

Denver Montessori Junior/Senior High



School Innovation Plan

Respectfully submitted by:

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Innovation Plan Statements

Section I: Mission Statement and Executive Summary

Denver Montessori Junior/Senior High School (DMHS) combines Montessori best practices with current research on adolescent brain development to provide a learning environment that promotes high achievement for each student while also supporting them socially and emotionally. Graduates, regardless of ethnicity or income status, will be prepared for college or a career as well as demonstrate ingenuity, adaptability, creativity, initiative and excellent communication and problem solving skills.

DMHS requested and received Innovation Status through the DPS Innovation School Application in 2013. For a school to achieve excellence, it must hold on to its vision and implement the vision as clearly and effectively as possible. DMHS requires innovative school status to maintain fidelity to its mission and vision.

Montessori secondary education focuses on the whole child, self-construction, valorization and preparation for adult life. By creating a high quality 7th through 12th grade program on these principles, students will graduate with the academic skills necessary to thrive in both post secondary education or career options, while at the same time have well developed communication and problem solving abilities along with strong interpersonal relationship skills. Finally, they will have developed creativity, ingenuity, adaptability and initiative through the many problem solving, community building and real world experiences they encounter at DMHS.

DMHS currently has 130 7th, 8th and 9th grade students in our junior high and 56 students, 10th and 11th, in our senior high. The majority of our students come from Denison Montessori, Lincoln Montessori and Academia Ana Marie Sandoval Montessori, and, until this year, Gilpin Montessori. DMHS is considered the secondary school for those programs for any student who would like to continue his or her Montessori education. The principal and staff at DMHS have created strong partnerships with the principals and staff from the DPS Montessori elementary schools. Since DMHS opened, all of the DPS Montessori elementary schools have added 6th grade as part of their upper elementary classrooms. By adding 6th grade, the DPS Montessori elementary schools have strengthened their upper elementary classrooms and brought the upper elementary classrooms into alignment with the Montessori model. Last year, DMHS opened its high school starting with 10th grade, added 11th grade this year and will complete our program next year with 12th grade. Last year, 50% of DMHS students qualified for Federal Free and Reduced Lunch, 73.5% were minority, 19% were ELL and 13% had an IEP.

Montessori secondary schools are divided into two “sub-planes”. The 7th - 9th grade program (Junior High) is a land-based program with real life problems solving scenarios. Students combine didactic, academic lessons with real projects such as building a farm. They are daily working with both their head and their hands to deeply internalize academic concepts. The 10th - 12th grade (high school) program is a highly academic program that prepares students for university. Having come through the

Montessori program to this point, students are well able and ready to handle the most rigorous content. The high school remains centered on core Montessori values. This includes Montessori trained teachers, long periods of uninterrupted work time, key lessons, and a variety of methods whereby a student can demonstrate mastery of knowledge. Assessments include NWEA MAP for reading and math, regular writing assessments using a rubric that is aligned to Common Core State Standards, rubrics, portfolios, presentations, quizzes on vocabulary and skills, end of unit knowledge assessments plus all Federal and Colorado State mandated testing.

The 7th grade through 12th grade Montessori curriculum that DMHS implements is rigorous, innovative, interesting and is designed to engage students to produce optimal academic achievement as well as social and emotional maturity and well-being. Montessori adolescent curriculum has been designed and tested over the last twenty years at both private and public Montessori schools. This curriculum, referenced throughout this renewal application as Montessori National Curriculum, has been collected, refined and reported through The NAMTA Journal, A Montessori National Curriculum Report, The NAMTA Journal, Volume 37, No. 1, Winter 2012. DMHS designed its program using this curriculum. The Montessori National Curriculum for the Adolescent Program from Twelve to Fifteen/Sixteen Years has been formally reviewed by the Australian Curriculum Assessment and Reporting Authority. Their findings, as reported in A National Montessori Curriculum Report, are as follows: *ACARA (Australian Curriculum Assessment and Reporting Authority) established an extremely rigorous recognition process to determine the extent to which a well-established alternative national curriculum can deliver comparable educational outcomes for students to those based on the Australian National Curriculum. ACARA have advised that (the National Montessori Curriculum) aligns with the Melbourne Declaration on Educational Goals for Young Australians, meets the particular principles and guidelines in relation to the Shape of the Australian Curriculum v3 paper, and allows for broadly comparable educational outcomes in English, mathematics, science and history by the end of year 10.*

In order to effectively implement the curriculum, DMHS needed to adopt its own schedule, its own standards for hiring teachers, its own school calendar and professional development plan, its own assessments, and, of course the National Montessori Curriculum. DMHS is using the National Montessori Curriculum for grades 7th-9th for science, history and language arts. The Spanish curriculum combines aspects of the TPRS curriculum with the Montessori three period lesson format. DMHS also offers advanced Spanish classes for our native and bilingual Spanish speakers.

For mathematics, DMHS uses the Montessori Integrated Math curriculum that is individualized for each student combined with small group lessons. For grades 7 and 8, this math curriculum is a combination of Montessori Math materials, project based math, math seminar, daily math review worksheets, and small group lessons taught by a highly qualified math teacher. The small group lessons are designed to meet each student at the particular concept/skill level that the student is currently working. The teacher uses a variety of instructional methods, including Montessori math materials, to assist the student in mastering those concepts/skills while also preparing the student to work on the next set of concepts/skills. Students are expected to apply math towards a variety of hands-on projects utilizing the farm, the culinary arts program and micro-

economy. For grades 9 – 12, the Montessori Integrated Math curriculum also includes Exeter Math. Exeter math is the math curriculum used by Philips Exeter Academy, and is widely recognized as an innovative college preparatory math curriculum.

The high school, grades 10, 11 and 12, is an integrated college preparatory curriculum using DPS approved curriculum, with the exception of math as noted above. Although most of the curriculum for high school is similar to DPS's conventional schools, there still are innovative differences required to meet our mission and vision. The curriculum is integrated so that literature studied in Language Arts simultaneously supports the history curriculum for an overall integrated humanities curriculum. The math and science teacher work together to insure students are obtaining the mathematical skills needed to work out currently studied complex scientific equations. Linkages between science, math and history are explored. There is in-depth reading and writing instruction throughout all areas of study.

The schedules for both the junior high and the senior high support the Montessori approach. There are minimal required transition times. In the junior high, students spend half of their day in project classes that consist of 2.5 hours of "uninterrupted work time". During this project class time, students receive few large group lessons. Instead, students are called to small group lessons, as those lessons are needed to support the next level of study. The junior high students have uninterrupted work time for the humanities and occupations project classes where they independently work on a variety of assignments and further exploration of their current units of study. In high school, the uninterrupted work time includes math, science, language arts and history. DMHS students and staff work together in order to maintain a strong, effective culture that supports personalized learning.

One hundred percent of the students are expected to be on task and engaged because they are enjoying their academic studies. This on task and engaged behavior is the hallmark of Montessori education, and is what we observe daily at DMHS.

A. School Culture

Montessori schools are designed on a culture of respect. All members of the community are asked to respect themselves, each other and the environment. Creating healthy, positive culture is a core component of Montessori education. This goal is accomplished in several ways.

The first method for creating positive healthy culture is to create a welcoming environment for staff, students, families and community members. This began at the first stages of the performance application process. Members from all sectors of the DPS Montessori community were invited to participate in the application and submit ideas, thoughts and concerns. The applicants partnered fully with the DPS Montessori elementary schools. Throughout the planning year, DMHS hosted multiple parent education nights to discuss the benefits of Montessori education while also including perspective parents in the design of the school. These parent nights were held in both English and Spanish. The goal was to create a deep sense of community and inclusivity for all stakeholders.

Once the school opened, students immediately became active members of the school community. The Junior High (7th, 8th, 9th) and high school (10th, 11th, 12th) are set up into advisements. Students check in daily with their advisors to review progress and set goals. Junior high and senior high school staff and students also hold weekly community meetings.

A second core component of Montessori is peace education. Peace education starts at the youngest grades and continues through high school. In the junior high program, peace education manifests through positive behavior support, conflict resolution, community service and lessons and discussion on what it means to create a peaceful environment. High school continues this practice but also adds approaches to social justice to its curriculum that allows students to explore peace at a more national and global level.

A third component of Montessori education is the belief that all work is noble and that work normalizes the child. What this means at the secondary level is that students gain self confidence and self-respect through challenging work. DMHS' academic studies are based on a culture of high challenge combined with high skills and high support in order to create maximal engagement or "flow". This design is based on Dr. Mihaly Csikszentmihalyi's research as explained in Flow, The Psychology of Optimal Experience and flow research in Montessori middle schools conducted by Dr. Kevin Rathunde.

Finally, Montessori schools provide individualized education that meets each student at his or her level. All lessons and instruction are differentiated and follow-up work is initiated by the student based on his or her interests.

DMHS meets the needs of special education students through this differentiated learning while still holding high expectations that appropriately challenges each student as determined by their IEP and through teacher observation. ELL learners are welcome to demonstrate learning both in their native language and, with appropriate assistance

as needed, in English. DMHS teachers are all qualified ELA-E along with a full time highly qualified Spanish teacher. At risk students benefit from the inclusive culture, the advisement model, and the academic program that is specifically designed to help students find their voice and self-confidence through work.

B. Parent and Community Involvement:

Prior to submitting the original letter of intent to apply to DPS to create DMHS, the founding members of DMHS contacted DPS Montessori principals, teachers and community members to gauge interest in providing Montessori secondary education for DPS Montessori students. Response was enthusiastic with the caveat that the secondary program must be high quality, rigorous and based on Montessori core principles. DPS Montessori community members were invited to participate at every stage of the application, and their input was invaluable. DMHS continues to partner with national Montessori associations and local and national Montessori secondary schools. We also partner with local organizations such as the GrowHaus and GreenLeaf. The high school program partners with Metropolitan State University along with local business and cultural institutions to establish student internships, community service opportunities and expanded learning options.

DMHS embraces its families and community members in a variety of ways. First, families were included in the initial junior high design and also, later, in the design of the high school. Although the core Montessori mission and values must remain intact, families provide invaluable ideas regarding how to accomplish the school's mission. Families have been invited to participate in key decision making processes such as supporting the school's relocation to Smedley, after school activities, school committees and ideas on initiating school traditions, fundraising and creating excellent communication structures. One of the best ways for families to feel part of the school community is through community volunteer events such as school workdays.

DMHS also created a vibrant Community School Committee (CSC) that includes no less than one staff member along with the principal and three parents (as many parents and or community members who want to join are welcomed). The CSC assesses school performance based on agreed upon outcomes that include academic goals, student well-being and community involvement. The CSC meets once per month to discuss school progress and make recommendations to the principal.

C. Parent Satisfaction

DMHS has achieved a rating of "exceeds" or "meets" in the DPS parent satisfaction survey along with a high response rate since it opened. Parent satisfaction is a key component for school success. The first step in insuring parent satisfaction is clear communication regarding the school's mission and vision along with parent education regarding Montessori adolescent education. This communication must happen prior to parents choosing DMHS for their student. Once students are enrolled, DMHS manifests multiple ways to connect with parents and gauge satisfaction. Some methods are as simple as the principal being outside during drop off and pick-up so parents can engage in quick conversation if necessary. The principal also maintains an

open door policy along with a school policy that all parent phone or email messages must be replied to within 24 hours (except during week-ends or holidays).

Each year, the chairperson of the school accountability committee will insure that the DPS parent satisfaction survey measuring parent satisfaction regarding the school achieving established outcomes is delivered to all parents and guardians. All surveys are delivered in English and the parent's native language. Surveys are anonymous but the CSC chairperson will assess percentage of surveys returned based on school population. If that percentage is less than 75%, the CSC committee will assess the current population and find solutions on how to bring that percentage up to 75%. Should parent satisfaction not meet the standard on the SPF rubric, DMHS will take the following steps: 1) Hold community meetings to determine the root of parent dissatisfaction, 2) increase parent education to insure that parents are comfortable with the Montessori Method and how it is being implemented at DMHS, 3) create a strategic plan that includes tactical and strategic steps to resolve concerns.

