges to support Hampden Heights Expeditionary Learning School through its recently launched program, inStill Gallery Experiences for Schools—a standards-aligned, immersive, discovery and activity-based workshop model museum program that integrates core subjects to build 21<sup>st</sup> century skills. We pledge to support Hampden Heights' core curriculum and field work through offering the opportunity for collaborative programming with Hampden's teachers, free museum visits, and specialized content unique to the needs of Hampden students and curriculum.

Among many technological innovations in design and structure, the Museum is a new (2011) Leed Certified building that also created a green space for the city of Denver in its forecourt, uses native plantings and a green roof structure, and features an advanced skylighting system that monitors light and humidity. Exploring concepts such as sustainable architecture, green spaces, and building community through architecture and design are just some of the areas that would align with Hampden Heights' focus on environmental education, integrating art, math, science, literacy, and 21<sup>st</sup> century skills. Partnering with Hampden Heights Expeditionary Learning School would be another strategic partnership for the Museum.

The inStill Gallery Experience program has launched to critical success from the school community, and the Museum attributes much of this success to the strength of its guiding philosophy based on both Stanley British Primary and Expeditionary Learning models. Local specialists from Stanley British Primary, Odyssey School, and Rocky Mountain School of Expeditionary Learning collaborated with the Museum to design our program and train our gallery teachers. Having had first hand experience with both the SBPS TPP program as well experience in an Expeditionary Learning setting, I believe both philosophies to be transformational educational models that are lynchpins for preparing our students for the 21<sup>st</sup> Century.

We believe Hampden Elementary School will serve the education community in Denver by not only providing quality and transformational education to Denver's children through Expeditionary Learning, but also by cultivating a community of teachers oriented towards best practices in student learning through its affiliation with Stanley British Primary School Teacher Preparation Program.

We enthusiastically support the addition of Hampden Heights Expeditionary Learning School to the school community here, and see only potential for success with backing by such excellent organizations. We urge you to select this proposal.

Many thanks,



Victoria Eastburn  
Director of Education and Programs  
Clyfford Still Museum



March 11, 2014

To whom it may concern:

Earth Force is very excited about the unique educational opportunities represented in the Hampden Heights Expeditionary School proposal. We wholeheartedly support an academic setting that promotes inquiry and community engagement as some of its core teaching and learning strategies, and urge you to select this proposal, based on the potential it holds and the expertise of the team that compiled it.

Established in 1994, Earth Force engages young people as active citizens who improve the environment and their communities now and in the future. We accomplish this by providing high quality professional development and support around inquiry based learning strategies. Educators, both formal and informal, use our inquiry-based process to facilitate the conception and development of a youth-driven civic action project with their students. Through Earth Force, youth explore their environment and work with community leaders to create long-term improvements to the world around them. Over the course of our history, Earth Force has developed in-school and out-of school strategies and a partnership model for implementing our community action and problem-solving model at a community level.

Earth Force is particularly interested in the Hampden Heights School for several reasons:

- a) It represents an exciting way to advance education by combining the philosophies of Expeditionary Learning, Stanley British Primary's Teacher Preparation Program's life-long learning model, and the environmental inquiry-based approach of The Greenway Foundation and Earth Force. HHES will become one of 15-20 schools in Denver our KIC-NET network. HHES, as expressed in the plans here, is poised to become our premiere location in the city where schoolchildren go from awareness to action.
- b) It is a walking-talking example of green infrastructure that serves as a learning laboratory for young people and gives them opportunities to be part of addressing real environmental problems in the Denver area. Green infrastructure demonstration projects like this hold a great deal of importance for the city. Classrooms will be integrated into the environment and class periods will seamlessly blend from a classroom setting to an outdoor setting using the Expeditionary Learning Model. This is an incredible opportunity to support students in the ways we know they learn best.

We look forward to sharing our experience, partners, resources, and programs in ways that support the overall plan of the school.

Sincerely,

Lisa Bardwell  
President/CEO

2555 West 34th Avenue  
Denver, Colorado 80211  
Telephone: (303) 433-0016  
Fax: (888) 899-5324  
E-mail: [earthforce@earthforce.org](mailto:earthforce@earthforce.org)  
Web: [www.earthforce.org](http://www.earthforce.org)



**Department of Public Works**  
Wastewater Management Division  
  
2000 W. 3<sup>rd</sup> Ave  
Denver, CO 80223  
303-446-3400  
[www.denvergov.org/Wastewater](http://www.denvergov.org/Wastewater)

March 14, 2014

Ms. Laurie Godwin  
Denver Public Schools

Re: Hampden Heights Expeditionary School

Dear Ms. Godwin,

The City and County of Denver understand that you are considering a curriculum development proposal from Expeditionary Learning Schools to create Hampden Heights Expeditionary School adjacent to Cherry Creek in Denver. We have been asked to provide a letter of support for the concept of an expeditionary school program at the Hampden Heights site near E. Girard and S. Havana Streets to utilize Cherry Creek's natural open space and the surrounding neighborhood's urban ecosystem as true learning environment.

Denver has a core goal is to provide sustainable healthy communities for our citizens with water quality and related water resource being of the highest concern. Specifically, we work to engage the community in protection of natural resources by supporting projects that:

- Implement safe multi-modal forms of transportation,
- Promote educational programs that target safe communities, healthy life styles, and sustainable infrastructure,
- Encourage community connections, and
- Preserve the natural function and historic character of Denver.

Additionally, the sponsors of the proposal share our goal to educate watershed residents and promote stewardship of natural resources and we will continue to work with them to create a safe and meaningful educational experience.

We encourage you to select the Hampden Heights Expeditionary School proposal for the superior educational opportunities that will be offered by this program. HHES presents an unparalleled opportunity for the city to simultaneously showcase quality educational alternatives, sustainable community connections, and knowledge base required for the future success of the student base attending the school.

Sincerely,  
Denver Public Works, Wastewater Management

Darren Mollendor, PE  
Senior Water Quality Engineer





## EXPEDITIONARY LEARNING

March 10, 2014

Dear Office of School Reform and Innovation:

On behalf of Expeditionary Learning, I am writing this letter to express our fullest support for Hampden Heights Expeditionary School's bid as a new, district run school of innovation.

Expeditionary Learning was founded upon the goal of creating schools where rigorous, standards-based curriculum and student achievement are the central aim and for over 20 years, this has been the core focus of our work. We will provide leadership and comprehensive support in the following specific areas:

*Powerful Curriculum through Learning Expeditions and Projects:* Challenging, interdisciplinary, real-world projects and in-depth studies act as the primary curriculum units in Expeditionary Learning schools. Learning Expeditions support critical literacy and address central academic standards of content and literacy, while promoting critical thinking, problem solving, character and citizenship.

*Effective Instruction through Active Pedagogy:* In Expeditionary Learning schools, teachers use active pedagogy to help students become engaged and collaborative learners: to make connections, to find patterns, to see events from different perspectives, to experiment, to go beyond the information given, and to develop empathy and compassion for events, people, and subjects.

*Positive School Culture and Character:* Expeditionary Learning builds consensus of shared values, traditions, and routines in order to create school culture characterized by a climate of physical and emotional safety, courtesy, respect, a sense of adventure, an ethic of service and responsibility, and a commitment to high quality work.

*Leadership and School Improvement:* Expeditionary Learning supports a notion of shared leadership in the building, and gives support to the building Principal and his/her leadership team through direct coaching and support, off site insututes, and regular meetings with other EL school leaders to share best practices.

*School Structures:* Expeditionary Learning schools in general use longer and more flexible instructional blocks, increased common planning time for teachers, and often standards-based grading and reporting systems. EL schools feature academic and school cultural structures that engage students and teachers in making their work public. For teachers this involves practices such as peer observation, lesson study and peer critique of plans, while for students this entails student-led conferences, exhibitions, presentations and community meetings.

In our preliminary work with the Hampden Heights Expeditionary School's design team it has been obvious that there is a deep belief in building a learning community that values depth over breadth, analysis over memorization, develops each child to be the leader of their own learning and builds a learning culture that intentionally develops character traits. These values are aligned with the Expeditionary Learning model and we are committed to developing a long lasting partnership with Hampden Heights Expeditionary School.

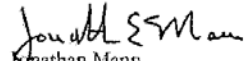
Any charter or district school success depends upon the strength and vitality of its vision, effective and committed leadership and the ongoing support by every adult whether they are a parent, principal, teacher or board. Expeditionary Learning builds upon these conditions and looks for a variety of 'success indicators' (attached) that we know to be essential for a lasting and effective partnership. I have witnessed

EL Mtn Region, HHES February 2014 1

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many of these indicators already and I look forward to continuing our work with the Hampden Heights Expeditionary School

Sincerely,

  
Jonathan Mann  
Mountain Region Director  
Expeditionary Learning

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March 12, 2014

Dear Denver Public Schools Board of Education:

My name is Kaitlin Schmidt and I am writing to support the application of the Hampden Heights Expeditionary School.

Currently, I am a kindergarten teacher at Paddington Station, an early childhood school with a Stanley British Primary philosophy. I graduated from the Stanley British Primary teacher prep program in 2008 and received my Masters Degree in Educational Psychology the following year. I have served as a mentor in the program for four years.

During my year as an intern, the Stanley British Primary model and philosophy of multiage classrooms, experiential learning, and child centered integrated curriculum, opened my eyes to the possibilities of progressive education. I was instantly hooked. I jumped at the opportunity to teach Pre K in a BPS classroom immediately following my intern year.

After two years teaching Pre K, I decided to venture out into the world of public education. I applied for a job at Virginia Court Elementary in Aurora after a recommendation from a friend and was offered a first grade teaching position. I knew I was leaving my BPS classroom, but I was eager to jump into a school that was moving towards Expeditionary Learning (EL), which I heard so much about. I went to an EL conference to kick off the school year. I knew the BPS philosophy was true to my own philosophy of education, but EL was just as inspiring. I wanted to hit the ground running the second the school year began.

Well, I didn't, to say the least.

I was sucked into the regimented environment of data, assessments, and mapped out curriculum. We didn't have the EL stamp of approval, and weren't able to create a classroom rich in hands-on, child centered learning. I missed the BPS philosophy. I wanted to make learning engaging, exciting, and real life. Most importantly, I missed the focus on the social and emotional development in educating the whole child. Children need to feel safe in an environment to take risks. The classroom community is the spine of education. Without one, it won't work. I know this now.

I left Aurora and began teaching kindergarten at Paddington Station. I returned to a BPS classroom, however, I still teach using elements of EL. I teach an EL expedition "From Farm to Fork," in my classroom every year. The BPS philosophy and EL merge together so fluidly that it comes naturally in my current classroom.

I told my previous principal in Aurora the wonders of a BPS classroom and how it could change education for our students. A focus on educating the whole child, through project based learning that encourages creativity and curiosity is something any teacher and student dreams of. EL and BPS is not only good for students, it makes sense for teacher as well.

Thank you for your consideration,  
Kaitlin Schmidt



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**Jenel Williams**

• 2938 South Tamarac Street, Denver, Colorado 80231  
• Phone: 720-841-2509 • E-Mail: jenelwilliams@gmail.com

Date: March 9, 2014

Dear Sir or Madam:

My name is Jenel Williams and I am a resident of the Hampden Heights Neighborhood. I am in support of the HHES neighborhood school as a community member and a parent. The Hampden Heights Expeditionary Learning School would be a wonderful addition to the community.