D. Student Engagement

The goal for student attendance is 95% or better every school year. Attendance last year was 92% and year to date attendance for this year is 95.5%. Montessori schools are designed as a place where students feel safe, welcome and love school. Because Montessori education is designed on student self-construction and student choice, students have the ability to deeply study subjects that are of interest to them. These studies combined with meaningful work result in students demonstrating competency and therefore gaining in self-respect and self worth. If a student starts to demonstrate a lack of engagement, the advisor will connect with the student to determine the cause. If needed, the student and their family will meet with the advisor to determine how to re-engage the student towards meaningful work.

Attendance is conducted at the beginning of the school day and at each class. If a student receives more than three excused absences in a month, the advisor will contact the family to make sure all is well. If the student receives any unexcused absences, again, the advisor will contact the family to determine why the student is not in school and ask how can we support the student and the family. If the student has three or more unexcused absences in a month, or is approaching more than ten unexcused absences in a semester, DMHS's school psychologist will actively work with the family while at the same time, initiate a truancy plan as outlined by DPS. At all times, DMHS will adhere to the DPS attendance policies.

Student satisfaction is measured in multiple ways. The school tracks on-time, daily attendance and works with students who are demonstrating a lack of engagement through tardiness or poor attendance. Advisors address student concerns at the daily and weekly advisement and community meetings. Both the advisors and the principal maintain an open door policy to address student concerns and complaints. Finally, the principal insures that the DPS student satisfaction survey is delivered to every student. Students are given access to the survey during school hours in a manner that allows them to maintain confidentiality.

DMHS intends to achieve a rating of "meets" or "exceeds" on the SPF for student attendance and on the DPS student satisfaction survey. Should the results of the survey

not meet the standard on the SPF rubric, the school will invite students to more clearly articulate concerns through both an anonymous forum and a community forum. Staff will then work with students to create a strategic plan that includes both tactical and strategic steps to address student concerns. Follow-up meetings will be held twice per month until concerns are satisfactorily addressed.

E. School Governance:

DMHS has a vibrant CSC that includes no less than one staff member along with the principal and three parents / community members (as many parents and or community members who want to join are welcomed). The CSC assesses school performance based on agreed upon outcomes that include academic goals, student well-being and community involvement. The CSC meets once per month to discuss school progress and to make recommendations to the principal.

Every month, the principal meets with the CSC to discuss the school's successes and challenges based on data and observation. During those meetings, the principal seeks out feedback regarding current leadership effectiveness. The principal also solicits feedback from staff and community members during informal meetings. At all times, the DMHS principal should be and tries to model the value of recursive learning, seeking and accepting feedback, and inclusive problem solving in order to continue to evolve towards distinguished leadership.

DMHS uses a variety of data points and observation to determine the school leader's need for coaching and professional development. First, the CSC team reviews monthly achievement data and the annual SPF to see if the school has met set targets. Second, the CSC reviews annual parent, staff and student surveys to determine the overall health of the school and community opinions of the school. Third, the CSC meets with a Montessori consultant that observes the school and provides feedback to the CSC, school leadership and staff. Should the CSC and/or DPS leadership determine that the principal requires additional coaching and professional development, the Principal, CSC and DPS Leadership will create a professional development plan along with benchmarks to measure progress. Progress will then be reviewed monthly and new recommended action items, if needed, will be created.

F. Succession Plan:

DMHS uses the Senior Team Lead model as defined in the Teacher Leadership and Collaboration initiative. In accordance with the original performance application, there are two junior high school senior team leaders and a high school senior team leader, that we also call program directors. The expectations and requirements of senior team leads aligned perfectly with the original vision of the program director model.

The principal focuses on global, strategic planning, the well being of DMHS students, data analysis, and professional development for staff. She also conducts curriculum and programmatic review to insure that 9th – 12th grades are successfully meeting DPS high school standards. In addition, she is working with staff to complete the build-out of the high school program. The principal will insure that program directors have the knowledge base needed to assume the principal role of the school should that event ever be necessary.

The principal's roles and responsibilities include creating and maintaining the school's mission and vision, hiring and evaluating staff, maintaining a culture of high expectation regarding behavior and academic achievement, creating and reviewing measurable data systems to insure the students are obtaining a rich and rigorous education, creating and linking staff to professional development, visiting classrooms every day, conducting partial and full staff observations using LEAP, creating and maintaining a welcoming environment for all community members, high level student discipline and attendance.

The program directors' (STL) roles and responsibilities include maintaining a culture of high expectations regarding student behavior and academic achievement, daily check in with fellow staff, LEAP observations and coaching with staff, supporting the principal in the creation and implementation of professional development, leading data team meetings and supporting the principal in the agenda for weekly staff meetings to insure that the school is holding to its mission and vision. Program Directors are also advisors / teachers.

Program directors must be highly qualified teachers who are Montessori trained at the adolescent level. Program directors are expected to pursue an AMI diploma. They also need to have completed or be willing to complete a Master's level program. They must demonstrate either in their DMHS position or in past positions they can create a culture of respect, inclusivity, shared decision-making, recursive learning, and empowering staff to work at their highest level.

Should a leadership change be necessary, both the junior high and senior high program directors will eventually be qualified to become the school leaders. The school staff will work with its CSC to interview both candidates along with any other DMHS teachers who are qualified and any outside candidates who are qualified. The staff and CSC will interview candidates and determine two finalists through a majority vote conducted by secret ballot in order to maintain confidentiality. The chairman of the CSC along with one community member shall be in charge of the voting process. The final decision for hiring the new school principal from the two qualified finalists will be made by the School District Superintendent.

G. Leadership:

Current DMHS principal Katy Myers is an established Montessori leader. Prior to opening DMHS and leading this school since its opening, she was a founding parent of Compass Montessori School, a pre-k through 12th grade charter school in Jefferson County, Colorado. At Compass, Katy was the business manager and assistant head of school for four years, and head of school for six years. Katy has experience in all aspects of school leadership, including budgeting, safety, accountability, staff evaluation, creating positive culture and climate, and facilities. Katy has also been involved in the national Montessori secondary movement for the last seventeen years. She is trained in Montessori elementary (AMI) and Montessori adolescent education (NAMTA) and earned a MEd in education leadership and administration at Arizona State University.

At Compass, Katy worked with staff to create an outcomes based Montessori education system that includes graduation outcomes and written outcomes for every

level. During her tenure as head of school, Compass High School moved from a non-performing school to a high performing school. In 2011, Compass won the Governor's award for schools with the highest 2009-2010 academic growth rates in Colorado.

H. Teaching:

Along with being highly qualified, teachers and school leaders employed at DMHS must be Montessori trained through an accredited AMI or AMS program, and/or have attended the AMI/NAMTA Montessori Orientation to Adolescent Education. DMHS has created a culture of shared learning among staff based on the principles of recursive learning. At DMHS, recursive learning is defined as the process of examining the principles of Montessori theory in order to improve Montessori practice. Staff meetings include seminars on Montessori theory and experiential learning. There are weekly level meeting where staff meets with their teams or across teams to problem solve. Observation of staff occurs weekly and, more formally, monthly using the LEAP rubric and Montessori based rubrics and feedback mechanisms designed to improve performance.

I. Student Enrollment

DMHS currently has 130 students in 7th, 8th and 9th grade (the junior high) and 56 10th and 11th grade students in the high school. Next year we will complete our build out by adding 12th grade. Final steady state enrollment will be 125 to 130 students in the junior high and between 105 and 120 students in the high school for a total of 230 to 245 students.

DMHS is designed to be the secondary school for DPS Montessori elementary schools. The entire curriculum is designed as a continuation of the Montessori elementary curriculum, the Montessori methodology and the education design structures students have experienced throughout their elementary Montessori experience. Priority enrollment is given to all students graduating from Denison, Academia Ana Maria Sandoval, Lincoln and now Garden Place elementary schools. Each of these schools currently has a diverse population representative of Denver. DMHS does not deny admissions to any student based on income status, academic achievement, disabilities or at risk of academic failure. DMHS staff meets with designated staff of the sending schools to discuss transition of students with IEPs. When there are available spots at DMHS, DMHS accepts students via the following DPS approved choice enrollment process:

Denver Montessori Junior/Senior High School 2018-19 SchoolChoice Priorities

The following information will be used to prioritize applicants during the Round One SchoolChoice student assignment process.

Aligning with the Montessori model, current 5th grade students enrolled at Academia Ana Marie Sandoval, Denison Montessori, Garden Place Montessori or Lincoln Montessori may request deferred enrollment at Denver Montessori Junior/Senior HS for their 7th grade year in 2019-20. This allows students to complete the 3-year upper elementary cycle at their DPS Montessori elementary school, while holding a place at the secondary Montessori program.

All applicants are prioritized in the following way:

Note: No particular type of applicant is guaranteed admission.

1. Current 6th grade students attending Academia Ana Marie Sandoval, Denison Montessori, Garden Place Montessori or Lincoln Montessori (7th grade applicants only)
2. District or non-District resident students with a currently-attending sibling who will return to the school next year
3. Children of full-time employees at the school
4. District resident students who have previously attended a Montessori school
5. Students who reside in the Trevista elementary school boundary
6. All other District resident students
7. Non-District resident students who have previously attended a Montessori school
8. All other non-District resident students

Denver Public Schools makes every attempt to accommodate siblings who apply together in the same school year. A separate SchoolChoice form must be submitted for each sibling to be considered.

J. School Schedule & Calendar:

In order to take advantage of the short growing season in Colorado, DMHS starts one week earlier than Denver Public Schools. DMHS also ends one week later. During the year, DMHS has a one-week fall break in late October and extends spring break to two weeks. There are five non-contact professional development days before the first day of school and then non-contact professional development days throughout the year.

DMHS Calendar 2017/2018

August 3 and 4:	New Student Registration at DMHS/Smedley: 8/3 is from 12:00 pm to 6:00 pm and 8/4 is from 7:00 a.m. to 1:00 p.m
August 5:	Back to School Work Day and Community BBQ at DMHS/Smedley from 9:00 a.m. to 2:00 p.m.
August 7:	Teacher's First Day Back
August 14:	First Day of School for 9 th and 11 th Grade (1/2 day – pick up at 11:45)
August 14:	Back to School Night at 5:30 p.m.
August 15:	First Day of School for all students
August 16-18	High School Trip and College Visit
August 23, 24, 25	Junior High School Trip
September 4	Labor Day – No School
September 28	First Unit Ends
September 29	Staff Work Day –
October 14	Harvest Festival .
October 23 – 27	Fall Break – No School
November 15	Presentation of Learning at 4:30 p.m.
November 17	Second Unit Ends
November 20 – 24	Thanksgiving Break – No School
December 14	High School Showcase
December 22- Jan. 5	Winter Break – No School

January 5	Staff Work Day – No School for Students
January 15	MLK Day – No School
January 19	Third Unit Ends
February 16	Staff Work Day – No School for Students
February 19	President’s Day – No School
February 20	Staff Work Day – No School for Students
February 28	Presentation of Learning at 4:30 p.m.
March 2	Fourth Unit Ends
March 5 – 15	Tentative dates for High School International trip to Japan
March 19 –30	Spring Break – No School
March 30	Staff Work Day – No School for Students
April 26	Fifth Unit Ends
April 27	Staff Work Day – No School for Students
May 2, 3,4	Farm School Spring Trip (tentative)
May 24	High School Showcase
May 28	Memorial Day – No School
June 1	Junior High School Presentation of Learning at 4:30 p.m.
June 5	Ninth Grade Continuation - 6:30
June 6	Last Day of School - half day, pick up at 11:30.
June 8	Staff last day of school

Student Report Days: 173, Teacher Report Days: 186.5

The junior high school day starts at 8:10 and runs until 3:35. There is one half hour for lunch, twenty minutes for outdoor recreation time and 6.5 hours for academic work time. Wednesday mornings, the junior high school has a “creative and physical expression” program. Core content teachers meet in data team meeting during this time.