As a certified ECE teacher and the owner of a local Child Care facility, I welcome the opportunity to educate my own children through a school based in expeditionary learning and rooted in teachers knowledgeable in the British Primary system. I am African American and my older 2 children went through the DPS system; one relatively successfully and one not. For my youngest son, I felt that I had to choose to send him to Stanley British Primary School, where I once worked, because this was the only school available to us with a learning environment that is safe, open and exploratory. As a student, he is more like my child who was unsuccessful in public school, and was not willing to let him struggle as his sibling had. This choice of private school has come at a great cost to my family. We scrape by, but barely. As an educator I want children to have the opportunity to learn in the best possible environment available to them, and believe in the idea of public education. As a parent, I am not willing to let my child try to learn in anything less than a situation best suited to learning. With the beginning of HHES, I can provide this within the DPS system.

Please consider this as you move forward in the process as approving this school; our community will be enriched by its presence in so many lasting ways, but most importantly in the sense that we are providing for its future leaders in the manner they deserve.

Sincerely,



Jenel Williams



March 13, 2014

To Whom It May Concern:

Pick a superlative: best...excellent...outstanding...extraordinary...unprecedented...superior. All can apply to the educational opportunities represented by Hampden Heights Expeditionary School (HHES). I urge you to select this proposal, based on the potential it holds and the expertise of the team that compiled it.

My passion surrounds getting children outside and engaged in the natural world. The children-nature disconnect is one of the most pressing, and overlooked, issues of our time. Equally important, abundant studies show that linking learning with place, as this school will, results in far more engaged and successful students. This school is uniquely located in a Denver Park and along Cherry Creek. In contrast to the most prevalent education model in this country today, HHES will focus on experiential, place-based learning that will take full advantage of this remarkable site. The opportunities for exploration, learning, and engagement with nature are endless. This school location combined with the HHES school program ensures that the adjoining wild spaces will be protected, respected, engaged, and utilized to their greatest potential.

After researching education and school models for many years, the message for me is now clear. We need more schools where teaching happens both indoors and out, schools where learning is rooted in nearby nature, schools that transform communities into classrooms and engage students experientially. A growing mountain of evidence demonstrates that such schools not only improve academic performance across the board. They also help to grow healthier, happier humans. It is imperative that the school program selected for this site take full advantage of the opportunity to realize the potential of this connection and serve as a testing ground for new research into the critical connection between nature and child. The HHES school proposal endeavors to do just that.

The HHES team tells me they've never been more excited about a project than they are about HHES. I offer my full endorsement of their work, their collaborative team, and their excitement, and I fully support the creation of Hampden Heights Expeditionary School.

Sincerely,

A handwritten signature in black ink that reads "Scott Sampson".

Scott D. Sampson, Ph.D.  
Vice President of Research and Collections

2001 Colorado Blvd.  
Denver, CO 80205-5798  
P 303.322.7009  
F 303.331.6492  
[www.dmns.org](http://www.dmns.org)



March 3, 2014

To Denver Public Schools Applicant Review Team:

Stanley Teacher Prep is honored to write in support of Hampden Heights Expeditionary School. As a teacher preparation provider supporting human capital pipelines in schools across the Denver Metro area, Stanley Teacher Prep is thrilled to support the development of a school with a focus on the creation of an innovative public/private partnership.

Stanley Teacher Prep has been involved in the planning conversations related to the development of Hampden Heights Expeditionary School since its inception. Stanley believes a school intentionally designed to cultivate teacher mentors and support the development of future teachers will be a vital addition to Denver Public Schools and the Hampden Heights community.

Stanley Teacher Prep will serve Hampden Heights Expeditionary School as a strategic staffing partner to support the development of innovative school structures to ensure the success of students, families, and staff at Hampden Heights Expeditionary School.

Sincerely,

A handwritten signature in cursive script, appearing to read "Sue Sava", is written over a horizontal line.

Sue Sava  
Director, Stanley Teacher Prep

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To Whom it May Concern:

I am writing in support of the Expeditionary Learning School proposal for the new Hampden Heights School. The community support behind the proposal provided by the Greenway Foundation, Stanley British Primary and Earth Force are extraordinary.

I have known and worked with the Greenway Foundation for many years. They have a decades long record as environmental stewards, and success in education and community partnerships. The Greenway Foundation's longevity speaks for itself.

The school's location gives it a unique advantage in connecting students to the outdoors and nature. Please consider this proposal.

Thank you,

Kendra Black  
Southeast Denver Resident and Denver Public Schools Supporter  
3500 E. Floyd Dr., Denver 80210  
[kendrablackdenver@gmail.com](mailto:kendrablackdenver@gmail.com)  
303-877-7912

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March 13, 2014

Dear Denver Public Schools Board of Education:

My name is Annie Holyfield. I am writing this letter of support for the Hampden Heights Expeditionary School. As a teacher, parent, and Stanley British Primary Teacher Preparation Program graduate, I am completely behind this school.

I am a 1st-grade teacher in my fifth year of teaching and a proud graduate of the Stanley British Primary Teacher Prep Program, where I was fortunate enough to receive my master's degree and educator's license. I was even more fortunate to find a teaching position immediately after graduating.

Initially, just having a job teaching was the *only* thing that I cared about. Teaching philosophy, demographics, the academic culture—none of that really mattered. Then one day, it did. I suddenly realized that *ALL* of these things mattered, and they mattered *very* much.

I work at a school that serves a predominantly second-language learner population, 92 percent of which also receives free and reduced lunch. Innovation in education and the practice of critical thinking was not a priority for these students, nor was the Stanley philosophy of play and choice a part of the education they were receiving. Yet, in addition to free lunches, this is *exactly* what these kids needed most.

When I started teaching, the principal at the time realized the urgency of this and decided to do something about it. Not only did she encourage the Stanley philosophy, but she sought out other teachers trained in this philosophy, hired them and got our school involved with the Stanley Prep program, so that interns could see the huge impact this kind of learning could have in an "urban" environment. And for the proverbial "cherry on top," our principal also brought the Expeditionary Learning (EL) philosophy/implementation into our school.

My whole world changed.

I immediately understood the truly profound affect I could have on my students' success. I also discovered what the true essence of teaching was all about. Most importantly, the students loved it! Now there was a focus on choice-based learning, the importance of play *and* developing critical thinking skills. We were creating a new academic culture with an emphasis on how what our students learn matters and how their role in their own education and community can make a difference.

But, as quickly as the practice of this wonderful ideology started transforming our school, with an unexpected change in administration, it died just as fast.

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Today, my school that was once energized with this new paradigm shift is back to its old antiquated ways of teaching, with math drills, a lack of balanced literacy, and a recycled curriculum that has no impact—socially or emotionally—on our students or their community.

Our proficiency scores aren't increasing. We aren't closing the achievement gap. And we certainly aren't encouraged to foster our students' love of learning.

I can speak first hand to the importance of incorporating both the EL and Stanley philosophies into the classroom. I've seen them do more than just "work." I've seen them inspire children to learn, to take risks, to be free thinkers and to become change makers. I know from personal hands-on experience that allowing our students to be out-of-the-box, creative thinkers *does* and *will* create quality work and, ultimately, better citizens.

As a society, we panic about the state of education in this country. And yet, instead of changing outdated methodologies or risking innovation, we keep repeating the same old ways of teaching that clearly aren't working when we need innovation now more than ever. Our students deserve better. Our teachers deserve better.

I truly believe that creating a school that integrates both the EL and Stanley philosophies into its core-guiding principles would not only achieve academic excellence, but could also be quite revolutionary and a model for schools across the country to emulate.

This is something I want to be a part of as a teacher. And as a parent, this is the *only* kind of school that I would be excited to enroll my daughter.

Thank you for your time,

Anne Holyfield

Community Member and Parent  
Stanley British Teacher Preparation Graduate  
Educator

## Appendix D: Waiver Templates 1- Use of Non-Adopted District Curriculum

**Note:** Textbook information must include title, author (where necessary), publisher, copyright date, ISBN number or catalog order number, and format (hard cover, paperback, consumable, etc.). Textbooks or supplementary texts must be aligned with district curriculum expectations. In addition, materials must avoid stereotyping related to age groups, ethnic or racial groups, gender roles, and disabilities. In some cases, the curriculum coordinator may ask for a catalog description of the requested materials (Attach description, if requested).

**School Name:** Joe Shoemaker School

**Contact Person:** Chris Fleming

**Contact's Phone Number:** 720-423-9330

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**Subject Seeking Waiver For:** Math

**Date Waiver Application Submitted:** 11-05-14

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**For alternative core programs: Answer the following questions.**

**What need in student proficiencies does this alternative program address that is not currently addressed in DPS core materials?** Investigations is set up in a unit study format that provides opportunities for students to learn mathematical concepts in depth instead of the spiraling approached used by Everyday Math. The program is also rich in problem-based contextual mathematics. Both of these components are more supportive for student learning and aligned with best practices to support English Language Learners. Everyday Math is more prescriptive and worksheet based than Investigations. The problem-based approach supported through Investigations is also aligned with the inquiry and discovery model utilized in Expeditionary Learning. Critical thinking and problem solving are essential 21<sup>st</sup> Century Skills and supported by the Investigations Curriculum. Investigations will be supplemented with Kathy Richardson, Fosnot, and Engage NY Math Modules.

**What data support the requested alternative core program?** See Pearson Research Overview [http://assets.pearsonschool.com/asset\\_mgr/current/201021/PEAR\\_ResSum\\_InvMath\\_LoRes.pdf](http://assets.pearsonschool.com/asset_mgr/current/201021/PEAR_ResSum_InvMath_LoRes.pdf)

**What funding source(s) will be used to support initial purchase and ongoing material needs?** We intend to use PPR allocations and new school start-up curriculum funds to support the initial purchase of materials. For funding of ongoing renewal needs, we plan to work with our finance partner to create a savings plan for text renewal based on the allocated PPR for curriculum.

**What is the professional development plan, both initial and ongoing, to support successful implementation of the alternative core program?** Two days of professional development will be included prior to the start of the school year with support provided by a Lead Teacher/Instructional guide through job-imbedded coaching. Additional PD for math will be planned over the course of the school year.

**How will student mobility be accommodated into and out of this alternative core program to the DPS core program?** JSS will utilize Investigations Scope and Sequence Guides crosswalked with DPS Scope and Sequence for mathematics to accommodate for student mobility.

**How will teacher mobility be accommodated into and out of this alternative core program to the DPS core program?** Teacher mobility will be supported by the hiring of a math consultant and/or math instructional coach to support new teacher training. At full build-out, JSS will fund at least .5 TE for math coaching and support. In our initial stages, we may need to hire consultants on an hourly basis.

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**Textbook information:**

**Title:** Investigations in Number, Data and Space

**Author:** Susan Jo Russell, Karen Economopoulos, Keith Cochran, Megan Murray and Arusha Hollister

**ISBN Number:** 9780328687145

**Subject Area:** Math

**Grade(s):** K-5

**Copyright:** 2012

**CCSS Addendums:** <https://investigations.terc.edu/CCSS/>

**Format** (click correct box)

Hardback

Paperback

**Textbook** Non-Adopted

Supplementary Text  Don't Know

**Vendor:** Pearson

**Vendor Contact Name:** Margo Duba

**Contact Phone Number:** 888-977-7900 x 6242

**Contact Fax Number:** 480-457-6201

**Email:** margo.duba@pearson.com

**Vendor Street Address:** 3705 W Ray Road, Unit 200

**City:** Chandler

**State:** AZ

**Zip Code:** 85226-2495

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## Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver

### Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

*School Directions:* If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

**School Name: Joe Shoemaker School**

**Name of Person Completing Form: Chris Fleming**

**Subject Seeking Waiver For: Literacy**

**Date Waiver Application Submitted: 11-05-14**

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team. **Our Expeditionary Learning School Designer, school leaders and Lead Teachers will take primary responsibility for developing the curriculum. Our EL School Designer, Jen Wood, served as a lead writer for Engage NY 3<sup>rd</sup> Grade Modules, K-2 Model Expeditions and is an experienced teacher with over 20 years of experience. Chris Fleming and Laurie Godwin, our school leaders, have been trained in Understanding by Design and attended a multitude of EL professional development focused on curriculum design. Our Lead Teachers (yet to be hired) will be selected based on their experience with curriculum development, teaching experience, leadership experience and experience with Expeditionary Learning.**

- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)  
**Whole staff PD designed to train teachers on the JSS curriculum, CCSS and the principles of backwards design will occur over two weeks in the summer. The outcomes will be an understanding the CCSS and unpacking curriculum. Staff members will not be responsible for curriculum writing, but will unpack the curriculum to plan daily and weekly lessons. The bulk of the curriculum writing and modifications will be done by the founding team (lead teachers), the EL staff and JSS leadership using the DPS Standards Toolkit as a guide, Expeditionary Learning K-2 model expeditions, and the Engage NY 3<sup>rd</sup> – 5<sup>th</sup> grade English Language Arts modules to determine a framework for JSS curriculum. Expeditions will include most of the Reading for Information standards and the Reading Foundations standards.**

**All staff will participate in bi-weekly, job-imbedded coaching, on-going site based PD, and have the opportunity to attend local and notational EL institutes for continued support.**

- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum. **Principal, Instructional Leadership Team, EL School Designer**

## Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template. **JSS will use the DPS ELA Standards Toolkit (as revised for 2015-2016) as a primary resource, making adjustments as necessary to support expeditions.**
- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans. **Using a UBD and EL Curriculum Planning Frameworks, the team will develop an overview document that describes the big picture, develop long-term and supporting-targets, and further develop those targets into unit scaffolding plans. (Planning materials and templates are attached\*\*\*: Standards Target Assessment Planner, Expedition Overview Template, Scaffolding Template, Lesson Planning Template)**
- 6) **JSS will use the DPS Standards Toolkit, aligned with the Colorado Academic Standards and Common Core State Standards as a primary resource for scope and sequence. To complement the DPS Standards Toolkit, JSS will crosswalk Expeditionary Learning's Primary Grade Model Expeditions (ECE-Grade2), Expeditionary Learning English Language Arts Modules developed for Engage NY, Colorado Environmental Education Plan (CEE) and CDE's social studies and science units to provide the foundation for Hampden Height's expeditions. JSS teachers will build their capacity for curriculum design over time and will utilize well-developed curriculum as a foundation of support. (DPS Curriculum, Engage NY Modules, EL Model Expeditions). These curricula will serve as exemplars for the level of detail, rigor, robustness and explicitness required for teacher created curriculum. No curriculum will be solely teacher-created without support and approval of JSS leadership and EL School Designers. Most curriculum "created" by the JSS staff will be modified, exemplar curriculum.**
- 7) Describe the ongoing curriculum monitoring process that will be implemented. **Ongoing, full-staff PD will support planning and curriculum monitoring along the way. Odyssey School has a framework for this called "Expedition Maintenance", which we plan to replicate at JSS. Twice a year, in grade level professional development, all grade level teams will conduct an "Expedition Audits" using a reflection protocol to identify strengths, challenges and adjustments needed. These audits will occur in addition to regular PD and curriculum planning sessions coupled with the analysis of formative assessments.**

## Section 3--The How: Plan Implementing

- 8) Describe the tools and resources you will use to develop and implement curriculum. **DPS Scope and Sequence and aligned CCSS, EL's model expeditions, Engage NY ELA Modules, CDE's Social Studies and Science Units, EL Planning Templates,**
- 9) Describe the process by which instructional materials will be selected. **DPS Scope and Sequence, EL Model Expeditions and Engage NY ELA models have identified text sets that we will choose from as needed. EL Uses K-2 Publishers Criteria for the CCSS when selecting materials. For grades 3-5 the specific text resources will be taken into consideration 50% Literacy, 50% Informational – supported by Expeditions that are content based and supported with non-fiction text.**

- 10) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles. **DPS Standards Selection Rubrics and Publishers Criteria**
- 11) Describe the plan for ongoing and sustainable professional learning that will support the implementation of curriculum, including the support for teachers to align pedagogy and practice aligned with curriculum. **Job-imbedded PD around text complexity in relation to the Common Core, staircase of complexity within texts, ELA modules are designed with a staircase of complexity. The work of the school and the teachers is based in best practices in instruction. Bi-weekly, grade level team meetings will be conducted, facilitated by school designer, instructional leader and/or instructional guides. Maintenance and Planning PD sessions will support the implementation of curriculum.**

#### Section 4--The When: Timeline for Implementation

- 12) Describe the timeline for curriculum development. **Some critical pieces are already in place as JSS is not re-inventing curriculum, but rather borrowing from exemplars. JSS leadership will hire a core team by January / February. This team, along with the school leaders and Expeditionary Learning, will participate in 2 weeks of curriculum auditing and development. A fully aligned scope and sequence with identified instructional materials will be fully in place by June 2015.**
- 13) Describe the timeline for PD around curriculum implementation. **Prior to school start – and ongoing. (2 weeks of development by core team with additional time provided if necessary, 3 days of whole staff PD prior to the beginning of the school year, national EL Institute opportunities for staff in the summer of 2015, bi-weekly whole staff PD)**
- 14) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made. **Full curriculum audits will occur twice a year but will formatively evaluated on an ongoing basis.**

**\*\*\* Teacher Created Curriculum Documents Available Upon Request**

## Appendix D: Waiver Templates 2-Teacher Developed Curriculum Waiver

### Curriculum Waiver Application: Schools Seeking to Use Teacher Developed Curriculum

*School Directions:* If you are seeking a waiver to use teacher developed curriculum please answer the following questions for **each subject** in which you are seeking said waiver. Refer to the rubric, in the attachment) in ensuring that your responses are complete. Responses will be evaluated by OSRI staff and Teaching & Learning Staff prior to waivers being granted; revisions may be required.

**School Name: Joe Shoemaker School**

**Name of Person Completing Form: Chris Fleming**

**Subject Seeking Waiver For: Social Studies and Science**

**Date Waiver Application Submitted: 11-05-14**

Section 1--The Who: Team Capacity to Implement

- 1) Describe the curriculum development expertise of the team. **Our Expeditionary Learning School Designer, school leaders and Lead Teachers will take primary responsibility for developing the curriculum. Our EL School Designer, Jen Wood, served as a lead writer for Engage NY 3<sup>rd</sup> Grade Modules, K-2 Model Expeditions and is an experienced teacher with over 20 years of experience. Chris Fleming and Laurie Godwin, our school leaders, have been trained in Understanding by Design and attended a multitude of EL professional development focused on curriculum design. Our Lead Teachers (yet to be hired) will be selected based on their experience with curriculum development, teaching experience, leadership experience and experience with Expeditionary Learning.**
- 2) Describe the training staff members responsible for curriculum development will receive on the Common Core State Standards and principles of backwards design (include who provides training.)  
**Whole staff PD designed to train teachers on the JSS curriculum, CCSS and the principles of backwards design will occur over two weeks in the summer. The outcomes will be an understanding the CCSS and unpacking curriculum. Staff members will not be responsible for curriculum writing, but will unpack the curriculum to plan daily and weekly lessons. The bulk of the curriculum writing and modifications will be done by the founding team (lead teachers), the EL staff and JSS leadership using the DPS Standards Toolkit as a guide, Expeditionary Learning K-2 model expeditions, and the Engage NY 3<sup>rd</sup> – 5<sup>th</sup> grade English Language Arts modules to determine a framework for JSS curriculum. Expeditions will include most of the Reading for Information standards and the Reading Foundations standards.**

**All staff will participate in bi-weekly, job-imbedded coaching, on-going site based PD, and have the opportunity to attend local and notational EL institutes for continued support.**

- 3) Describe who will be responsible for the development, implementation, evaluation of student data, and revision of curriculum. **Principal, Instructional Leadership Team, EL School Designer**

## Section 2--The What: The Plan for Implementing

- 4) Please provide your proposed scope and sequence template. **JSS will use the DPS ELA Standards Toolkit (as revised for 2015-2016) as a primary resource, making adjustments as necessary to support expeditions.**
- 5) Describe your curriculum development process, including how you will develop scope and sequence and how that will be fleshed out into unit plans. **Using a UBD and EL Curriculum Planning Frameworks, the team will develop an overview document that describes the big picture, develop long-term and supporting-targets, and further develop those targets into unit scaffolding plans. (Planning materials and templates are attached\*\*\*: Standards Target Assessment Planner, Expedition Overview Template, Scaffolding Template, Lesson Planning Template)**
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## Section 3--The How: Plan Implementing

- 8) Describe the tools and resources you will use to develop and implement curriculum. **DPS Scope and Sequence and aligned CCSS, EL’s model expeditions, Engage NY ELA Modules, CDE’s Social Studies and Science Units, EL Planning Templates,**
- 9) Describe the process by which instructional materials will be selected. **DPS Scope and Sequence, EL Model Expeditions and Engage NY ELA models have identified text sets that we will choose from as needed. EL Uses K-2 Publishers Criteria for the CCSS when selecting materials. For grades 3-5 the specific text resources will be taken into consideration 50% Literacy, 50% Informational – supported by Expeditions that are content based and supported with non-fiction text.**

- 10) Provide the rubric (or a link to the rubric) that will be used to evaluate materials and describe how you know it is aligned with Common Core standards and Understanding By Design (UBD) principles. **DPS Standards Selection Rubrics and Publishers Criteria**
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#### Section 4--The When: Timeline for Implementation

- 12) Describe the timeline for curriculum development. **Some critical pieces are already in place as JSS is not re-inventing curriculum, but rather borrowing from exemplars. JSS leadership will hire a core team by January / February. This team, along with the school leaders and Expeditionary Learning, will participate in 2 weeks of curriculum auditing and development. A fully aligned scope and sequence with identified instructional materials will be fully in place by June 2015.**
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- 14) Describe the timeline by which curriculum will be evaluated for effectiveness and when any needed adjustments will be made. **Full curriculum audits will occur twice a year but will formatively evaluated on an ongoing basis.**

**\*\*\* Teacher Created Curriculum Documents Available Upon Request**

## Appendix E: Job Descriptions

### **Principal:**

The JSS principal serves as the school's instructional expert and leader. He/she chairs the Instructional Leadership Team, working in concert with DPS to:

- Build an inclusive school culture that demonstrates integrity, diversity, risk-taking, accountability, and an urgent and relentless pursuit of academic achievement.
- Eliminate achievement gaps across demographic subgroups at JSS (gender, race, income, native language, etc.).
- Ensure safe and stimulating environments, indoors and out, for students, staff, and families.
- Lead a professional learning community examining curriculum and instruction with an eye on continual improvement.
- Use student achievement data effectively to refine and improve students' learning and growth.
- Manage the special education needs of JSS, fully embracing an inclusive model of academic and emotional support and compliance with state and federal mandates including: IEP preparation/processes and IDEA requirements; monitoring programming and compliance related to English Language Learners, including WIDA testing requirements.