Farm School Schedule

Track B Times	Monday Track PMP	Monday Track AMP	Tues Track PMP	Tues Track AMP	Wed Track PMP	Wed Track AMP	Thurs Track PMP	Thurs Track AMP	Fri Track PMP	Fri Track AMP	Track A Times
8:00	School Opens										8:00
8:10 - 8:45	Breakfast and Advisement (student check in and organization for the week)		Breakfast and Advisement (IWT)		Silent Reading 8:20 - 9:10 (Student Council and Managers Meeting, Breakfast First)		Breakfast and Advisement (Community Conversations and Current Events)		Breakfast and Advisement (Mini-community Meeting)		8:10 - 8:45
8:48-9:45	Elective 1B	Lit Group (8:48 - 9:33)	Elective 1B	Occupations Humanities (8:48 - 11:17)	(9:15 - 11:17) Creative and Physical Expression: Ultimate Frisbee, Spanish Club, Yearbook, Theatre, Art, Music, PE		Elective 1B	Lit Group (45 mins)	Elective 1B	Occupations Humanities	8:48 - 11:17 (2:32)
9:48-10:45	Elective 2B	Occupations Humanities (9:36 - 11:17)	Elective 2B				Elective 2B	Elective 2B			
10:48-11:45	Elective 3B		Elective 3B				Elective 3B	Elective 3B			
	Open Time 11:45 - 12:05:	Lunch(1 1:20-11:45:	Lunch	Lunch(1 1:20-45)	OT for track AMP, Lunch for track PMP (11:45 - 12:05)		Lunch	Lunch(1 1:20-45)	Lunch	Lunch(11:20-45)	
	Lunch (12:05 - 12:35)	OT (11:45-12:05)	Open time	OT (11:45-12:05)	Track PMP Reflection Time (12:08-12:35)		Open time	OT (11:45-12:05)	Open time	OT (11:45-12:05)	
12:38-3:10 (2:32)	Lit Group (12:38 - 1:23)	Elective 1A	Occupations Humanities (12:38 - 3:10)	Elective 1A	Occupations Humanities	Elective 1A	Lit Group (12:38 - 1:23)	Elective 1A	Track AMP Reflection Time (12:08-12:35)		12:08-1:05
	Occupations Humanities (1:26 - 3:10)	Elective 2A		Elective 2A		Elective 2A	Occupations Humanities	Elective 2A	Community Work (12:38-2:40)		1:08-2:05
		Elective 3A		Elective 3A		Elective 3A	Occupations Humanities	Elective 3A	Advisement + Community Mtg (2:45-3:35)		2:08-3:10
3:13	Advisement and Restoration of Environment										3:13
3:35	Dismissal										3:35

For high school, the schedule is also 8:10 - 3:35 with a 45 minutes lunch. The mornings are small group lessons in the core subjects along with independent work time. The afternoon is comprised of two electives. From 3:00 - 3:30, students participate in creative or physical expression activities. On Wednesday afternoons, students leave school after lunch to attend internships, mentorships or volunteer work. During this time, the high school teachers meet in data team. Advisors work with student to obtain appropriate placements. Advisors work closely with the supervisors for the off-campus learning opportunities to insure students are arriving on time, and appropriately contributing and demonstrating the core values of our Montessori program.

DMHS High School Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	School Opens – Breakfast in the Classroom				
8:15 - 8:45	Community Meeting	Advisement	Students travel in advisements-- Local Events, Seminars, and Presentations (on site throughout the city of Denver) 8:45- 12:15	Advisement	Humanities, Math, Science, Career and College Readiness (Time built in for lectures, large and small group lessons, independent work time, visits from subject experts, and going out)
8:50 - 9:00	Humanities, Math, Science, Career and College Readiness (Time built in for lectures, large and small group lessons, independent work time, visits from subject experts, and going out)	Humanities, Math, Science, Career and College Readiness (Time built in for lectures, large and small group lessons, independent work time, visits from subject experts, and going out)		Humanities, Math, Science, Career and College Readiness (Time built in for lectures, large and small group lessons, independent work time, visits from subject experts, and going out)	
8:45 - 12:15					
12:15 - 1:00	< - - - - - Lunch - - - - - >				
1:05-2:00	Elective 1	Elective 1	Internships, Community Service, Apprenticeships	Elective 1	Elective 1
2:05-3:00	Elective 2	Elective 2		Elective 2	Elective 2
3:05 - 3:35	Sports practice, clubs, play practice, TRX	Sports practice, clubs, play practice, TRX		Sports practice, clubs, play practice, TRX	End of Week Community Meeting
3:35	Dismissal				

Montessori education is a constructivist model based on creating an optimal prepared environment for students. For preschool through 6th grade, this means creating beautiful, spacious classrooms filled with scientifically designed Montessori materials that allow students to acquire deep mathematical, language, science and cultural knowledge. Each classroom includes a Montessori guide that has obtained rigorous training in child development, classroom content, and Montessori methodology. In the September 28, 2006 issue of Science Magazine, Angeline Stoll Lillard published findings of her Montessori education study with the following conclusion: *Comparing outcomes of children at a public inner-city Montessori school with children who attended traditional schools indicates that Montessori education leads to children with better social and academic skills.*

Montessori secondary education has been in development for 35 years. During the last twenty years, there has been significant increase in the number of Montessori schools throughout the United States providing excellent education from 7th through 12th grade. Leaders in the Montessori secondary education movement have documented best practices, established training centers, and provided a network of support to insure new schools can open successfully.

Montessori secondary education is designed for students who have attended Montessori elementary schools. Montessori observed that this stage of a child's development provided excellent opportunity for a student to develop and hone social and problem solving skills. Montessori wrote about what we now call the value of 21st Century Learning Skills back in the early 1900s. She predicted that if adolescent students were allowed to learn in an environment specially designed for their specific stage of brain development, the result would be adaptable, independent, ingenious and creative adults with excellent communication and problem solving skills. She laid out a design for this type of education in "From Childhood to Adolescence".

Montessori secondary schools are divided into two "sub-planes". The 7th- 9th grade program is a land-based program with real life problems solving scenarios. Students combine didactic, academic lessons with real projects such as building and operating a farm. They are daily working with both their head and their hands to deeply internalize academic concepts. The 10th - 12th grade program is a highly academic program that prepares students for university. Having come through the Montessori program to this point, students are well able and ready to handle the most rigorous content. The high school remains centered on core Montessori values. This includes Montessori trained teachers, long periods of uninterrupted work time, key lessons, and a variety of methods whereby a student can demonstrate mastery of knowledge. Assessments include NWEA MAP assessments, rubrics, portfolios, presentations, quizzes on vocabulary and skills, end of unit knowledge assessments plus all Federal and Colorado State mandated testing.

A. Curriculum

The 7th grade through 12th grade Montessori curriculum that DMHS implements is rigorous, innovative, interesting and is designed to engage students to produce optimal academic achievement as well as social and emotional maturity and well-being. Montessori adolescent curriculum has been designed and tested over the last fifteen years at both private and public Montessori schools. This curriculum, referenced throughout this application as the National Montessori Curriculum, has been collected,

refined and reported through The NAMTA Journal, A National Montessori Curriculum Report, The NAMTA Journal, Volume 37, No. 1, Winter 2012. DMHS designed its program using this curriculum. The National Montessori Curriculum for the Adolescent Program from Twelve to Fifteen/Sixteen Years was reviewed by the Australian Curriculum Assessment and Reporting Authority. Their findings, as reported in A National Montessori Curriculum Report, are as follows: *ACARA (Australian Curriculum Assessment and Reporting Authority) established an extremely rigorous recognition process to determine the extent to which a well- established alternative national curriculum can deliver comparable educational outcomes for students to those based on the Australian National Curriculum. ACARA have advised that (the National Montessori Curriculum) aligns with the Melbourne Declaration on Educational Goals for Young Australians, meets the particular principles and guidelines in relation to the Shape of the Australian Curriculum v3 paper, and allows for broadly comparable educational outcomes in English, mathematics, science and history by the end of year 10.*

Although DMHS uses the National Montessori Curriculum, DMHS also uses the Colorado Academic Standards (CAS), the Common Core State Standards (CCSS) and the Higher Education Admission Requirements (HEAR) as its education standards. DMHS compared the Montessori National Curriculum to the CAS and the CCSS to insure that there are no gaps and that the students are achieving the benchmarks as stated in these standards.

The priorities for the secondary program are first to provide the optimal environment for student achievement. This includes a beautiful physical environment that includes an urban farm, an art and micro-economy studio with kiln, a commercial kitchen and science laboratories. The school is and needs to be located in an area that allows for public transportation to the local cultural institutions. For high school, the prepared environment includes professional work environments, a laboratory fitted out for advanced chemistry, biology and physics instruction, an art studio fitted out for advanced work in a variety of artistic media, and computers with refined publishing software.

The next priority is to extend and deepen the Montessori education students have received through their elementary program. By sixth grade, the Montessori students will have completed most of the elementary Montessori materials. DMHS builds upon the skills and knowledge acquired through the materials via a carefully constructed curriculum that recognizes the specific stage of brain development students are entering upon adolescence.

Here is one example of this extension related to math. Upon entering DMHS, students should have completed Montessori math materials up through the trinomial cube, measurement, volume, mathematical laws, introduction to algebra, Pythagoras theorem, and geometry. At this point, students need to practice their skills while using these skills to solve challenging problems. They also need to advance their skills through algebra, advanced geometry and into trigonometry and calculus. DMHS uses the Montessori Integrated Math curriculum that is individualized for each student combined with small group lessons. For grades 7 and 8, this math curriculum is a combination of Montessori Math materials, project based math, math seminar, daily math review worksheets, and small group lessons taught by a highly qualified math teacher. The small group lessons are designed to meet each student at the particular concept/skill level that the student is currently working. The teacher uses a variety of

instructional methods, including Montessori math materials, to assist the student in mastering those concepts/skills while also preparing the student to work on the next set of concepts/skills. Students are expected to apply math towards a variety of hands-on projects utilizing the farm, the culinary arts program and micro-economy. For grades 9 – 12, the Montessori Integrated Math curriculum also includes Exeter Math. Exeter math is the math curriculum used by Philips Exeter Academy, and is widely recognized as an innovative college preparatory math curriculum. The DMHS 7th grade through 12th grade math curricular approach has been fully aligned to the Common Core State Standards.

DMHS is also committed to providing a strong Spanish language program and support dual language acquisition. It has one ELA –E teacher in both the junior and senior high who is highly qualified in Spanish and Montessori trained.

The junior high program is composed of 7th, 8th and 9th grade. There are 130 students divided into 10 advisements of 13 students each. All teacher / advisors are Montessori trained. The high school currently has 56 10th and 11th grade students and will eventually be composed of 105 to 115 10th, 11th, and 12th grade students. There are five teacher/advisors that are Montessori trained and include a highly qualified math teacher, language arts teacher, social studies teacher who is also highly qualified in Spanish, science teacher and special education teacher. These same teachers offer afternoon electives in subject areas that they are qualified to teach.

The junior high program has, as a key component, a curriculum called Occupations. In the NAMTA National Montessori Curriculum Report, Occupations is defined as follows: *“Through work, the students in the Montessori adolescent community engage with the natural environment and the wider society. The work undertaken within the community which has purposeful problem solving and economic contributions but which draws on necessary academic expertise is called Occupations. Occupations in the adolescent community have the following characteristics: The work is meaningful to the students, the work is both physically and intellectually challenging, the work is valued in the wider community, society and culture, and the work has economic validity. Occupations with these characteristics inspire students to engage in the work with integrity and passion, to develop their own interests and expertise, to gain recognition for their contribution and to experience a sense of ownership and accomplishment.”* The NAMTA Journal, Volume 37, Number 1, Winter 2012.

Staff at DMHS has created Occupations and humanities units that are meaningful to the target population and inclusive of diverse cultures and academic learning styles. Occupations integrate all of the core subject areas, with a focus on Science. Humanities is taught using a similar scope and sequence as Occupations but with a focus on history. Here is the curriculum summary as outlined in A National Montessori Curriculum Report and adapted to DMHS:

Pedagogy: The themes that govern the approach to pedagogy implemented in the Montessori adolescent community are synthesis and integration. Montessori adolescent pedagogy integrates concrete and active learning experiences with opportunities for reflective and contemplative study of increasingly abstract concepts and ideas. Second, the pedagogy integrates intellectual and ethical development, creative expression and the academic disciplines, giving students the opportunity to apply discipline knowledge, judgment and creative skills to problem solving in projects that require physical activity,

ethical choices, self-expression and abstract application of interdisciplinary knowledge. The focus of the pedagogy is the adolescent's civic, ethical and social development as well as the adolescent's adaptation to the demands of the changing natural and human world.