### **Qualifications:**

- Demonstrate an entrepreneurial spirit, drive and focus to excel.
- Articulate and model a clear vision of the school and promote parent and community involvement.
- Commit to serve a diverse student population.
- Celebrate strengths and diverse student talents.
- Strive for continuous improvement, critically consume data and use it to elevate student achievement.
- Be relationship driven.
- Desire to be a leader in the educational landscape and make positive contributions to the field.
- Support the apprenticeship model (as identified through the partnership with the Stanley Teacher Preparation Program and Get Smart Schools).
- Have experience teaching or leading in an Expeditionary Learning school.
- Have a minimum of five years of leadership experience and five years of classroom experience.

### **School Design and Community Outreach Consultant:**

The JSS School Design and Community Outreach Consultant serves as an advocate for the school and the community lead. He/she supports school design for innovation, working with the Principal to create an innovative educational model that exemplifies 21<sup>st</sup> century instructional practices. The SDCOC will also serve as the primary contact for establishing strong community partners, seeking additional funding sources and advocating for JSS, autonomous schools and outreach within the larger community context.

Qualifications:

- Demonstrate an entrepreneurial spirit, drive and focus to excel.
- Articulate and model a clear vision of the school and promote parent and community involvement.
- Commit to serve a diverse student population.
- Celebrate strengths and diverse student talents.
- Strive for continuous improvement, critically consume data and use it to elevate student achievement.
- Be relationship driven.
- Desire to be a leader in the educational landscape and make positive contributions to the field.
- Support the apprenticeship model (as identified through the partnership with the Stanley Teacher Preparation Program and Get Smart Schools).
- Have experience teaching or leading in an Expeditionary Learning school.
- Have a minimum of five years of leadership experience and five years of classroom experience.



## Appendix F: Resumes

### Christine M. Fleming

1167 Logan St., Unit #9

Denver, CO 80203

303.917.1893

[christinemichellefleming@gmail.com](mailto:christinemichellefleming@gmail.com)

#### OBJECTIVE

To make a significant contribution to education through visionary leadership that ensures high quality educational environments for *all* students.

#### STRENGTHS AND ACCOMPLISHMENTS

##### Instruction and Supervision

- Experienced instructional leader with deep knowledge of current education reform issues and challenges
- Leader of significant school-wide change for instruction and programming based on 21<sup>st</sup> century learning, best practices, classroom observations and achievement data
- Sought out progressive, experiential learning models to promote engagement and achievement for students and teachers
- Led significant reform efforts as principal of urban, low-income elementary school; changing structure, programming and instruction
- School awarded the Colorado Legacy Foundation Effective Educator Award for innovative parent involvement
- Passionate and experienced leader with track record of results
- Planned and implemented high quality professional development for teachers and principals
- Implemented systems to support regular data collection and analysis of student work to inform teaching
- Led and facilitated leadership training in order to build and sustain capacity within staff
- Customer-service focus, built outstanding relationships with all stakeholders

##### Organization and Management

- Proven ability to develop a compelling shared vision, achieve consensus and deliver results in increasing levels of organizational authority
- Strong leadership, communication and interpersonal skills
- Eleven years of instructional leadership experience, strategy, and analysis
- Served as strategic, operational and instructional leader for an urban elementary school
- Initiated progressive implementation of Title I dollars, supporting a school staff in initiating an innovative learning model, led staff to 100% buy-in

##### Leadership Development

- Mentored leaders of neophyte charter schools in Colorado: support provided with professional development, systems and structures, innovative/design thinking, instructional leadership, state standards for quality schools and indicators of success, organizational leadership and personal leadership development
- Provided executive coaching and professional development for school leaders: support provided with strategic planning, school design, instructional leadership, school culture and change leadership
- Designed and facilitated leadership seminars and professional learning communities for both current and aspiring leaders
- Developed Aspiring Leaders curriculum and alternative licensure program
- Led site visits with school leaders based on "Instructional Rounds"; worked to develop a common vision of best practice in schools
- NISL (National Institute of School Leadership) trainer for principals and assistant principals in Aurora Public Schools, Aurora, CO

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CAREER WORK PATH

Get Smart Schools - Leadership Development for Autonomous School Leaders

Adjunct Faculty / Executive Coach ■ Denver, CO 2012 - Present

Aurora Public Schools, Aurora, CO

Principal ■ Virginia Court Elementary School 2005 - 2012

Assistant Principal ■ Tollgate Elementary School 2003 - 2005

Francis Howell School District, St. Charles, MO

Classroom Teacher ■ John Weldon Elementary School 1998 - 2003

EDUCATION

Master of Arts in Educational Administration

Lindenwood University, St. Charles, MO 2002

Bachelor of Science in Elementary Education

University of Missouri - St. Louis, St. Louis, MO 1998

AWARDS AND RECOGNITIONS

2010 - Colorado Department of Education Center of Excellence Award Winner

2010 - Colorado Legacy Foundation Effective Educator Award Winner

2010 - Aurora Public Schools Elementary Principal of the Year

2002 - John Weldon SEAM Award Winner; award given by the special education department to an individual who demonstrates and incorporates exceptional teaching methods for students with special needs

2002 - St. Charles Ring of Excellence Nominee

2002 - Teacher of the Year Nominee

2002 - Disney Teacher of the Year Nominee

REFERENCES

Jane Shirley

Get Smart Schools, Vice President of Leadership Initiatives

720.353.6438

Laurie Godwin

Aurora Public Schools, Principal - Tollgate Elementary

303.521.4990

Marilyn Duncan

Early Childhood and Kindergarten Educational Consultant

814.977.7067

Dr. Rich Patterson

Aurora Public Schools - Director of Student Achievement

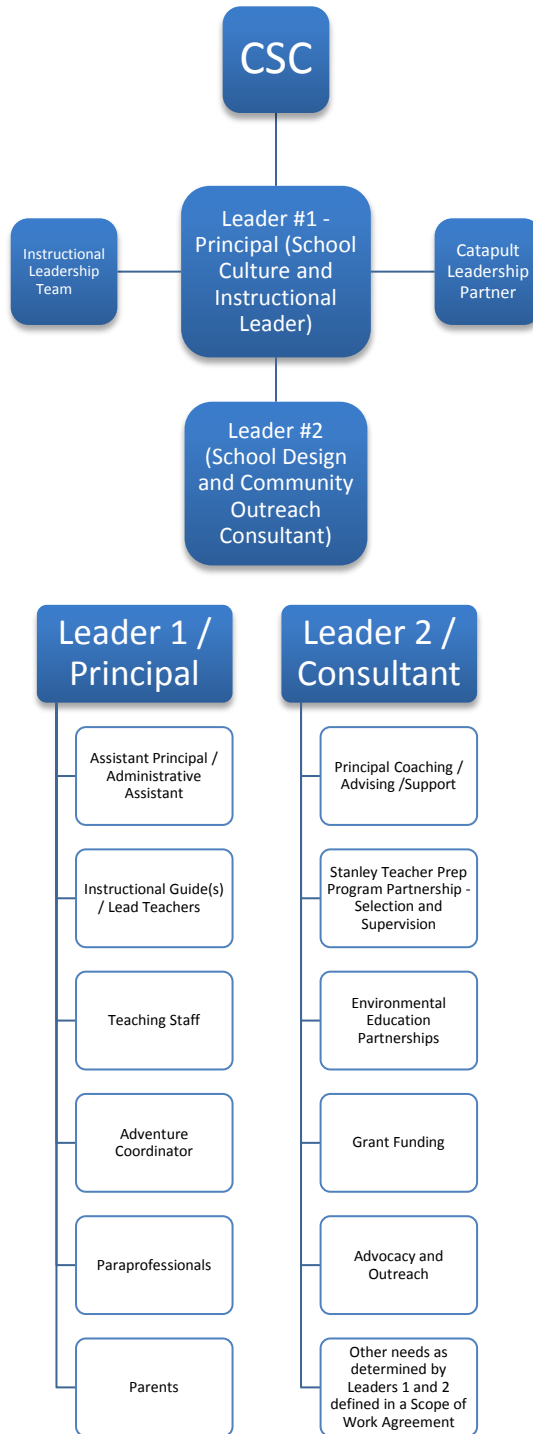
303.522.2442

Dr. Shawna Lyons

Principal - Sonora Middle School

303.668.4474

## Appendix G: Organizational Chart



The leaders at JSS will work in tandem on school design and innovation with Leader 2 serving in an advisory role to Leader 1. The Assistant Principal/Administrative Assistant and Instructional Guide(s) will support Leader 1 with supervision and evaluation as determined by Leader 1.

## Appendix H: Staff Roster

### Joe Shoemaker School Proposed Staff Roster

2015-2016	2016-2017	2017-2018
School Design and Outreach Consultant	School Design and Outreach Consultant	School Design and Outreach Consultant
Principal	Principal	Principal
Assistant Principal / Administrative Assistant	Assistant Principal / Administrative Assistant	Assistant Principal / Administrative Assistant
Lead Teacher / Instructional Guide	Lead Teacher / Instructional Guide	Lead Teacher / Instructional Guide
ECE – Half-Day 3’s ELA-S	ECE – Half-Day 3’s ELA-S	ECE – Half-Day 3’s ELA-S
ECE – Full Day 4’s ELA-S	ECE – Full Day 4’s ELA-S	ECE – Full Day 4’s ELA-S
ECE – Full Day 4’s ELA-E	ECE – Full Day 4’s ELA-E	ECE – Full Day 4’s ELA-E
ECE – Full Day 4’s ELA-E	ECE – Full Day 4’s ELA-E	ECE – Full Day 4’s ELA-E
Kindergarten – ELA-S	Kindergarten – ELA-S	Kindergarten – ELA-S
Kindergarten – ELA-E	Kindergarten – ELA-E	Kindergarten – ELA-E
Kindergarten ELA-E	Kindergarten ELA-E	Kindergarten ELA-E
1 <sup>st</sup> Grade – ELA-S	1 <sup>st</sup> Grade – ELA-S	1 <sup>st</sup> Grade – ELA-S
1 <sup>st</sup> Grade – ELA-E	1 <sup>st</sup> Grade – ELA-E	1 <sup>st</sup> Grade – ELA-E
1 <sup>st</sup> Grade – ELA-E	1 <sup>st</sup> Grade – ELA-E	1 <sup>st</sup> Grade – ELA-E
2 <sup>nd</sup> Grade – ELA-S	2 <sup>nd</sup> Grade – ELA-S	2 <sup>nd</sup> Grade – ELA-S
2 <sup>nd</sup> Grade – ELA-E	2 <sup>nd</sup> Grade – ELA-E	2 <sup>nd</sup> Grade – ELA-E
2 <sup>nd</sup> Grade – ELA - E	2 <sup>nd</sup> Grade – ELA - E	2 <sup>nd</sup> Grade – ELA - E
3 <sup>rd</sup> Grade – ELA-S	3 <sup>rd</sup> Grade – ELA-S	3 <sup>rd</sup> Grade – ELA-S
3 <sup>rd</sup> Grade – ELA-E	3 <sup>rd</sup> Grade – ELA-E	3 <sup>rd</sup> Grade – ELA-E

3 <sup>rd</sup> Grade – ELA-E	3 <sup>rd</sup> Grade – ELA-E	3 <sup>rd</sup> Grade – ELA-E	
	4 <sup>th</sup> Grade – ELA-S	4 <sup>th</sup> Grade – ELA-S	
	4 <sup>th</sup> Grade – ELA-E	4 <sup>th</sup> Grade – ELA-E	
	4 <sup>th</sup> Grade – ELA-E	4 <sup>th</sup> Grade – ELA-E	
		5 <sup>th</sup> Grade – ELA-S	5 <sup>th</sup> Grade – ELA-S
		5 <sup>th</sup> Grade – ELA-E	5 <sup>th</sup> Grade – ELA-E
		5 <sup>th</sup> Grade – ELA-E	5 <sup>th</sup> Grade – ELA-E
PE Specialist / Adventure Coordinator	PE Specialist / Adventure Coordinator	PE Specialist / Adventure Coordinator	
Arts Specialist	Arts Specialist	Arts Specialist	
Arts Specialist	Arts Specialist	Arts Specialist	
Mild Moderate Teacher Center Based Cross Categorical Teacher and Paras	Mild Moderate Teacher x 2 Center Based Cross Categorical Teachers x2 and Paras	Mild Moderate Teacher x 2 Center Based Cross Categorical Teachers x2 and Paras	
Mental Health .2	Mental Health .2	Mental Health .2	
Nurse .2	Nurse .2	Nurse .2	
ECE Para / Stanley Intern x4	ECE Para / Stanley Intern x4	ECE Para / Stanley Intern x4	
Classroom Para / Stanley Interns x 5	Classroom Para / Stanley Interns x 6	Classroom Para / Stanley Interns x 6	
Secretary I	Secretary I	Secretary I	
Secretary II	Secretary II	Secretary II	
Media Tech	Media Tech	Media Tech	

- JSS anticipates additional savings due to budgeting based on actuals vs. averages. This funding may be used to support additional lead teachers/coaches.
- This is a proposed staffing roster which is expected to be revised upon receiving input from the founding team and Year 1 core staff

JOE SHOEMAKER SCHOOL

# Employee Manual

## 2015-16

*DRAFT (For review)*

Handbook Contents

DPS Mission Statement

Overview of JSS

Mission

Core Values

JSS Staff List

TNLI Designation

School and Day-to-Day Operations

School Main Office Hours

Building Hours

Keys and IDs

Teacher Duty Day

Staff Meetings

Personal Belongings

Staff Absences

Substitute Teacher Plans

Bell Schedule Religious and Holy Days

School Closings Due to Winter Weather

Student Support and Engagement

Student Day

Crew

Curriculum

Communications

Field Trips

General School Policies

Grade Reporting

IC Gradebook

Progress

Supervision

Hall Duty

Lunch Room Duty

Student Discipline

Student Attendance and Tardies

Student Dress Code

Food and Drinks

Student Electronic Policy

Withdrawal of Students

Volunteers

Visitors

Professional Development and Culture

Teachers Responsibilities

Learning Environment Expectations

Lesson Plans and Unit Plans	Teacher Understandings, Expectations, and Commitments
Professional Conduct	Transparency of Data
Professional Development Expectations	Safety & Security
Discipline Referral Process and Safe Schools	Lock-Down Procedures
Zero-Tolerance Policy	Doors
Automatic and Immediate Referrals to Principal/ Designee	Staff Emergency Contact Details
Discipline Disruptions in the Classroom	Governance and Accountability
Accident of Injury to Student	Instructional Leadership Team (ILT)
Accident or Injury to Staff Member	Collaborative School Committee (CSC)
Child Abuse/Neglect Reporting	Innovation Plan
Severe Weather Procedures	Waivers
School Cancellation or School Delays	Hiring and Continued Employment
Release of Students	Concerns/Complaints/Grievances
Emergency Drills	Evaluation of Teachers
Emergency Procedures	Evaluation of Non-Teaching Staff

### **Denver Public Schools Mission Statement**

*Every child can succeed, regardless of race, ethnicity or social demographics.*

Overview of JSS

JSS Mission

The mission of Joe Shoemaker School (JSS) is to ensure that all children achieve academic and personal excellence, experience joy in learning, and use their individual and collective talents and passions to become citizen scholars who value themselves, others and the environment. JSS is committed to a culture that immerses students in project-based learning, meaningful and innovative experiences, and connections to real-world needs with a focus on environmental stewardship. JSS uses the natural open space as a true learning landscape to honor children's innate curiosities about the world. With the unique resources surrounding this area, it is a perfect opportunity to educate our children and to ensure these resources are respected and preserved.

Expeditionary Learning provides all learners equal access to a high quality education. Curriculum is designed to teach students of all backgrounds how to investigate the natural world through fieldwork and nature experiences. This fieldwork is modeled on the authentic

research of current professionals and is conducted in collaboration with experts. The environmental education integration emphasizes 21st century skills (i.e., critical thinking and reasoning, invention, self-direction, collaboration, and information literacy) by developing learners' ability to ask questions, speculate and hypothesize about the world around them, connect to the places where they live, seek information and develop answers to their questions.

JSS is dedicated to providing a diverse student body with an innovative, intellectually rigorous academic experience. This powerful learning community nurtures the unique talents, strengths, and curiosity of each student. JSS is an inclusive school that fosters each child's sense of wonder and adventure through exemplary standards of character, academic achievement, and social responsibility.

### Core Values

*Core Values* are risk-taking, success and failure; curiosity, imagination and inquiry; courage and discipline; an ethic of excellence, and leadership. EL schools are characterized by active instructional practices that build academic skills and student motivation; rigorous projects that meet the Common Core and Colorado Academic Standards and are connected to the real-world with a school-wide commitment to improved teaching and leadership practices. Learning expeditions are student-centered and designed so students have rigorous learning experiences that emphasize projects and products.

Students are provided an integrated core curriculum that is organized around intensives that include community internships, fieldwork, travel, the arts, language immersion, use of guest experts and other types of community partnerships. Embedded in the learning is a school-wide emphasis on a school culture that fosters positive character traits, communication skills, high expectations, and equity.

### JSS Staff List

*To be completed once staff is hired.*

### TNLI Designation

JSS is designated as a Transitional Native Language Instruction (TNLI) school. We are pleased to be able to offer a broad range of services for English Language Learners. Second language learners will be enrolled in both a regular education language arts course as well as an additional English Language Development (ELD) course each semester. ELL students will be assessed using the ACCESS state assessment once a year to track their English language development in Reading, Writing, Listening, and Speaking. Spanish-speaking second language learners with limited English proficiency will be cluster-grouped in "ELA-S" classrooms in all major content areas. Spanish-support will be provided in these classrooms as students are in the process of acquiring English.

### School & Day-to-Day Operations



## School Main Office Hours

(TBD)

The office is open from *TIME TBD* and the main school phone number is 720-423-9333

## Building Hours

(TBD)

Teachers can access the building as early as *TIME TBD*. The building is open from *TBD to TBD* and most Saturdays.

## Keys and IDs

Each staff member is issued a key to his/her classroom. These keys will be returned as part of the check-out process at the end of the school year. These keys are not to be duplicated under any circumstances. Staff members are responsible for these keys. Keys may not be loaned to outside parties or students for any reason. If a key is misplaced, the staff member must contact administration immediately. If a classroom or exterior door key must be re-keyed, the staff member could be responsible for the re-key charge.

The Division of Human Resources issues picture IDs. All JSS staff must wear their staff ID at all times while in the building.

## Teacher Duty Day

The typical teacher duty day at JSS is *TIME ADD HERE*. Teachers will be expected to attend the professional development meetings on *XXX*. Extended days, Saturdays, and/or evenings will be scheduled for professional development and community/parent events and meetings on occasion.

## Staff Meetings

Regular professional development meetings will be held *TIME TBD* in *PLACE TBD*. Attendance is mandatory and meetings will begin and end promptly. Teachers are to be prepared for each meeting having completed any assigned homework, professional reading, etc. Please bring your laptops to these weekly meetings.

## Personal Belongings

During instruction time, cell phones, email and other electronic communication devices are only to be used for emergencies. Class time should be spent on instruction, learning, and students' needs. An administrator may address and take action if excess use of personal electronic devices is documented.

It is each staff member's responsibility to keep personal valuables in a safe, locked place. Purses and wallets should be kept in a locked cabinet. No valuables or money should be kept in the classroom overnight. Any class monies that are collected should be turned in to the Office Manager daily.

## Staff Absences

Staff are expected to submit all sick day absences using The DPS Subfinder Express website: <https://sems.dpsk12.org/logOnInitAction.do>

Excessive absences and patterns of absence will be addressed by administration.

Personal absences need to be approved by the Principal and coordinated with the Office Manager. Faculty are expected to secure a substitute for personal days and submit the name/DPS ID # of the sub to the Office.

## Substitute Teacher Plans

*Teachers are expected to write detailed lesson plans for a normal academic day when they will be absent.* These plans need to provide enough length and academic substance to continue the course of study. It is the responsibility of the teacher to get these plans to their classroom no later than 30 minutes prior to class on the day he/she will be absent. Unless lesson plans are left the night prior to the absence, lesson plans should be emailed to a grade level teacher who has been informed to copy them for the arriving sub, to the Office Manager *and* to the Principal. *Each teacher is also responsible for having emergency sub plans on file in the office.*

## Covering Classes

Staff planning time should be respected. Staff can and may be asked to cover classes for colleagues in extenuating circumstances but this is not an expectation colleagues should have on a regular basis.

## Bell Schedule

The schedule is designed to maximize learning time for students and ensure time for staff planning and professional development.

TBD

## Religious and Holy Days

See DPS district policy website- <http://www.dpsk12.org/policies/#>

## School Closings Due to Winter Weather

The decision to keep schools open or to close them during winter weather conditions is not a simple one, but it is made by the District with one overriding factor in mind: the well-being of students, families and staff. Detailed DPS winter weather and snow day information, including information on how families can find out if school is closed, can be found on the Transportation website or on the DPS website: [www.dpsk12.org](http://www.dpsk12.org)

## School specific plan TBD.

### Student Support and Engagement

#### Student Day (Expectations for Staff)

*PROCESSES TBD WITH INSTRUCTIONAL LEADERSHIP TEAM*

#### *Student Arrival*

#### *Student Departure*

#### Crew

Every teacher is responsible for the advisory period known as crew. Crew “leaders” are teachers who are able to monitor the progress of each student. They ensure that all their students know about and have access to demanding academic courses, extracurricular activities, academic and social supports, and the best sequence of classes for college placement or other post-secondary goals. Crew allows teachers and students to forge productive relationships over time. The crew leaders are also able to form relationships with parents, monitor academic progress, lead interventions and ensure that all students graduate.

#### Curriculum

Learning expeditions are the primary way of organizing the curriculum. The subject matter of a learning expedition is a compelling topic derived from content standards. Most curriculums are taught in learning expeditions or through products that have elements of expeditions. All learning expeditions integrate skills such as reading, writing, listening, speaking and research. The school-wide plan for learning expeditions includes expeditions that address diversity, equity, social justice and multicultural issues.