The expansive nature of the curriculum, and the pedagogy used to implement the curriculum, ensures that the curriculum can be adjusted to accommodate knowledge, skills and understandings required by the CAS, the CCSS, and the State assessments. Students become active participants with teachers in the task of identifying individual learning needs and, where needed, to design individualized learning programs to meet these requirements and demands. The goal is to hand over to students increasing responsibility for planning and managing their own learning as one aspect of the overall aim of the Montessori learning environment prepared for adolescents: to prepare students for social and economic independence.

The high school, grades 10th, 11th and 12th, is an integrated college preparatory curriculum that includes DPS approved curriculum, concurrent enrollment, AP curriculum and Montessori Integrated Math. Although most of the curriculum for DMHS is similar to DPS conventional schools, there are innovative differences. The literature studied in Language Arts supports the history curriculum for an overall integrated humanities curriculum. The math and science teacher work together to insure students are obtaining the mathematical skills needed to work out currently studied complex scientific equations. Linkages between science, math and history are explored. Throughout all areas of study, there is in-depth reading and writing instruction.

By high school, (10th - 12th), Montessori students are well adept at taking charge of their education, and are eager for further intellectual challenge. At this point, the curriculum looks similar to more traditional college preparatory curricula. However, the delivery of curriculum maintains the core values of Montessori and is designed specifically for students who have progressed through Montessori education. Instruction is delivered via key lessons that convey to the students fundamental concepts and serve as "jumping off" points for further exploration. Studies are self-directed in an environment of high expectations and high support. Teacher/advisors work with students to insure that students have the advanced skills necessary to explore advanced concepts.

In combination with the challenging academic setting, high school students are also encouraged to go out to local cultural institutions to further study. DMHS partners with Metropolitan State University along with local business and cultural institutions to establish student internships, community service opportunities and expanded learning options. DMHS also works closely with the DPS concurrent enrollment staff to place our junior and seniors who desire to take university classes at CCD and Metropolitan State University. Another key experience for high school is international travel. DMHS has launched a vigorous and appropriate fund raising campaign so that all students will be able to attend at least one international trip during high school.

In 2003, Dr. Kevin Rathunde published a study titled "A Comparison of Montessori and Traditional Middle Schools: Motivation, Quality of Experience, and Social Context." With the help of co-investigator Mihaly Csikszentmihalyi, Dr. Rathunde compared the experiences and perceptions of 150 middle school students in Montessori

and 150 middle school students in traditional schools using the Experience Sampling Method (ESM). The ESM statistical procedure allowed Dr. Rathunde to determine, in an objective manner, whether there were significant differences between the two groups of students (Montessori and Traditional) and to adjust or “control” for any differences that were due to other factors such as background variables.

The statistical analysis revealed that there were strong differences between the Montessori and Traditional students.

The differences included:

- Montessori students reported a significantly better quality of experience in academic work than the traditional students,
- Montessori students appeared to feel more active, strong, excited, happy, relaxed, sociable, and proud while engaged in academic work,
- Montessori students enjoyed themselves more, they were more interested in what they were doing, and they wanted to be doing academic work more than the traditional students,
- Montessori students reported significantly higher percentages of undivided interest, higher motivation and higher levels of importance with regard to schoolwork,
- Montessori students reported more conditions where the challenges and skills used while doing academic work were above average.

B. Progress Monitoring and Assessment

Formative Assessment:

Montessori teachers, working closely with the adolescents, keep careful records to ensure the students are provided with appropriate lessons when they are ready. Daily observation of students and detailed record-keeping help teachers plan the lessons individuals will need next. Working together, the adolescent students and the Montessori teachers keep records of lessons given, the follow-up work completed by each student, student progress and achievement, difficulties encountered by individual students and how those difficulties were resolved. Montessori teaching and learning practices provide enhanced opportunities for formative assessment. Here are some examples:

Because Montessori Junior high and Senior High teachers have students in their class for three years, they come to know each student in a way that is not possible when students move to new classes with new teachers every school year. Through close observation over three years, Montessori teachers become very aware of their students' learning styles, strengths and areas requiring further development. Because most lessons are presented to individuals or small groups, the teacher can easily observe and record levels of understanding and mastery in individuals. Before a lesson draws to a close, all students in the lesson are given the opportunity to show they understand the newly acquired skills or content. Any student who needs further teaching can review the lesson when it is presented to the next group of students ready for the lesson.

When students choose their own work extensions, they reveal a great deal about their interest and ability at any point in time, which teachers are then able to observe

and record. During regular individual conferences with the teacher, students become co-assessors of their work with the teacher. Junior and senior high students are given rubrics prior to any assignment that they can then use for peer and self-assessment. Student progress is reported via a detailed Junior High or Senior High portfolio that identifies the CAS and CCSS standards. Teachers record the date students received lessons. All lessons are aligned to the standards.

Interim Assessment:

DMHS uses NWEA MAP assessments for math and reading interim assessments. These assessments are given in August, December and May. Teachers analyze the data from the interim assessments and use that data to identify individualized learning goals for the next trimester.

Summative Assessment:

Learning achievement in Montessori classrooms is recorded through observation, the compilation of portfolios and detailed records of progress. Every project class has an end of unit presentation of learning and an end of unit assessment. Progress is also measured against achievement benchmarks that are based on the Colorado Academic Standards and the Common Core Standards. In these ways each student's progress can be expressed in terms meaningful to the student, as well as to teachers, parents and the wider community. DMHS participates in all Federal and State mandated assessments.

At the beginning of the school year, students' math skills are assessed via the NWEA MAP Math assessment. Students are then placed in a Montessori Integrated Math cohort based on their MAP and CMAS results along with teacher observation. Students complete seven daily reviews over the course of two weeks, and then take a unit assessment. Teachers check student progress weekly to determine what math lessons students need in order to continue making appropriate progress for that particular student. Teachers incorporate Montessori math materials along with more traditional math instruction techniques during math lessons. If students are not making adequate progress in math, despite additional support from teachers, then staff will begin the multi-tiered system of support process (MTSS).

Also at the beginning of the year, students receive the NWEA MAP Reading Assessment to determine reading levels. The principal, working with staff, review this data to determine what areas each individual student requires assistance in order to continue to make adequate progress with reading. Students are placed in reading cohorts based on their ability, and within these cohorts are allowed to choose their own literature books from a list provided by the school. Staff works with students to make adequate progress in all aspects of reading, including vocabulary, literary technique and structure, reading elements, and the ability to analyze text. Reading instruction occurs via literature circle, seminar and book clubs. Progress is measured through student participation in seminar, student written double entry notes, and student essays. If a student continues to demonstrate a lack of progress with reading after receiving additional lessons, staff will begin the multi-tiered system of support process (MTSS).

The third assessment students complete at the beginning of the year is a writing assessment. Teachers review the student's written work using a rubric based on the

Common Core State Standards for 9th grade. Teachers identify what small group instruction each student requires, and place that into the schedule. Students are required to complete writing assignments throughout each Occupations and Humanities project. Teachers review progress, again based on the CCSS rubric, and continue to develop lessons plans for each individual student. Should students continue to demonstrate a lack of progress after additional teacher support, staff will begin the multi-tiered system of support process (MTSS).

At all times, the expectation is that students are working at or beyond grade level as determined by the NWEA MAP Assessment for math and reading, and the CCSS writing rubric. If students are not working at grade level, staff will create an intervention and support plan to bring students to grade level. Lesson plans are contained within the student data systems created by DMHS.

The principal and staff maintain a student data spreadsheet compiled from NWEA MAP assessments, writing samples, quizzes and end of unit assessments. The principal and staff review this information at the Wednesday morning data team meetings, and regularly conduct the Five Step Inquiry Cycle for challenges that emerge. Individual student performance is presented to families during two family/teacher/student conferences per year. At these conferences, students walk their families through their portfolios. Teachers, students and families discuss student achievements, student challenges, and create goals for further progress.

Staff at DMHS has developed a data-management system that tracks lessons students have received, anecdotal record keeping, and overdue work. All lessons are aligned to the CAS and CCSS. Student progress on the standards is tracked with the expectation that at the end of their three-year cycle, they will have been introduced to, worked on and internalized a majority of the standards. This data management system includes student electronic portfolios, data tracking for each student, lessons needed for each student, and overdue work for each student. Because all DMHS teachers interact with all DMHS students, all teachers have access to the data for all students.

DMHS follow the DPS high school graduation requirements and also support students to complete the HEAR requirements including four years of English, four years of Mathematics, three years of Natural/Physical Science including two lab-based units, three years of Social Sciences (with at least one unit of U.S. and one unit of World History), one year of Foreign Language and two years of Academic Electives. Starting in seventh grade, every DMHS student creates a NAVIANCE account and begins to develop a personal education plan that becomes part of their junior and then their senior high portfolios. These plans are closely monitored to insure students are receiving 100% of the credits needed to graduate. Occupation curriculum is compared to course objectives for conventional classwork to determine appropriate credit for ninth grade. 10th through 12th grade classes have the same course objectives as conventional schools for the academic areas. Students receive grades and transcripts starting in 9th grade. Their report card also becomes part of their electronic portfolio.

DMHS is designed to respect stages of adolescent development, and promotion and retention criteria will reflect this value. Students are expected to be promoted within their established class. A key time for evaluation will occur towards the end of the ninth grade year. If a student demonstrates significant gaps in academic achievement, social and/or emotional growth to the level that they may not yet thrive in the high school, a

conference will be called between the student, their family, the principal and the student's advisor to determine if the student should spend an additional year in the junior high. In high school, if a student is not on track to meet all DMHS graduation requirements, the student, their family, the principal and the student's advisor will meet to create a plan in order for the student to graduate. One possible outcome of that plan may be for the student to spend an additional semester or year at DMHS until all graduation requirements are met.

If a student has exceeded graduation requirements before the end of their 12th grade year, that student will have the option to graduate early or concurrently enroll in CCD, UCD, Metropolitan State, or another college that offers dual enrollment. Again, a meeting will be called between the student, their family, the principal and the student's advisor to determine the best course of action.

At all times, if a student demonstrates academically, socially or emotionally that he or she is struggling to make academic progress in the school in order to achieve or maintain grade level, the advisor will meet with the student and their family to analyze the cause. If improvement does not occur, the advisor will work with staff to initiate the multi-tiered system of support process (MTSS).

C. English Language Learner Students

Montessori education is an individualized inclusive approach for all students in all cultures. It is a world recognized curriculum with Montessori schools in nearly every country. Providing excellent education to English language learners (ELL) is completely in line with the DMHS mission and vision. With their educational focus of connecting the hand and the mind in all learning activities, DMHS teachers are well prepared to assist ELL learners to acquire English in a fun, engaging and meaningful manner. All DMHS teachers are ELA-E certified. DMHS follows all of the DPS English Language Acquisition (ELA) protocols including the DPS Home Language Questionnaire, providing ELA services, ISA team meetings, ACCESS testing, and following a student for two years after re-designating that student. DMHS uses the District approved ELA curriculum for sheltered ELA instruction class. All teachers also provide sheltered instruction within their project classes and core curricular subjects. The Court Monitor visited DMHS in October 2015, and he expressed satisfaction regarding the DMHS' approach to ELL students and education.

D. Special Education Students

DMHS uses the multi-tiered system of support process (MTSS) model to identify students requiring special education. The MTSS model requires that achievement data and a body of evidence is maintained for all students. DMHS insures that universal screening is happening through the NWEA MAP assessments, bi-weekly math mastery assessments, observation, mastery level quizzes and end of unit assessments for both the junior and senior high. If a student is demonstrating a lack of appropriate progress, the student's advisor will contact and discuss concerns with parents and work with teachers to begin implementation of strategic interventions with fidelity. Staff documents these interventions using the DMHS designed MTSS tracking tool to determine whether or not the interventions are successful during a predetermined length of time such as 8 - 12 weeks. The documentation occurs on a secure, shared document format so that all teachers can review what interventions are being tried for each student, and share their

own observations of successful interventions. Progress is monitored via observation, weekly written samples, math mastery assessments, participation in seminar, mastery quizzes and end of unit assessments, and NWEA MAP assessment.

If the student responds to the interventions, they will remain in place as long as necessary. If the student does not respond to the interventions as documented by insufficient progress towards specific benchmarks in the given area of concern, the advisor will bring the student to the MTSS team. The MTSS team meets bi-weekly and consists of the principal, the special education provider, and at least two additional teachers. The student's parents will also be invited to participate in this meeting only during the time that their particular student is being discussed. At MTSS team meetings, the team will review the student performance data collected before and during interventions. The team will then discuss further interventions for the teachers to use for that student within a determined number of weeks. Teachers will implement the interventions with fidelity and record the student's response to the interventions. Progress will again be monitored via observation, weekly written samples, bi-weekly math mastery assessments, participation in seminar, mastery quizzes and end of unit assessments, and NWEA MAP assessment.

If, after trying a variety of interventions, the student is still not making sufficient progress as compared to his/her peers, the special education provider will begin the process to determine if the student qualifies for special education services. This process will follow all Federal and Colorado special education guidelines including parent notification, a complete record review, additional testing if needed and appropriate written permission. Once the assessment process is completed, the special education provider will convene an initialization meeting that consists of the student, the student's family, the student's advisor, the general education teacher, the principal, the special education provider, the psychologist/social worker, the school nurse, and any other experts necessary to create a holistic picture of what the student requires in order to achieve a free, appropriate, public education and to thrive at DMHS. If this team determines that the student requires special education services, the team will then determine how much and what type of services the student requires and set initial goals for the student. The special education provider, the student's advisor, and the family will continue to work together to set appropriate goals for the student. The student's advisor and the special education provider will monitor progress on these goals.

DMHS accepts students coming from DPS Montessori schools without discrimination towards students with disabilities. Prior to the start of every DMHS school year, the DMHS special education provider reviews the list of incoming students to determine who is currently on an individualized education plan (I.E.P). The provider will review the I.E.P. and conduct transition meetings with the student, the student's families and the special education team from the sending school. Goals will be reviewed to insure that they align with the DMHS junior high program. Progress will be monitored by both the special education provider and the student's advisor via observation, weekly written samples, bi-weekly math mastery assessments, participation in seminar, mastery quizzes and end of unit assessments, and NWEA MAP assessment.

Montessori education is an ideal match for serving students with disabilities. All students are educated in an individualized manner, with personal goals and personalized progress monitoring. Lessons are presented in small group format with

multiple opportunities to check for understanding, ask questions, and demonstrate knowledge. All lessons are differentiated to meet the needs of attending students. Students are then allowed to demonstrate learning in a wide variety of ways. In Montessori, the special education provider is integrated into the classroom, working side by side with all students, with and without I.E.Ps. At the same time, the special education provider insures that students with I.E.Ps are receiving the required minutes of service. If the special education teacher needs to meet with I.E.P. students one on one or in small groups, the schedule easily allows for these types of pull-out lessons.

Secondary Montessori Special Education involves awareness of the student to understand his/her disability and learning style. Much like regular education, DMHS encourages students to become self-directed learners and find strategies that work for them. As they ready themselves for the next level, students learn to become increasingly more independent in their learning. They learn to ask for help from a variety of resources and ask for accommodations based upon their need. Students learn to be their own best advocates and are then able to carry this skill to college and post secondary careers.

A student's disability is treated as a learning difference. In Montessori, students recognize that all students learn differently, and staff works with all students to determine optimal learning styles. Because of this culture, students with disabilities leave behind much of the stigma around being a different type of learner. Instead, they embrace their differences, understand strategies they need to succeed, and work with the special education provider and their teachers to receive accommodations necessary for academic achievement.

The strategies used by the special education provider will vary depending on student disability. The provider will use the existing Montessori materials, key lessons and curriculum as the basis for instruction. If a student requires additional, outside curriculum such as Wilson Reading Systems, the special education provider will consult with DPS to determine the most current highly effective curriculum for the specific targeted intervention. Any outside curriculum used will be scientifically proven to help students with that particular targeted intervention. For our high school students with I.E.P.s, the special education provider works with the student, the student's family, and the student's advisor to create transition plans to assist the student in identifying and determining post secondary options.

E. Academic Intervention and Acceleration

The DMHS schedule is designed so that teachers are easily able to schedule and conduct small group lessons. These lessons are created to meet the needs of the variety of learners at DMHS, including special education, ELL, gifted and talented and intervention students. There are key lessons to advance the curriculum, targeted intervention lessons for students demonstrating a need for additional support, and challenge lessons for students demonstrating a need and ability to work beyond the established curriculum. Montessori education uniquely supports all types of learners because of its focus on individualized education.

During the Wednesday staff data team meetings, the principal and the teachers review data gleaned from the NWEA Map assessments, math mastery challenges, and the rubric evaluated writing samples along with observations, and body of evidence

including student portfolios. Through these meetings, staff determines what students are succeeding with minimal intervention and therefore are only needing key lessons. Staff also identifies students who are lagging behind their peers and demonstrating weak progress. Staff collaborates and determines what targeted lessons these students require and plan for those lessons. Staff works together to determine specific interventions and documents success or lack of success of these interventions in a secured, shared document format. If students continue to demonstrate a lack of success after different interventions are attempted, the student may need special education services and will be referred to the student intervention team for further evaluation.

Targeted interventions in math include revisiting the elementary Montessori math materials. These materials provide concrete representations of advanced math concepts in a manner that allows students to understand the concepts with their hands as well as their heads. Additional targeted intervention includes small group lessons that meet students at the level they need to make progress. Montessori Integrated Math supports these interventions as it is designed to meet the individual skills and challenges required by the individual student.

Targeted interventions in reading include small group lessons or one-on-one assistance depending on the individual student's needs. At this level, deficiencies are often in fluency and/or comprehension. Comprehension can be improved by working with students to practice pulling out important information or highlighting. Fluency typically improves with practice, practice, practice as most struggling readers avoid reading. Teachers create safe, small group lessons that allow students to practice reading. Students are allowed to choose their literature books, from a list generated by the school, so that they have more ownership of the books that they are reading.

Montessori education meets the needs of students requiring additional challenge. Montessori students determine what follow up work they want to investigate within the curriculum. Because of the open-ended nature of this type of approach, students are able to take their follow up work as wide and as deep as they choose. Presentations of learning can be accomplished using a variety of modalities including PowerPoint, dramatic personae, extended essay, song writing, poetry and creating physical models. The goal of the teachers and student advisors is to insure that students are working a majority of the time to the top level of their ability. Should a student demonstrate a lack of engagement, the student's advisor will meet with the student to determine what additional skills a student requires to reach the next level of learning. These challenge lessons will then be designed and delivered.

Dr. Mihaly Csikszentmihalyi through his research created a chart that demonstrates optimal flow or engagement. (Flow, the Psychology of Optimal Experience, p. 74) The chart demonstrates that optimal flow, or engagement, occurs at the intersection of challenge and skills. If a person is experiencing high challenge and low skills, the result is anxiety. If the person is experiencing high skills but low challenge, the result is boredom. The goal at DMHS is to insure that students are fully supported so that they are working at the exact intersection of high challenge and high skills in order to make optimal academic along with social and emotional progress. At DMHS, a high school student who is at risk of dropping out or not graduating is identified long before the situation becomes a crisis. Through DMHS data tracking and

assessment systems, staff is aware of students who are not making adequate academic progress. Advisors work with the student and the student's family to create a plan for the student to get back on track. Student advisors create professional, trusting relationships with students so that they are aware if a student is experiencing challenges beyond school that affect their ability to succeed at school. In this event, advisors will link the student and the school psychologist / social worker to insure the student is getting support needed outside of school to succeed at school. Students needing additional academic support will receive this support through the MTSS process. If a high school student is still struggling with obtaining credits necessary for graduation, the student, the student's advisor, the student's family and the high school program director will meet to create a graduation plan that may include summer studies, on-line education, partnership with other DPS schools, an additional year at DMHS, and any other support necessary to insure that the student graduates ready and able to attend college or succeed in a career.

F. Gifted and Talented Students

Montessori education is an ideal match for students who are identified as gifted and talented. Because the majority if not all of the students will be coming from DPS Montessori schools, most of our gifted and talented students enter identified and have ALPs. DMHS has a gifted and talented teacher who reviews the ALPs of all incoming GT students and discusses any questions regarding the ALPs with sending teachers and GT coordinators. The GT teacher meets with the student's advisor to review the ALP. Advisors, the GT teacher and students work together to determine how best DMHS can support the student towards reaching ALP goals.

Montessori students determine what follow up work they want to investigate within the curriculum. Because of the open-ended nature of this type of approach, students are able to take their follow up work as wide and as deep as they choose. For GT students, further connection to challenging curriculum may be required. Depending on the situation, this occurs via connecting the students to outside experts related to the Occupation, having the student research and co-teach with staff key lessons, having the student design and implement management roles, and having students create polished, professional presentations that can be shared with the greater community. For High School, students can take on-line coursework that better meets their academic level and/or can concurrently enroll in college coursework. Students can also create and co-teach with staff elective coursework and test preparation classes.

All of these options will be available to all students, regardless of if they have a GT designation or not. This will allow students who perhaps qualify for GT designation but have chosen not to pursue the designation to also work at their highest levels. If a DMHS student who does not have a GT designation and who demonstrates the potential to qualify for GT designation and also they (or their family) desires to pursue the GT designation, the principal and GT teacher will follow the GT designation criteria as outlined on the DPS Gifted and Talented website to determine if the student qualifies for GT services.

G. Supplemental Programming

Montessori adolescent programs are designed to address the social, emotional

and mental well being for students. The advisor model and three-year cycle are designed so that teachers create professional, positive relationships with students and are able to understand students' abilities at a far deeper level than if they only had students for one class or one year. During this time, the student's advisor is also able to create positive partnership with the student's family so that there is an entire network of communication and support for students. Throughout Montessori education, students are strongly encouraged to develop and use their voice to advocate for themselves and to figure out solutions to their challenges with adult support. If a student requires further intervention than the advisement model can support, the advisor will connect the student to the school psychologist / social worker so that he or she can determine appropriate resources for the student.

Nurturing physical health is also a core value of Montessori. One of the purposes of the urban farm is to connect students to a wide variety of organically grown food. The food grown will be added to the school lunch program so that students have fresh vegetables that they have grown themselves. The outdoor work is physical and requires students to challenge themselves in order to complete the required tasks. Because the students are working side by side with their friends and with an adult, the students participate generally with a positive attitude. One of the Occupations is focused on adolescent development, nutrition and health. Students learn the science of adolescent development and nutrition, and have the opportunity to ask questions and discuss the negative affects of alcohol and drug use on the developing brain.

Another core value of Montessori education is the creation of positive communities. There is extensive conversation regarding creating community, supporting positive behavior and being inclusive. Students are invited to bring up community concerns at daily advisement meetings and weekly community meetings. Behavior that resembles bullying, exclusivity, discrimination, prejudice and any other non-inclusive behavior is immediately addressed and processed with involved parties. Montessori students take pride in their healthy communities, and they advocate in a variety of ways to maintain them.

The junior high students participate in a creative and physical expression curriculum that allows for activities that typically happen after school. These activities include drama, sports practice, woodworking, dance, music, film-making and arts and crafts. All DMHS students are welcome to join the DMHS Ultimate Frisbee team. There is a fall and spring season. Depending on student interest, DMHS is also open to providing 7th and 8th grade volleyball and basketball. DMHS partners with North High School for students who are interested in playing and/or participating in North's supplemental programming. DMHS provides transportation to North after school.

H. TEACHING

Teacher Recruitment, Hiring, and Retention

DMHS teachers hold a Montessori certification and/or have attended the AMI / NAMTA Orientation to Adolescent Studies. If a teacher is identified who has not yet obtained Montessori training, they will be required to do so during summer sessions. Every effort will be made to find high quality teachers who already have one if not both of these trainings. DMHS recruits teachers through the NAMTA, AMI, and AMS

websites

The primary goal for teacher coaching is to create a recursive learning environment where teachers can evaluate and improve their practice through reflective conversation with other teachers, the principal, peer observers and Montessori consultants. Our definition of a recursive learning environment is the process of improving Montessori practice by examining the principles of Montessori theory and how it applies to adolescent education. Colleagues then share their acquired knowledge and skills with one another resulting in the knowledge being reinforced for the “teacher” and spread exponentially among the other staff members. At DMHS, we focus on implementing Montessori theory and understanding adolescent brain development. The school is constructed around how these two factors can be maximized to insure an optimal learning environment.