#### Communications

##### Telephones & Voicemail

Teachers must personalize the voice mail message on their telephone before the first day of school. Voicemail is to be checked daily. Calls are expected to be returned within 24 hours.

Long distance calls cannot be made from the classroom phones. If a long distance call is necessary for school business, talk to the office manager to make arrangements for your call.

##### Staff Mailboxes

Each staff member will be assigned a mailbox located in the staff workroom/lounge. Teachers are expected to check this mailbox daily to receive important communication. Students are not

allowed to check mailboxes for teachers since mail could include confidential information. Packages/boxes addressed to teachers will be delivered to classrooms.

### Custodial Requests

Requests for custodial services are to be submitted to the Facility Manager ([XXXX@dpsk12.org](mailto:XXXX@dpsk12.org)). Please generally allow 1-3 days for completion. There are certain times during the year when regular maintenance may be disrupted due to unusual schedules or absences.

### Parent Communications

We encourage all JSS staff to make positive calls home to recognize positive student behavior. If you need translation help please contact the main office. Should you wish to share an announcement with the general JSS parent community, please submit it to [XXXX@dpsk12.org](mailto:XXXX@dpsk12.org) to include in web communications or automated calls.

### Friday Folders

PROCESS/CONTENT TBD

### School Newsletter

A monthly school newsletter will be distributed to staff, students, and families. Should you wish to submit a story, announcement, photograph, student art work, or celebration to the next month's newsletter, please forward all information to [XXXX@dpsk12.org](mailto:XXXX@dpsk12.org). Submissions are due *TBD* of the month prior to publication.

### Field Trips

Planning field trips should be a cooperative activity of teacher, students, principal and occasionally parents. Such planning showing the relationship between the proposed excursion and studies in which students are engaged at school in itself constitutes an excellent learning experience with valuable effects in professional and public relations.

An essential part of planning an educational excursion is preparation of the students for understanding what they are to see on the excursion.

### Participation of students

*Except in courses in which excursions are a regularly-scheduled part of the curriculum, students may not be required to participate in any excursion. An alternative assignment must be made for those students who remain in school instead of going on the excursion.*

### Parent permission

Written permission of the parent or guardian must be obtained before a student participates in a school-sponsored activity outside the school. Signed forms or permission slips must be filed in the school before any excursions are taken. The notification should indicate that the parent has the right to request that his child not participate in the particular educational excursion. In all cases, parent permission should include an understanding of the special requirements regarding student conduct necessitated by the nature of the excursion.

### Permission of agency

The teacher must secure permission for the excursion from the designated representatives of the agency to be visited. The Department of Transportation assumes when it receives a request for excursion that the necessary appointment as to date and time has been made by the faculty member.

### Request for excursions

The request for bus service (DPS Form 1104) should reach the Department of Transportation two weeks prior to the time of the excursion. The form must be signed by the teacher and approved by the principal or designee.

Because buses are scheduled closely, the teacher should have groups ready to board the bus when it arrives at the school and again when it arrives to pick up the students for the return trip. Because of close scheduling, no driver is required to wait longer than 10 minutes past the scheduled time. If because of tardiness or other unexpected situation a group is left without bus service, the teacher must call the Department of Transportation. The teacher also must call the school.

Usually it is desirable for the teacher and students to remain in school during the first and last week of each semester. However if circumstances are such that an educational excursion of unusual value cannot be scheduled conveniently at another time, permission may be secured from the principal.

### Participation of adults

It is expected that the teacher will accompany the group on any educational excursion. Frequently it is advisable to have more than one adult on the trip – such as another teacher, an aide or parent. Occasionally specially trained or skilled adults may be needed to help conduct the excursion.

### Letter of appreciation

A desirable culmination of such a learning activity is to send a letter of appreciation to the person, agency or institution visited and/or to the person, agency or institution which cooperated in carrying out the excursion. Principals may wish to see such letters before they are sent.

### Public transportation

If a situation occurs in which it is desirable to take an excursion by public transportation such as a chartered bus of the Regional Transportation District or a taxi, arrangements must be made between the school and the company. The school or department will be responsible for payment.

### Private transportation

Staff must get principal permission and written permission from a parent before transporting a student in a private vehicle. In cases where it is found impossible logistically or economically to

use school buses or public transportation, private cars may be used in the following priority order when insured in accordance with Board policy:

Automobiles owned and operated by employees of the district who are compensated by the district for use of their cars.

Automobiles owned and operated by employees of the district who are not compensated by the district for use of their cars.

Automobiles owned and operated by parents or other responsible adults.

#### General School Policies

See DPS district policy website- <http://www.dpsk12.org/policies/#>

Anti-Bullying

Child Abuse Reporting

Dress Code

Drug/Alcohol Free Workplace

Non-Discrimination

Prejudice and Discrimination

Political Activity During Work

Students with Disabilities

Sexual Harassment

Software/Internet Code of Ethics

#### Grade Reporting

Teachers will send home a progress report updating parents on students' grades on the first Wednesday of each month. Progress reports can be printed from IC.

Report cards will be mailed home by the main office at the end of each quarter.

#### IC Gradebook

Teachers will record all major class assignments, tests, quizzes, tests, and projects in IC Gradebook so that parents and students are able to track their grades throughout the semester.

#### Progress

Teachers are required to submit progress grades via Infinite Campus every *DAY TBD* before 3pm. This updates the student's current grade in IC and makes it visible for parents in the Parent Portal.

### Supervision

*Students must be supervised at all times.* Leaving a student or group of students unsupervised for any reason could result in the staff member being placed in a position of negligence. In the case of an emergency, staff members should seek the help of other staff or administrators.

All staff are responsible for being aware of student and guest activity in the building. Student activity in the hall should be minimal, and all students are expected to have hall passes when in hall at times other than passing periods. Staff should stop students without passes to determine why they are in the hall. Students are not allowed in unsupervised areas/rooms.

Teachers will be assigned additional supervision duties on an equitable basis before and after school. *Teachers are expected to attend this duty or find coverage if they are unable to attend.*

Hall Duty (Before and After School and During Passing Periods)

### Staff Behaviors

Teachers will stand in their doorways to greet students during passing period.

Teachers will be in the hallways actively engaging in a positive manner with students and monitoring student behavior before and after school and during passing period on their off periods.

Teachers will learn and address students by name in the hallway, classrooms, lunchroom, offices, and other rooms in the school.

Teachers are expected to address students who are using foul or inappropriate language every time it is witnessed. Faculty should model similar behavior.

Teachers are expected to quickly verbally/non-verbally de-escalate any verbal confrontations, inappropriate language, or inappropriate touching. If a physical confrontation occurs, they are expected to make every effort to stop the confrontation and ask another adult to call the principal or administrative team.

Teachers will respond and redirect when they hear students say an inappropriate word or a word that could be considered bullying. No name-calling or profanity is tolerated.

Teachers must be aware of when classes will start and give students consistent reminders to get to class and be in the classrooms before class begins.

### Student Behaviors

Students are expected to walk at all times on the right side of the hallway.

Conversation in the hallways will be in a normal speaking voice (no yelling or shouting) and will always be accountable and respectful.

Physical interactions in the hallways will be limited to brief, friendly, greetings. Pushing, shoving, slapping, hitting, excessive hugging or inappropriate touching is not allowed.

Students are expected to use their lockers, the drinking fountain, and the restroom during their passing period and before or after school, not during class

Students will call teachers and staff members by their first names

#### Lunch Room Duties

*TBD*

#### Student Discipline

The JSS discipline policy adheres to all DPS standards, including requirements of clear expulsion and dismissal procedures, appeal processes, and the policy will be communicated to all parents both in writing and in person (in English and Spanish). JSS will implement the DPS School Board policy JK-R-Student Conduct and Discipline Procedures as well as federal and state statutes and local ordinances. The discipline ladder will be utilized to ensure that disciplinary action begins and is resolved at the lowest level possible, consistent with the nature of the violation.

Common expectations and appropriate follow-through build commitment to the DPS Code of Conduct and positive character traits. Consequences for behavior are logical and consistent. Teachers are expected to include students in establishing norms and adults model the positive behaviors and reflect the code of conduct. Daily attendance and participation in Crew help every student because teachers explicitly teach students the expectations of the code of conduct and understandings of positive character traits. Parents will be engaged as partners to support and encourage positive behavior and adherence to the agreed upon code of conduct.

These expectations are aligned with our core values (respect, responsibility, determination, confidence and honesty). Expectations and consequences are clear and staff ensure that relevant policies and procedures are equitably applied. JSS school discipline policies promote disciplinary responses, interventions, and consequences that refrain from interrupting a student's education to the extent possible. Consequences will be reasonable, fair, age-appropriate, and aligned with the severity of the student's misbehavior, while considering the impact on the victim and/or community.

Additionally, consequences will be paired with meaningful instruction and guidance, including corrective feedback and re-teaching. This offers students an opportunity to learn from their mistakes and contribute back to the school community as well as get the student re-engaged in learning. Fostering character is embedded in all aspects of our school culture and permeates academic studies. Character is a daily focus and is integral to our learning environment



### Student Attendance and Tardies

Teachers are expected to take attendance within the first eight (8) minutes of every class period, every day.

If a student is absent for three (3) consecutive days, the teacher is expected to make a phone call home and inform the school social worker.

Teachers are expected to have a clearly communicated routine for how students are to make-up work upon returning from an absence.

### Tardies

The school leadership will be responsible for clearing students out of hallways if they are tardy to class.

Students who are not in class when the bell rings will be required to report to the office. They will be issued a tardy pass. Students will not be admitted to class without a tardy pass.

Students who are tardy to class will earn a 30-minute after school detention that same day. If students miss detention, they will be issued an out of school suspension for the following day.

### Student Dress Code (TBD)

### Food and Drinks (TBD)

### Student Electronic Policy

The use of cell phones, portable music players, and other electronics are strictly prohibited during class time without the express direction of the teacher. Students are responsible for turning off all electronic devices and storing them in their backpack before they enter the school building. If an electronic device is seen or heard, the following process will be followed:

<i>First Offense</i>	Student will be asked respectfully to put it away.
<i>Refusal To Put Away</i>	Electronic device is taken by teacher and returned to student at the end of the class period.
<i>Second Offense</i>	Electronic device is taken by the teacher and delivered to the front office where a parent must pick up at their convenience.

Cell phones and electronics will be allowed during lunch and recess times.

### Withdrawal of Students

Teachers should notify the office of any informally reported withdrawals; however, withdrawal proceedings will not begin until official parent notification is received by the front office. The office will inform the teacher and then it is the teacher's responsibility to gather student

assessment data and return it to the office promptly to be sent on to the new school. Any student who withdraws more than halfway through a quarter reporting period should be provided with a quarter progress report and/or updated report card.

#### Volunteers

Parent and community volunteers are encouraged to contribute at JSS. All regular volunteers must be approved by the District and go through a background check prior to working with students in a classroom or at the school. Volunteers are typically not allowed to bring younger children with them when they are volunteering.

#### Visitors

Parents and guardians of JSS students are always welcome and should be encouraged to visit the school and classrooms. Parents should schedule classroom visits in advance whenever possible. They are not allowed to bring other children with them when visiting a classroom. All visitors are asked to stop in the office to sign in and get a visitor's pass. Staff members should be vigilant about directing any visitor without a visitor's pass back to the office to sign in. Staff members should also follow up by calling the office with the visitor's description and current location.