The tools we use for teacher observation include the Framework for Effective Teaching used by principals and peer evaluators to evaluate Montessori teachers in DPS. Another tool we use is an observation rubric specifically created for DMHS. That rubric includes prepared environment, engagement of students, quality of key lessons, portfolio quality and completion, ability of teacher to link students to high quality follow up work, overall quality of the Occupation including involvement of outside experts, initial engaging experiences (first period lessons), challenging and interesting follow up work (second period) and high quality presentations of learning (third period). The third tool we use is data review. This includes student portfolio review, review of NWEA MAP Assessments and bi-weekly math assessments, review of mastery and end of unit assessments, review of writing samples throughout the year and standardized test results. At least 50% of a teacher’s overall evaluation will be based on review of student data.

DMHS recommends that teachers formally observe each other using the DMHS Observation Rubric at least twice per year. Staff then uses the results of this observation as an opportunity for recursive learning during integrated staff time. The school leadership team observes teachers once per month alternating between the Framework for Effecting Teaching Evidence Guide and the DMHS Observation Rubric. This information is brought to staff in a non- threatening way during coaching sessions. DMHS also welcomes observations by LEAP peer observers.

During the weekly staff integration time, there is dedicated time on the agenda to discuss teacher observation and student data. The goal always is to create a recursive and reflective learning environment to insure that we are improving the Montessori program and student outcomes. If personnel issues arise from the observations, that will be handled privately through the teacher evaluation process.

Teacher Evaluation

DMHS follows the Framework for Effective Teaching for formal teacher evaluations as outlined by DPS. This includes partial and full observations with feedback meetings, mid-year conversations with improvement plans as needed, professionalism and data review. The school follows the district’s LEAP Basic Fairness Guide. If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Improvement.

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 Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract renewal is subject to leader discretion.

I. Professional Development

The principal at DMHS is responsible for managing and evaluating professional development. School led professional development is on Montessori education and adolescent brain development. All teaching staff will be required to attend training on Montessori adolescent education such as the AMI Montessori Orientation to Adolescent Education. This five week intensive course of study includes all aspects of adolescent Montessori education. The school also leads professional development on establishing and maintaining a strong cultural infrastructure and cultivating a culture of work, data review, SLO creation, cultural competency, lesson planning and design and creating and evaluating rigorous assignments.

Professional development occurs during the five days preceding the first day of school, throughout the school year, and every Tuesday from 3:45 to 5:00 (staff meetings). The staff meetings' primary focus is Montessori theory and understanding adolescent brain development. These staff meetings support the recursive learning environment in that they allow for reflective conversation to evaluate and improve practice. Staff improves their Montessori practice by examining the principles of Montessori theory and how it applies to adolescent education. Colleagues share their acquired knowledge and skills with one another resulting in the knowledge being reinforced for the "teacher" and spread exponentially among the other staff members. Wednesday data team meetings include data review, discussion on recent observations, curriculum review and student discussion. The staff also meets every morning to review logistics, school culture and student concerns

Section IV: Efficiencies, Cost Savings and NCLB

A. What cost savings and/or efficiencies that are projected through attainment of innovation status?

DMHS has obtained cost efficiencies by using primary and secondary source materials and free on-line programs versus using conventional textbooks. DMHS also uses free resources such as Google Classroom and Google Apps for Education.

DMHS meets or exceeds the salary schedule set forth by DPS for teacher and staff salaries. However, DMHS uses the actual salaries for teachers versus the cost- averaging model. This results in demonstrating the true cost of running a Montessori Junior/Senior high school. DMHS has incorporated into the annual teacher salary, versus as additional costs, time spent on overnight trips, professional development and after school events. This allows DMHS to offer these very important Montessori elements without making the cost of the school program prohibitive.

DMHS teachers are hired on an annual contract basis. By having innovation status, DMHS is able to complete the hiring process on a schedule that more closely aligns with the hiring window for high quality Montessori teachers.

B. Will the school employ licensed teachers in core subject areas?

DMHS works closely with Denver Public Schools' Human Resources Department to insure that the school hires licensed teachers in core subject areas.

The following is a summary of DMHS's historic SPF ratings, with a focus on an analysis of SPF 2017 outcomes. Three-year goals for DMHS follow this analysis.

Historical SPF Ratings:

Year	2014	2015	2016	2017
Overall SPF Rating	31.78% Accredited on Probation	No SPF for this year	62% Accredited	47.3% Accredited on Watch

2017 SPF Analysis:

Note: The DPS SPF is a measure of two year's worth of data. This analysis details the most recent performance - current performance - for the purposes of identifying strengths, threats and challenges to inform the articulation of priority challenges and the development of major improvement strategies. Many data points are a compilation of three years work of data. Disaggregated data was analyzed but not reported here due to low numbers..

SPF Indicator Area Strengths

	CMAS/PARCC:
Growth	9th grade literacy MGP is rated as "Exceeds". 9th grade math MGP is rated as "Meets".
Achievement (status)	PSAT: 10th graders meeting the benchmark for Literacy is rated 73.9% and as "Meets".
PSR	The DMHS high school rating for Post Secondary Readiness is at "Meets". The On Track to Graduation Rate Change is at "Exceeds".
Family and Student Engagement and Satisfaction	The SPF rating for Student Satisfaction and Parent Satisfaction is at "Meets" for the 7th and 8th grade and "Exceeds" for the 9th and 10th grade. Attendance: The 9th and 10th grade attendance benchmark is at "Meets".

Challenges

CMAS / PARCC:
7th and 8th grade literacy MGP is rated as "Approaching". 7th and 8th grade math MGP is rated as "Approaching".
CMAS / PARCC: Status scores for 7th, 8th and 9th grades math is rated at "Does Not Meet" Status scores for 7th, 8th and 9th grade literacy is rated at "Approaching".
PSAT: 10th graders meeting the benchmark for Math is rated at 39.1% and as "Approaching".
Attendance: The 7th and 8th grade attendance benchmark is at "Does Not Meet" with only 38.1% of students reaching the benchmark.

CMAS Data - Math

Math MGP	2016	2017
7th Grade	55	38.5
8th Grade	46	43.5
9th Grade	*	49
Disaggregated numbers for 7th & 8th Grade		
MGP Total Average	49	40
Asian	*	*
Black or African American	*	*
Hispanic/Latino	49	41.5
White	63	37
Two or More Races	*	*
FRL	25	42
Non FRL	65	38
Non ELL	52	41.5

Math Status (Meets /Exceeds):	2016	2017
7th Grade	22.5%	6.4%
8th Grade	21.3%	23.9%
9th Grade	37.5%	9.4%

CMAS Data - ELA

ELA MGP:	2016	2017
7th Grade	57.5	22.5
8th Grade	61.5	43
9th Grade	*	70
Disaggregated numbers for 7th & 8th Grade		
MGP Total Average	58.5	35.5
Asian	*	*
Black or African American	*	*
Hispanic/Latino	61.5	38.5
White	63	37.5

Two or More Races	*	*
FRL	58	40
Non FRL	60	33
Non ELL	57	35.5

ELA Status (Meets /Exceeds):	2016	2017
7th Grade	37.5%	23.9%
8th Grade	44.7%	39.1%
9th Grade	70.8%	40.6%

***There were not enough student number to disaggregate 9th grade nor for ACCESS scores.**

At DMHS, we created the following three-year goals in 2015/16 to guide instructional planning and decision-making. These goals are aligned with our UIP.

Major Improvement Strategy 1: Implement, through data analysis, individualized student math targets to improve 8th grade math proficiency.

Three-year Goal: By 2018, 50% of 8th grade students will be at grade level in math as measured by the end of year MAP math assessment, and 40% of 8th grade students will meet or exceed expectations as measured by PARCC math assessment.

Results: By spring of 2017, 32% of 8th grade students tested at grade level on the end of year MAP assessment. 8th grade PARCC math results are 34% “Approaching or above” and 21.3% “Met or above”. The MGP for 8th grade was 43.5.

In 2017, DMHS formally implemented Montessori Integrated Math. We were able to purchase this curriculum using the high school flexibility budget for the 7th – 12th grade math curriculum. The new curriculum has pulled together the many different individual approaches into one cohesive curriculum. Formative and interim data thus far show that students are making progress and are demonstrating significantly more engagement. The winter NWEA MAP assessment will be given in December prior to winter break.

Major Improvement Strategy 2: Design reading groups for ELL students to provide additional sheltered instruction in reading and comprehension.

Three-year Goal: By 2018, 75% of DMHS identified ELL 8th grade students will measure at “Approaching”, “Met”, or “Exceeds” expectations as measured by the PARCC ELA assessment.

DMHS had a very small percentage of 8th grade students last year who are identified ELL students. Of the 6 students, 5 measured at “Approaching or Above” on the PARCC

ELA Assessment. This equates to 83%.

Major Improvement Strategy 3: Implement a school-wide post-secondary initiative.

Three-Year Goal: 100% of DMHS 11th grade students will be prepared academically, socially and emotionally and have the tools they need to apply to a four-year college or university.

In our current SPF, DMHS achieved a “Green” or “Meets” rating for on track to graduation.

For the 2017/18 UIP, DMHS has set the following two-year goals: See goal sheet below.

Performance Indicator:		Academic Achievement (Status)
Measures / Metrics:		M
Annual Performance Targets	2017-2018:	20% or less of 8th grade students will score “Did Not Yet Meet” in math as measured by PARCC.
	2018-2019:	15% or less of 8th grade students will score “Did Not Yet Meet” in math as measured by PARCC.
Interim Measures for 2017-2018:		15% or less of 8th grade students will score "Lo" on the Winter 2017 MAPS.

Performance Indicator:		Disaggregated Achievement
Measures / Metrics:		R
Annual Performance Targets	2017-2018:	The literacy achievement for 7th and 8th grade students who qualify for FRL will improve from the current score of 17.8% to 25% as measured by PARCC.
	2018-2019:	The literacy achievement for 7th and 8th grade students who qualify for FRL will improve to 35% as measured by PARCC.
Interim Measures for 2017-2018:		The percentage of 7th and 8th grade students who achieve "lo" in the reading MAPs assessment will be 15% or less.

Performance Indicator:		Postsecondary & Workforce Readiness
Measures / Metrics:		Other PWR Measures

Annual Performance Targets	2017-2018:	50% of 11th grade students will meet college readiness benchmarks as measured by the SAT.
	2018-2019:	70% of graduating seniors will have graduated remediation free.
Interim Measures for 2017-2018:		PSAT, Accuplacer, student grades.

In addition, DMHS has set the following three-year goals. These goals will be specifically supported through the teacher leadership model, regular weekly coaching, and review of goals and progress at data team meetings.

Denver Montessori Junior High School Goals

Type of Assessment	2017-2018 Baseline	2018-2019 Goal	2019-2020 Goal	2020-2021 Goal	Innovation Plan and Status Alignment: Why the Innovation Plan and Status can be expected to support progress towards this goal.	
CMAS	MGP Math 7 th : 38.5 8 th 43.5 9 th 49	MGP Math 7 th : 55 8 th 55 9 th 55	MGP Math 7 th : 55 8 th 60 9 th 60	MGP Math 7 th : 55 8 th 60 9 th 60	Flexibility in PD to focus on Montessori training and also specific needs that arise from regular review of data and culture.	
	Status Math 7 th 6.4 8 th 23.9 9 th 9.4	Status Math 7 th 25 8 th 20 9 th 25	Status Math 7 th 25 8 th 35 9 th 30	Status Math 7 th 25 8 th 35 9 th 45		
	MGP ELA 7 th : 22.5 8 th 43 9 th 70	MGP ELA 7 th : 55 8 th 60 9 th 70	MGP ELA 7 th : 55 8 th 60 9 th 70	MGP ELA 7 th : 55 8 th 60 9 th 70		Flexibility for hiring teachers in order to prioritize Montessori training and school fit.
	Status ELA 7 th 23.9 8 th 39.1 9 th 40.6	Status ELA 7 th 25 8 th 30 9 th 50	Status ELA 7 th 25 8 th 30 9 th 50	Status ELA 7 th 25 8 th 30 9 th 50		Flexible schedule to meet the needs of our program
						Flexibility of curriculum to match the Montessori pedagogy
		%Proficiency ELA –	%Proficiency ELA – 50%	%Proficiency ELA – 60%	%Proficiency ELA – 60%	Flexibility in PD to focus on Montessori

PSAT	73.9% Math – 39.1	Math – 20%	Math – 35%	Math – 45%	<p>training and also specific needs that arise from regular review of data and culture.</p> <p>Flexibility for hiring teachers in order to prioritize Montessori training and school fit.</p> <p>Flexible schedule to meet the needs of our program Flexibility of curriculum to match the Montessori pedagogy</p>
Post Secondary Readiness	Overall on-track trajectory: 89.9%	Overall on-track trajectory: >90%	Overall on-track trajectory: >90%	Overall on-track trajectory: >90%	<p>Flexibility in PD to focus on Montessori training and also specific needs that arise from regular review of data and culture.</p> <p>Flexibility for hiring teachers in order to prioritize Montessori training and school fit.</p> <p>Flexible schedule to meet the needs of our program</p> <p>Flexibility of curriculum to match the Montessori pedagogy for all students.</p>

Denver Montessori Junior/Senior High School Request for Innovation Status

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

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

<p>Replace ment Policy</p>	<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 up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u></p> <ul style="list-style-type: none"> ● 1 Principal ● Up to 3 Other <p><u>Positions elected by majority vote (serving 1 year terms):</u></p> <ul style="list-style-type: none"> ● Up to 3 Teachers depending on teacher interest ● At least 4 Parents ● At least 1 Support Staff Member <p>The positions shall be voted upon after the initial CSC meeting to be held no later than September 30 of that school year. Any DMHS community member showing up at the September CSC meeting expressing a desire to serve on the CSC shall be included in the slate of positions to be elected. The slate will be presented to the entire DMHS family and teaching community. The community will have the ability to vote yes or no to the slate of positions. If a majority of the community votes no, or if more than 12 total people want to hold CSC positions, than individual position elections shall occur.</p> <p><u>The CSC shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ● 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, within the parameters of the school’s Montessori pedagogical approach to education ● Advising on creating a strong school culture and positive behavior ● Insuring adequate services for special populations, and ● Advising on use of school facilities <p>For any responsibility that requires a CSC vote, a quorum must be present and the majority vote will prevail.</p>
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School Proposal	KHBA: Sponsorship Program	Budget
Policy	<p>The district may maintain a corporate sponsorship program designed to provide a mutually beneficial relationship between the district and the business community. It is the goal of this program to achieve additional revenues to support district programs in a manner that will limit the commercial exposure associated with this program and comply with district policy KHB, Advertising in Schools/Revenue Enhancement. The program may also be used in school cafeterias related to the Food Services program.</p> <p>The Superintendent or his designee shall have the authority enter into sponsorship agreements. Official sponsors will receive certain rights and opportunities that may include the right to be an exclusive provider of services or products for the period of time addressed by the sponsorship agreement. All sponsorship agreements will allow the district to terminate the agreement at least on an annual basis if it is determined that it will have an adverse impact on implementation of curriculum or the educational experience of students.</p> <p>Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues.</p> <p>Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement.</p> <p>All sponsorship activities will comply with district policies.</p>	
Replacement Policy	<p>The school has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget. The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ol style="list-style-type: none"> 1. The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. 2. The sponsorship will not alter any district owned resources unless permission is granted by the district. 3. The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. 4. The sponsorship agreement will be reported to the district budget office at least 30 days before an agreement is to take effect. The budget office will have the ability to refuse the agreement only in situations where said agreement will adversely impact funding arrangements for other schools in the district more than it would benefit the School or because it would be in conflict with existing fund regulations (such as federal grants). 	
School Proposal	EEA – Student Transportation	Student Transportation

<p>Policy</p>	<p>The school District's transportation program shall be designed to get students who live an unreasonable walking distance from school to school and back in an efficient, safe and economical manner.</p> <p>General responsibility for the transportation system is vested in the director of transportation. All other people engaged in the transportation program are responsible to that administrator.</p> <p>It shall be the duty of the director of transportation to provide the Board of Education with regular reports and information regarding the efficiency and conduct of the transportation program.</p> <p>The District shall operate its own fleet of buses and other types of vehicles as needed.</p> <p>In the event the Board determines that the unreimbursed expenses associated with providing student transportation are impacting the budget for instructional programs, the Board may explore opportunities to offset those costs through imposition of a transportation fee in accordance with state law.</p> <p>Alternatively, the District may submit to the voters the question of whether to impose a mill levy increase for the payment of excess transportation costs in accordance with state law. If the mill levy increase is approved, the revenues shall be deposited in the transportation fund.</p> <p>The district shall waive any transportation fee for any student eligible for reduced price or free lunches as determined by federal regulations.</p> <p>Adoption of Regulations</p> <p>The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.</p>
<p>Replacement Policy</p>	<p>DMHS provides secondary Montessori education to students continuing from DPS Montessori elementary schools. In order to make it feasible for all students who choose to continue their Montessori education, transportation to and from DMHS from the DPS Montessori elementary schools will be provided as part of the District's transportation program. The principal will work with district budget staff and the Transportation department on an annual basis to establish a transportation plan for the school that includes transportation to and from the DPS Montessori elementary schools. DMHS will not be required to pay out of its school budget for the transportation costs, unless the school based budgeting formula for DMHS is adjusted to include transportation funding. Should the school develop a plan that applies a different policy from the one specified in EEA, the plan will be shared with and approved by the district transportation department and then published and made available to parents no later than 6 weeks prior to the school year. The DMHS transportation plan is located on the school's website at dmhs.dpsk12.org.</p>

School Proposal	GCF/GDF: Staff Recruitment/ Hiring	Human Resource Management: Hiring
<p>Policy</p>	<p>Hiring</p> <p>There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability.</p> <p>All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act.</p> <p>All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection.</p> <p>The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district.</p> <p>Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant's fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</p>	
<p>Replacement Policy</p>	<p>The Innovation School will follow District Policy GDF/GCF; however, the Innovation School will have autonomy to recruit staff using the following criteria and make offers to candidates outside of the traditional district hiring calendar.</p> <ul style="list-style-type: none"> DMHS will work with the district HR office to post teaching positions through the district website and through national Montessori recruitment websites. From these postings, DMHS will 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 selections using locally-designed processes. 	

- Teachers shall be hired based on the following criteria: DMHS will create a rubric that values Montessori training, NAMTA or other Montessori Adolescent training, Highly qualified, teacher licensure, demonstrated ability to team teach, experience with Montessori adolescent programs, and demonstrated understanding and ability to implement a Montessori adolescent program. Hiring decisions will be made by the school's "personnel committee", with final determination to be made by the school principal. The personnel committee shall consist of volunteer representatives from all staffing areas that will be affected by the new hire, such as the teaching team, the program director, special education and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.
- The school will adhere to district salary schedules for all teachers but requires autonomy in determining the years of experience in order to account for private and other school experience, along with Montessori or other teaching experience that might have occurred outside of the time window for accepted experience.
- DMHS will follow the district hiring process for Classified employees and select candidates through the district recruitment and application processes; however, final hiring determinations will be reserved by the school principal. Should the school principal determine that the candidates for a position as provided through the district recruitment and staffing process do not meet the expectations of the principal, the principal will have the ability to not hire the position and re-post the position for new applicants, and pursue additional recruitment activities as deemed necessary to fill the position appropriately.
- If DMHS identifies a need for a position that does not exist in the district's current list of classified positions, DMHS will create a profile for this position, provide the information to the district's HR office, and use district systems to post the position and hire a candidate for the position.
- Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate.
- Background checks will be administered using the existing systems and processes for the district.
- The School shall conduct reference checks.

School Proposal	IKA:	Education Program
Policy	<p><u>State assessment system</u></p> <p>State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.</p> <p>State law also requires the District to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the District’s assessment calendar. This policy and its accompanying regulation(s) represent the District’s processes to address these requirements.</p> <p style="text-align: center;">1. <u>Pencil and paper testing option</u></p> <p>The Superintendent or designee may determine that a specific classroom or school within the District will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:</p> <ul style="list-style-type: none"> • the technological capacity and resources of the particular school/classroom; • students’ previous experience with computerized and written assessments; • whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and • the logistics of administering the state assessment in different formats at a particular school or schools. <p>Prior to making this determination, the Superintendent or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the District.</p> <p>For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student’s Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable state and federal law.</p> <p style="text-align: center;">1. <u>Parent/guardian request for exemption</u></p> <p>A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy’s accompanying regulation.</p> <p>In accordance with state law, the District shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.</p> <p>This policy’s exemption process shall apply only to state assessments and shall not apply to District or classroom assessments.</p>	

1. **Sharing of student state assessment results with parents/guardians**

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the District and for each public school in the District based on the state assessment results for the preceding school years. This information shall be included in each student's individual student record. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District assessment system

In addition to the state assessment system, the District has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers; and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the District's academic standards.

In accordance with applicable law, the District's assessment system shall accommodate students with disabilities and English language learners.

The District's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the District's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the District shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and District assessments that the District plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the District's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the

	<p>District’s academic standards. The records and reports of individual students shall be kept in a form meaningful to parents/guardians as well as teachers. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.</p> <p>Adoption of Regulations</p> <p>The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.</p>
<p>Replacement Policy:</p>	<p>The organization of instruction for DMHS will be separate and distinct from the district's organization. The model will be designed in accordance with the organization of instruction appropriate for a secondary Montessori school. Section III: Education Program of the DMHS performance application specifies the organization of instruction for the school including specifics on grade levels and configuration. DMHS agrees with this policy except for:</p> <ol style="list-style-type: none"> 1. DMHS will design its own school assessment system (in lieu of the District assessment system), including interim assessments, classroom assessment system and grading systems that are aligned to its mission, vision and curriculum.

School Proposal Policy	IKF: Graduation	Graduation and Promotion
	<p><u>The following criteria shall entitle a student to a high school diploma from Denver Public Schools:</u></p> <p>1. Successful completion of 24 units of credit <i>(in the prescribed categories listed below, including and in addition to successful completion of any school or program-specific requirements which have been approved by the District)</i>. A Unit of Credit is defined as the amount of credit earned toward graduation following demonstration of district identified competencies. Successful completion is defined as a passing grade or score.</p> <p>a. Achievement in the Colorado Academic Standards as demonstrated by mastery of appropriate grade-level courses or competencies;</p> <p>b. Minimum Requirements for a High School Diploma:</p> <ul style="list-style-type: none"> ● English 4 units ● Math 4 units ● Science 3 units ● Social Studies 3 units (to include .5 unit of Civics) ● Physical Education 1 unit* ● Arts or eligible CTE 1 unit* ● Approved Electives 8 units* <p><i>*The district values quality, standards-based learning experiences in physical education, world languages, the arts, Career Technical Education, and other electives. Through their Individual Career and Academic Plans (ICAPs), students are encouraged to work with their counselors and advisors to plan for and own their engagement in physical education, the arts, and other electives to meet their academic and career goals.</i></p> <p><i>Note: Students with ICAPs directing them toward 4-year higher education institutions must verify with their school counselor/advisor that they are on-track to complete the requisite world language or other specific courses necessary to meet higher education admission requirements for the institutions of their choice (e.g., Colorado Higher Education Admission Requirements);</i></p> <p>2. Demonstration of College and Career Readiness in English and Math through one or more of the approved options in the DPS Approved Menu of Options as identified in the Regulation accompanying this policy.</p> <p>3. Completion of the requirements and goals as listed on a student’s Individual Career and Academic Plan (ICAP) and/or Individualized Education Plan (IEP) which may include modified content standards.</p>	

Units of Credit earned from Outside Institutions, Home-Based Programs, or Independent Study:

- Students entering from outside the district or a home-based program must meet the district’s requirements to receive a high school diploma. The principal or principal’s designee shall determine whether credit toward course unit requirements shall be granted for course content/units taken outside the district.
- The district shall accept the transcripts from a home-based educational program. In order to determine whether the course content/units and grades earned are consistent with district requirements and standards, the district shall require submission of the student’s work or other proof of academic performance for each course unit for which credit toward graduation is sought. In addition, the district may administer testing to the student to verify the accuracy of the student’s transcripts.
- Students who wish to obtain credit from outside institutions or programs, work experience, independent study, work based study, community service, capstone or certification programs, must meet the unit competencies appropriate to the credit type.