A parent visit during student contact time is not time for a conference. Parents who need a conference should schedule an appropriate time with the teacher. Although generally not encouraged, any staff member who needs to bring their own child to school during a student contact day must get prior permission from administration. Other than in an emergency, this is generally not approved for any student younger than middle school.

#### Professional Development and Culture

##### Teachers Responsibilities *TO BE FINALIZED ONCE STAFF IS HIRED*

Maintain excellent attendance.

Be on time to school and to each class.

Prepare well-planned, and appropriate, lessons adhering to the standards and to the curriculum.

Practice effective classroom management strategies conducive to the well-being of the class and the individual student.

Follow individual and class expectations.

State teaching objectives clearly.

Provide curriculum for each student.

Make regular parent contacts.

Maintain accurate and complete records as required.

Submit appropriate reports and records in a timely manner.

Work Day: AM TO PM

Duty Times; BEFORE AND AFTER SCHOOL TIMES

ADD DAY Morning required meeting at TIME am

ADD DAY afternoon required meeting TIME pm

### Learning Environment Expectations

The physical learning environment, including classroom walls, must be engaging, well-organized and most importantly an authentic resource for learning that is used by both teachers and students. All visuals are strategic and purposeful. Because students change classes throughout the day, organizational consistency is important school-wide. Visuals are reflective of *current study* and include models of proficient work. It is evident that the physical environment is a collaborative effort of students, teachers, and content/grade level teams of teachers. Visuals provide opportunities to display student work and opportunities to reference and reflect upon previous learning. The visuals will change as the units of study change and as students master key concepts and processes. All classrooms will be kept neat, clean and orderly.

### Wall Resources and Supports

Accessible charts with key unit concepts and key vocabulary with definitions and visuals (ELL supports consistently include: academic language “word wall”, visuals, anchor charts, graphic organizers, models, sentence starters, etc.)

*Current* proficient student work display, as well as documents showing process and rubrics describing proficiency expectations

Daily Content and Language Objectives posted, read, discussed and referred to throughout each lesson.

Relevant Common Core Standards posted in student friendly terms in connection with student data trackers.

Student Data Trackers posted and used by teachers and students to track and motivate student performance

Grade level/Content Team behavior plan charts posted

Behavior system posted and referred to as necessary

### Lesson Plans and Unit Plans

*TBD: EXPECTATIONS WILL BE DEVELOPED COLLABORATIVELY WITH THE INSTRUCTIONAL LEADERSHIP TEAM AND REVEIWED/REVISED/CONFIRMED BY STAFF.*

### Professional Conduct

All staff members are to conduct themselves in a professional manner at all times, this includes appropriate use of language, vocal tone and volume, and personal mannerisms and behaviors.

Verbal conversations with students and adults are to be respectful and appropriate at all times. Respectful tone and words are expected when “disciplining” a student.

All staff members are reminded of the importance of avoiding behaviors that could be construed as inappropriate. While we all understand the desirability of cultivating positive relationships with students, staff is advised to generally refrain from situations such as the following:

Meeting with a student alone behind closed doors.

Taking students off campus for anything other than a District approved school trip.

Transporting students in a personal vehicle.

Contact with students (calling, texting, emailing, etc.) for non-school related matters.

Providing students with a personal telephone number.

Staff should act as positive role models and use appropriate school behaviors.

#### Professional Development Expectations

JSS will partner with Expeditionary Learning Schools (ELS) to support professional development. School Designers will work with the staff in the areas of curriculum, instruction, and culture in three ways, which will occur during the onsite days determined each year based on need:

Providing individual planning and coaching support based on student centered learning

Working with grade-level, subject-area, and leadership teams of teachers

Co-facilitating whole-staff professional development with the principal in accordance with the school’s goals and improvement plan

Each teacher will have the opportunity to attend at least one national professional development offering through the ELS organization.

Weekly common professional development time is embedded into school calendar.

#### Teacher Understandings, Expectations, and Commitments

Each teacher is responsible for fully participating in school-wide professional development units of study in pedagogy and content. Each year, individual teachers are additionally responsible for completing a professional learning plan linked to the school improvement goals and the LEAP Framework. Teachers meet with an assigned administrator and/or teacher leader to refine goals, review related LEAP rubrics and determine criteria for success. Building walkthroughs as well as partial observations form the basis of evaluation in addition to formal LEAP observations. Professional development, such as weekly staff meetings, 1:1 job-embedded coaching, data teams, book studies, learning walks, professional reading, feedback from

administration and outside consultants, and online tools, support teachers in reaching their goals. Implementation of new practices will be consistently monitored against student work and achievement results. This link is key to ensuring that the professional learning is implemented with fidelity and that teacher assessment and evaluation is clearly connected to student achievement results

### Transparency of Data

Data-driven planning provides the platform for continuous quality improvement for every student. Infinite Campus provides formative data and the Crew structure ensures that every child has an advocate. Collaborative planning and appropriate professional development allow for consistent and regular focus on student achievement. Within Data Teams, teachers are expected to collect and analyze diagnostic, formative, predictive, and summative student academic achievement data. Teachers use this data to reflect upon their own instruction. Every student, regardless of race, ethnicity, background or need will be provided with the structure and opportunity to succeed. The expectation is for all children to achieve at high levels with no blame and no excuses. This requires targeted interventions and extended learning opportunities. The overall philosophy is not “if” a student can learn but “when.”

The Instructional Leadership Team has primary responsibility for collecting and monitoring student achievement results at the school level throughout the year and will make instructional decisions accordingly.

### Safety & Security

#### Discipline Referral Process and Safe Schools

JSS will follow all Colorado Safe Schools Policies, Colorado State Law, and DPS Disciplinary Policies.

#### Zero-Tolerance Policy

Teachers are expected to document and report student discipline problems in the classroom in accordance to the DPS discipline matrix. Teachers should be aware of behaviors in all levels of the discipline matrix and report any mandatory referrals immediately in IC and to the Student Advisor: [http://webdata.dpsk12.org/policy/pdf/Policy\\_JK-R\\_Attachment\\_B.pdf](http://webdata.dpsk12.org/policy/pdf/Policy_JK-R_Attachment_B.pdf)

#### Automatic and Immediate Referrals to the Principal or Designee

Behaviors that endanger others or violate law are automatically referred to the Dean of Students, without the steps of the referral ladder. These behaviors include:

- Physical violence, or threatening physical violence

- Sexual harassment

- Theft

- Possession of tobacco products, drugs, alcohol, lighters

Truancy

Possession of a weapon or facsimile weapon

Confiscated items and those not permitted at school, such as laser pens, permanent markers and/or any other items that disrupt the learning environment will be given to the Principal or designee. Parents may pick up any said items at their convenience.

Staff will not investigate the loss of items due to student negligence.

Discipline Disruptions in the Classroom

Students will be held to the expectations in the Student Contract. Faculty will follow the consequences on the Student Contract. (See Appendix A.) Any time a student earns a consequence that does not warrant a referral it should be documented in the conference atom of IC.

If these methods have been tried, documented, and parental contact has been made regarding this behavior, or the student needs to be removed from the classroom, the faculty member should call security to escort the student to the Principal or designee. Faculty will fill out an Incident Report specifying the behavior violation and have it accompany the student to the Principal. A referral must be submitted through IC by the end of the workday.

Students should never be removed from class to stand/sit alone in the hallway.

Accident of Injury to Student

All serious accidents should be reported immediately to the office. Basic first aid, when needed, can be administered by the Office Manager or a designee and medical help will be called if necessary. In the case of serious injury or when in doubt, do not move the child. Call the office for help with the following information:

Identify who is calling and location.

Description of injury and name/age of student.

If you suspect an allergic reaction or asthma attack, let the office know to bring that child's inhaler or Epi-pen.

Accident or Injury to Staff Member

If a staff members incurs an injury on the job, they are asked to immediately fill out a workman's compensation form. This form is used in the case of the need for medical attention, which must be conducted by a workman's compensation medical provider.

Child Abuse/Neglect Reporting

If any staff member suspects the possibility of child abuse or neglect, they are responsible by State Law to report it to Social Services or the Police *as soon as possible*. The Social Worker or

principal can assist in preparing for this phone call and should be notified – but it is the obligation of the first party to report to either Social Services or the Police, depending upon the suspected incident. Remember, it is not appropriate to investigate the incident; that will be done by Social Services if necessary. The identity of the reporter is anonymous. When in doubt, report. It is the responsibility of each staff member to complete yearly required Child Abuse training which may include watching an annual video.

Severe Weather Procedures (TBD)

School Cancellation or School Delays (TBD)

Release of Students (TBD)

### Emergency Drills

It is the responsibility of the teacher to be familiar with and to have practiced/reviewed all emergency drills with students prior to the first drill of its kind during the year. Teachers must have copies of all emergency procedures in their sub folder and also posted on the wall by their classroom door. Regularly scheduled drills will occur as follows:

Fire drill – twice during first two weeks of school, monthly

Tornado Drill – 1-2 times during fall, 1-2 times during spring

Evacuation Drill off campus – 1 time minimum during the school year

Lockdown Drills (Code Red and Code Blue) – 2-4 times a year (at least once during first two weeks of school).

### Lock-Down Procedures

Should it become necessary to place the school on lock-down, students and staff will either be in *Modified Lockdown* or *Full Lockdown*. In a *Modified Lockdown*, the exterior doors are locked, nobody can come in/out of the school, and students and staff follow their regular schedule within the school building. In a *Full Lockdown* situation, students and staff are securely locked in their classrooms away from doors and windows, nobody is allowed in/out of the school, and no one is following a regular schedule. Please note that we request parents do not call or come to the school unless they receive information from DPS Communications to do so. Parents will not be allowed in the building and phone calls will not be answered during a lockdown. Parent communications will come from the DPS Communications Office.

### Emergency Procedures

In the event of an extreme emergency, any staff member can place the school on lockdown. Any adult can pull a fire alarm to trigger an evacuation. Any calls to 911 must immediately be

reported to the front office. If District Security is needed, the front office should be notified and will call for security.

## Doors

For security purposes, exterior doors at JSS are to remain locked. Students should be taught never to open an exterior door for anyone. Interior doors should generally be open (but in a locked position) when the room is occupied. When the room is not occupied interior doors should be closed and locked. Please do not prop open a door for any reason.

## Staff Emergency Contact Details

Having up-to-date emergency contact information is important to us. Please ensure that all emergency contact information provided to the office is accurate and up-to-date throughout the year. If your phone number or address (or designated emergency contact) changes, please let the office know as soon as possible.

## Governance and Accountability

## Instructional Leadership Team

The JSS Instructional Leadership Team (ILT) is composed of the principal, intervention specialists, teachers from each grade level. The ILT will be created during the planning year in alignment with the hiring process timeline. Each person on the ILT will be responsible for operationalizing the JSS mission, vision, operating principles, and core values. ILT members will be responsible for focusing on student achievement and continuous improvement, and will align all activities in the school to that vision. Leaders use data wisely, shape school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration. The ILT will collect and analyze data to understand student achievement, assess teaching practices, and make informed decisions about instruction. Members of the Instructional Leadership Team will lead data inquiry teams in analyzing and disaggregating various data to determine patterns of performance. These teams emphasize collaborative inquiry as the keystone for productive data use. They use multiple sources of data, including and going beyond test scores (e.g., classroom assessments, student work, student engagement indicators, and student surveys). JSS will invest in the capacity of every teacher to access, understand, and use data effectively through the apprentice model in partnership with the Stanley Teacher Preparation Program and Get Smart Schools. Our leadership strategy goes beyond a single person or team; it is a role and expectation for all members of JSS staff. Staff ensures that curriculum, instruction, and assessment are tightly aligned to high standards for student achievement, including required district frameworks, Colorado Academic Standards, and Common Core.



The Instructional Leadership Team will represent the interests of staff and ensure their involvement and input into all important decisions relating to:

Instruction, assessment, student learning outcomes, and student success

Managing/monitoring the Unified Improvement Plan

Professional culture and professional development

Collaborative School Committee

The JSS Collaborative School Committee (CSC) will be comprised of representatives of our school's community stakeholders (e.g. school leadership and staff, parents, and community members) that serves as a leadership body for school accountability. At a minimum the CSC will meet the composition required by law. The CSC collaborates to support the implementation of Policy BDFH-Collaborative School Committees as required by State Law 22-7-106 on School Accountability Committees. The purpose of the Collaborative School Committee is to enhance student achievement, parent engagement and school climate through collaboration. The work of the CSC includes providing guidance, evaluation and approval for the Unified Improvement Plan (UIP). The CSC will include the school principal, classroom teachers, parents of students enrolled at JSS, at least one classified staff member, and at least one member from the community.

Innovation Plan

Every staff member is expected to review and be familiar with the JSS Call for New Quality Schools application as well as the Innovation Plan that is included as part of this handbook. JSS was granted Innovation status to enable maximum flexibility in use of time, resources, and money.

Waivers

Under Innovation Status, the school has waived certain District policies, the Collective Bargaining Agreement and State law with expectations and procedures that are clearly outlined in the Innovation Plan and Attachments. It is the responsibility of all staff members to have read, understand and adhere to the Innovation Plan, including all waivers.

Hiring and Continued Employment

Teachers will be hired on annual, one-year contracts and will not obtain, retain, or regain non-probationary status while employed at JSS. Specific hiring expectations and waivers related to hiring are clearly outlined within the Innovation Plan. Non-teaching staff will be hired using standard DPS policies and procedures. Teacher's employment with JSS and the Denver Public Schools will be on annual, one-year contracts and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, et seq. JSS and the Denver Public Schools will have the right to end the work relationship with the teacher for cause or after an opportunity for improvement (typically a 30 day plan), depending upon the situation. Teachers may end their employment with DPS and JSS for any reason upon the completion of their contracts. Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at JSS will no longer

receive non-probationary status as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at JSS if they do not secure a position through mutual consent.

### Concerns/Complaints/Grievances

The principal and staff at JSS are committed to adopting a collaborative process to solving problems in good faith and at the lowest possible level. If teachers believe that the terms of the Innovation Plan have been violated or they have a dispute that they want resolved, they are expected to raise the matter with the Principal. If the dispute is not resolved to the satisfaction of the teacher, an appeal may be made following DPS Board of Education Policy GBK – Staff Concerns/Complaints/Grievances. If a complaint is received about a teacher or a teacher has committed an act that warrants corrective action, the Principal will determine the appropriate action. JSS retains the right to dismiss employees for any reason at the conclusion of their annual contract. Dismissal decisions will be in accordance with the school's employment policy.

### Evaluation of Teachers

JSS uses the LEAP evaluation system framework and observation tools for the school's performance management system. JSS uses a custom-designed observation framework aligned with CDE's Quality Teacher Standards and LEAP.

JSS administrators use the DPS LEAP content as the framework for evaluating staff. Formal classroom observations are unannounced and feedback is provided during follow-up conferences and in writing. Additional data is collected and feedback provided during ongoing informal classroom observations, data team observations, team planning observations, professional development meeting observations, parent conference observations, etc. The teacher evaluation body of evidence also includes student perception data, professionalism standards, and student outcomes. A final summative evaluation measure is determined by the principal or principal designee (i.e. assistant principal). The evaluation schedule includes, at a minimum, one "formal" administrator observation with written feedback and if assigned by the district, two "formal" peer observations with feedback. The timeline is set by JSS.

Coaching, feedback from administration and other recommended supports help teachers grow and improve against specific goals, however, it is ultimately the teacher's responsibility to show growth with the supports provided. Continued employment is contingent upon adequate growth in student achievement and instructional pedagogy as well as professionalism and implementation of the innovation plan. JSS retains the right to dismiss employees for unsatisfactory performance for any reason at any time after a specified improvement plan has been implemented. Dismissal decisions will be in accordance with the school's annual, one-year employment policy.

### Plan for Improvement

When the school leader determines that a teacher is not meeting performance expectations, the Principal may choose to place the teacher on a Plan of Improvement. The duration of the plan of improvement will typically be thirty (30) days, but may be extended beyond the (30) days as determined by the Principal and/or Designee. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement

may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal.

Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. The teacher may be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe. 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. As stated in this plan and elsewhere, teachers at DCISM are at will employees and can be terminated for any lawful reason, with or without an improvement plan.

### Evaluation of Non-Teaching Staff

Non-teaching Staff will be evaluated using the DPS standard evaluation procedures and timelines. JSS non-teaching staff plays a critical role in ensuring a continuity of service and support as well as in providing extended and student-driven learning opportunities.

*BE SURE TO READ ALL WAIVERS AND REPLACEMENT POLICIES WITHIN THE INNOVATION PLAN.*

*The following district policies, DCTA CBA Articles, and State Statutes are waived as part of this innovation plan.*

#### **DPS BOARD POLICIES**

- BDF-R4: Collaborative School Committees
- CFBA: Evaluation of Evaluators
- DF & DF-R: Revenue from Non Tax Sources
- IC/ICA: School Year/School Calendar
- IE: Organization of Instruction
- IGA: Curriculum Development
- IGD: Curriculum Adoption
- IIA/ IIA-R: Instructional Materials
- IJJ/ IJJ-R: Instructional Materials
- GCF/GDF: Staff Recruitment/Hiring

#### **DCTA Collective Bargaining Agreement Articles Waivers**

- Article 1-7: Definition of "School Year"
- Article 2-4-1: Waivers from Agreement
- Article 5-4: School Leadership Team
- Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load
- Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers
- Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action
- Article 13-7 Hiring timelines
- Article 13-8 Personnel Committee
- Article 14-1: Summer School Teaching Positions
- Article 20: Procedures for Conducting Reduction in Force
- Article 32: Extra Duty Compensation
- Article 7: Grievance Policy

#### **State Statute Waivers**

- Colorado State Statutes:
- Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel
- Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay

- Section 22-32-109(1)(g): Handling of Money
- Section 22-32-109(1)(n)(I): Schedule and Calendar
- Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact
- Section 22-32-109 (1)(n)(II)(B): School Calendar
- Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks
- Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards
- Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development
- 22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel
- 22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel
- 22-32-126: Employment and authority of principals
- 22-33-102(1) Definition of "Academic Year"
- TECDA Section 22-63-201: Employment - License Required – Exception
- TECDA Section 22-63-202: Contracts in Writing Duration Damage Provision
- TECDA Section 22-63-203: Renewal and Nonrenewal of Employment Contract
- TECDA Section 22-63-206: Transfer of Teachers – Compensation
- TECDA Section 22-63-301: Grounds for Dismissal
- TECDA Section 22-63-302: Procedure for dismissal - judicial review
- TECDA Section 22-63-401: Teachers Subject to Adopted Salary Schedule
- TECDA Section 22-63-402. Services – disbursements
- TECDA Section 22-63-403: payment of salaries

## Appendix J: Scope and Sequence

\*\*\*See Scope and Sequence PDF in OSRI

## Appendix K: Calendar / Schedule

### Appendix M: Schedule

<b>Joe Shoemaker School – Sample Schedule</b>					
ECE – 3’s	ECE – 4’s	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade
8:55 – 9:25 Crew	8:55 – 9:25 Crew	8:55 – 9:25 Crew	8:55 – 9:25 Crew	8:55 – 9:25 Crew	8:55 – 9:25 Crew
9:25 – 9:45 Outdoor Exploration	9:25 – 9:45 Outdoor Exploration	9:25 – 10:05 ELD Block	9:25 – 10:05 ELD Block	9:25 – 10:05 ELD Block	9:25 – 10:05 ELD Block
9:45 – 10:00 Read Aloud	9:45 - 10:45 Independent Centers	10:05 – 11:05 Expedition/Inquiry Block	10:05 – 10:20 Read Aloud	10:05 – 10:45 Specials	10:05 – 10:35 Math Stations
10:00 – 10:45 Expedition Block	10:45 – 11:00 Read Aloud	11:05 – 11:45 Lunch and Outdoor Exploration	10:20 – 12:00 Readers/Writers Workshop	10:45 – 11:45 Math	10:35 – 11:35 Math
10:45 – 11:40 Independent Centers	11:05 – 11:45 Lunch and Outdoor Exploration	11:45 – 12:00 Read Aloud	12:00 – 12:40 Lunch and Outdoor Exploration	11:45 – 12:30 Lunch and Outdoor Exploration	11:35 – 12:15 Specials
	11:45 – 12:45 Quiet Time	12:00 – 1:40 Readers/Writers Workshop	12:40 – 2:00 Math	12:30 – 1:00 Math Stations	12:15 – 1:00 Lunch and Outdoor Exploration
1:05 – 1:35 Crew	12:45 – 1:30 Independent Centers	1:40 – 2:40 Math	2:00 – 2:40 Specials	1:00 – 2:45 Literacy	1:00 – 2:45 Literacy
1:35 – 1:50 Read Aloud	1:30 – 2:10 Specials	2:40 – 3:20 Specials	2:40 – 3:45 Expedition/Inquiry Block	2:45 – 3:45 Expedition / Inquiry Block	2:45 – 3:45 Expedition / Inquiry Block
1:50 – 2:10 Outdoor Science Exploration	2:10 – 2:30 Outdoor Exploration	3:20 – 3:45 Math Stations			
2:10 – 2:55 Expedition Block	2:30 – 3:30 Expedition Block				
2:55 – 3:45 Independent Centers	3:30 – 3:45 Closing Circle				

	Literacy: 115 direct minutes/day plus integration (90 additional minutes) through expeditions and Crew  Math: 85 minutes/day  Content: Fully integrated through expeditions	Literacy: 115 direct minutes/day plus integration (95 additional minutes) through expeditions and Crew  Math: 80 minutes/day  Content: Fully integrated through expeditions	Literacy: 105 direct minutes/day plus integration (90 additional minutes) through expeditions and Crew  Math: 90 minutes/day  Content: Fully integrated through expeditions	Literacy: 105 direct minutes/day plus integration (90 additional minutes) through expeditions and Crew  Math: 90 minutes/day  Content: Fully integrated through expeditions
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- This schedule assumes an 8:30 – 4:30 teacher duty day.
- This is a proposed schedule and will be adjusted with the input of the founding team and year one staff. Guidelines for scheduling remain as follows:
  - Math - Minimum of 450 minutes / week (90 minutes / day)
  - Literacy – Minimum of minimum of 500 minutes direct instruction/week (100 minutes/day) with **full** integration of literacy through Expedition / Inquiry and Crew
  - ELD – Minimum of 45 minutes/day