Years of Attendance:

The Board of Education believes that most students benefit from four years of high school experience. However, in some cases students require differentiated lengths of time to meet the graduation requirements. Therefore, in accordance with the High School Procedures Guide, a student may graduate early provided the student has met all district graduation requirements. In addition, the district will support students who may require more time to meet graduation requirements up to age 21, as well as allow students to remain enrolled to pursue ASCENT.

Adoption of Regulations

The Superintendent or a designee shall develop such regulations as may be needed for the implementation of this policy so long as such regulations are consistent with Board policies.

Replacement Policy

DMHS Alignment with DPS Graduation Standards

Denver Montessori Junior/Senior High School (DMHS) is an approved DPS performance school that opened in August 2013. As part of the approval process, DMHS agreed to provide evidence as to how they will meet or exceed DPS Graduation Requirements. DMHS will meet all graduation requirements as stated in the DPS Board Policy IKF. Explanation of how DMHS will meet these requirements is included below.

Nearly all of DMHS classes are taught through an integrated approach with mastery level requirements for each subject area. For example, in the, 7th , 8th and 9th grade, Language Arts and History are taught together as a Humanities Class. Art is integrated into this unit as well as music. Each unit has stated objectives for each subject area

along with related required evidence of mastery for each objective. All record keeping is maintained in a Student Electronic Portfolio, which contains documentation of lessons attended, student submitted work, teacher feedback, mastery level quizzes, cumulative project, and overall unit assessment.

Because of this integrated approach and focus on mastery, DMHS refers to units in the graduation requirements versus semester hours. Each unit will equate to one year's instructional content, and a .5 unit will equal one semester of instructional content.

In addition to DMHS classes, high school juniors and seniors will also have the option to obtain dual credit through either attendance at a local college or university or through vetted and approved accredited on-line university level course work. Students will be responsible for fees associated with college credit. DMHS will assist students in the application process, navigating the college or university and applying for scholarships and financial aid.

Following are requirements as outlined by DPS Board Policy IKF and the DMHS response and approved classes to each requirement.

REQUIRED UNITS OF STUDY

Requirement:

1. Successful completion of 24 units of credit (*in the prescribed categories listed below, including and in addition to successful completion of any school or program-specific requirements which have been approved by the District*). A Unit of Credit is defined as the amount of credit earned toward graduation following demonstration of district identified competencies. Successful completion is defined as a passing grade or score.

a. Achievement in the Colorado Academic Standards as demonstrated by mastery of appropriate grade-level courses or competencies;

b. Minimum Requirements for a High School Diploma:

- English 4 units
- Math 4 units
- Science 3 units
- Social Studies 3 units (to include .5 unit of Civics)
- Physical Education 1 unit*
- Arts or eligible CTE 1 unit*
- Approved Electives 8 units*

**The district values quality, standards-based learning experiences in physical education, world languages, the arts, Career Technical Education, and other electives. Through their Individual Career and Academic Plans (ICAPs), students are encouraged to work with their counselors and advisors to plan for and own their engagement in physical education, the arts, and other electives to meet their academic and career goals.*

Response:

DMHS students will receive a minimum of twenty-four (24) units of credit. Completion of a unit of study will be determined by assessments that demonstrate mastery of that particular course of study.

Requirement: English – 4 units

Response:

9th Grade:

9th grade students will receive 1 unit of English 1 that will be integrated as part of the thematic humanities course of study and literature group (as described in the School's Innovation Plan).

10th, 11th and 12th:

10th, 11th and 12th grade students will complete 3 credits of English, including English 2.

Requirement: Social Studies - 3 units (to include .5 unit of Civics)

Response:

9th Grade:

9th grade students at DMHS will receive .5 units of Civics through a specifically designed thematic humanities course of study that covers the Civics standards. Ninth grade students will also receive .5 units of Social Studies. Social Studies will be integrated with Language Arts and delivered as an overall thematic humanities course of study (as described in the School's Innovation Plan).

10th, 11th and 12th.

Over a three-year cycle, student will be required to take an additional 2 units of Social Studies.

Requirement: Science -3 units including two lab based courses.

Response:

9th Grade:

9th grade students will receive 1 unit of science. The science requirement will be met through integrated courses of study called Occupations as described in the school's innovation plan.

10th, 11th and 12th _Grades:

10th, 11th and 12th grade students will receive 2 units of lab based science courses.

Requirement: Math 4 units

Response:

9th Grade:

9th grade students will earn 1 unit of math via the Montessori Integrated Math 1 or Montessori Integrated Math 2 curriculum.

10th, 11th and 12th

Students will complete 3 units of math via Montessori Integrated Math 2, 3, 4 along with other DPS approved math curricula.

Requirement: Physical Education 1 unit

Response:

9th – 12th grade

DMHS students will be required to complete 1 unit of Physical Education

Requirement: Arts or eligible CTE 1 unit

Response:

9th – 12th grade

DMHS students will be required to complete 1 unit of Arts or eligible CTE 1 unit

Requirement: Approved Electives 8 units

Response:

9th – 12th grade

DMHS students will be required to complete 8 units of Approved Electives.

2. Demonstration of College and Career Readiness in English and Math through one or more of the approved options in the DPS Approved Menu of Options as **identified in the Regulation accompanying this policy.**

Response: DMHS agrees with this requirement

3. Completion of the requirements and goals as listed on a student's Individual Career and Academic Plan (ICAP) and/or Individualized Education Plan (IEP) which may include modified content standards.

Response: DMHS agrees with this requirement

School Proposal Policy	JC-R: Pupil Assignment	Enrollment
Replacement Policy	Highly detailed. Specifies choice process for parents.	
	<p>DMHS will participate in the School Choice process with the exception that enrollment priority will be given according to the following schema:</p> <ol style="list-style-type: none"> 9. Current 6th grade students attending Academia Ana Marie Sandoval, Denison Montessori, Garden Place Montessori or Lincoln Montessori (7th grade applicants only) 10. District or non-District resident students with a currently-attending sibling who will return to the school next year 11. Children of full-time employees at the school 12. District resident students who have previously attended a Montessori school 13. Students who reside in the Trevista elementary school boundary 14. All other District resident students 15. Non-District resident students who have previously attended a Montessori school 16. All other non-District resident students <p>Additionally, for all priorities stated above, neighborhood students will be granted seat priority over non-neighborhood students. For example, if after applying priority 1, there are more students than seats, then priority will be given to students who reside in the school neighborhood area over students from other areas in the district.</p> <p>NOTE: "Family Link" will be in effect at DMHS. This means that siblings who apply together will be systematically linked, maximizing their opportunity to stay together.</p> <p>DMHS will continue to reach out to the Montessori community in an equitable manner to create a diverse student body that is reflective of the DPS and the neighborhood student body. If a situation arises where a noticeable demographic difference exists between the school and the neighborhood, the school principal will work with the district in implementing a plan that recruits more students from the neighborhood area while also ensuring for their success in a Montessori program.</p>	

Collective Bargaining Agreement Articles Waivers
WAIVER REQUESTS - DCTA COLLECTIVE BARGAINING AGREEMENT

	DCTA: 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.	
School's Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
	Article 2-4-1: Waivers from Agreement	Teaching: Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
School's Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
	Article 5-1-4: Teamwork among Teachers	Curriculum
Policy	Teamwork among teachers and with the principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program.	
School's Replacement Policy	Teamwork among teachers and with the principals is an important component for improving achievement. Teachers shall have a significant role in identifying and developing the instructional program as long as the primary focus is in alignment with the mission of the school as stated in the Performance School Application and Innovation Plan.	
	Article 5-5: School Leadership Team	Governance: Management
Article Summary	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 who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect. The SLT will strive to make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support. If consensus cannot	

	<p>be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The Instructional Superintendent will review and consider any information provided by members of the SLT. (The article then enumerates the responsibilities of the SLT).</p>
<p>School's Replacement Policy</p>	<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 up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u> 1 Principal Up to 3 Other</p> <p><u>Positions elected by majority vote (serving 1 year terms):</u> Up to 3 Teachers depending on teacher interest At least 4 Parents At least 1 Support Staff Member</p> <p>The positions shall be voted upon after the initial CSC meeting to be held no later than September 30 of that school year. Any DMHS community member showing up at the September CSC meeting expressing a desire to serve on the CSC shall be included in the slate of positions to be elected. The slate will be presented to the entire DMHS family and teaching community. The community will have the ability to vote yes or no to the slate of positions. If a majority of the community votes no, or if more than 12 total people want to hold CSC positions, than individual position elections shall occur.</p> <p><u>The CSC shall have the following responsibilities:</u> 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, within the parameters of the school's Montessori pedagogical approach to education Advising on creating a strong school culture and positive behavior Insuring adequate services for special populations, and Advising on use of school facilities</p> <p>For any responsibility that requires a CSC vote, a quorum must be present and the majority vote will prevail.</p>

	Article 7 Grievance Policy	Human Resource Management
Policy	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3, Mediation/arbitration), Rights of teachers to representation, Miscellaneous	
School's Replacement Policy	<p>The school shall maintain the following Grievance Policy:</p> <p>7-1 Definitions.</p> <p>7-1-1 A "grievance" shall mean a written complaint by a school staff member that there has been a violation, a misinterpretation, or inequitable application of any of the provisions of the School's Employment Contract or the School's Employee Handbook.</p> <p>7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.</p> <p>7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.</p> <p>7-1-4 An "aggrieved person" is a school staff member asserting a grievance.</p> <p>7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.</p> <p>7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.</p> <p>Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.</p> <p>Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved</p>	

person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

7-3-1 Level One. A grievance first will be discussed with the aggrieved person's principal to attempt to resolve the matter informally, at which time the aggrieved person (1) may discuss the grievance personally, (2) may be accompanied by a District Human Resource Representative, or (3) may request that the District Human Resource Representative act on behalf of the aggrieved person. No written documentation of the grievance or administrative response will be required if the grievance is settled at Level One.

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

7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and principal to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.

7-4 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>Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load</p>	<p>Educational Program: Calendar & Schedule</p>
<p>Article Summary</p>	<p>Article 8 - Professional Standards 8-1 Contract year. The contract year shall be one hundred eighty-seven (187) days. If a teacher is required to extend his/her contract year and is continuing to do the work he/she performed during the 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...(the article then continues with the specifics) 8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 8-2-1 Lunch Periods. There shall be a minimum standard forty-five (45) minute daily lunch. Lunch shall be duty free. 8-2-2 The principal shall have authority to permit teachers to diverge from the regular school day. 8-2-3 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining. 8-3 Self-Directed Planning Time. For Elementary/ECE/K-8 Teachers: Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day. Classroom transitions shall not be considered part of the 300 minutes per week. The ten minutes before and after the bell will not be counted toward this time unless the teacher does not have students for the first or last period.... 8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel.... 8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel. 8-4 Multi-School Assignments. When teachers are assigned to more than one (1) school site, the principals at the schools involved shall collaborate on the scheduling of the workdays for those personnel... 8-7 Non-Teaching Duties. The District agrees to make every effort to reduce nonteaching duties that do not best use a teacher's presence and skills, through the use of teacher aides. 8-8 Lesson Plans. Teachers will maintain effective lesson plans related to the approved curriculum for use by the teacher in regular instruction and review by the administration, as well as specific, detailed lesson plans for use by substitute teachers.</p>	

School's
Replacement
Policy

Provisions specified in Article 8 will not apply to the School. The school leader in consultation with the CSC will make decisions as described in the innovation plan.

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

The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.

The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan.

8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended so that they can attend Montessori training. Teachers may 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 may 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.

8-2: Forty (40) Hour Work Week: 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 and events can be scheduled, as necessary, to implement the innovation plan in accordance with the innovation plan.

8-3: Self-Directed Planning time: Teachers will be given a minimum of 200 minutes of self-directed teacher planning time per week, and an additional minimum 100 minutes of directed common planning time.

8-5: Teaching Loads: Class sizes will be designed to meet the mission and vision of the school and will be at the discretion of the school principal with consultation from the CSC.

8-7: Non-teaching Duties: 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.

8-8: Lesson Plans: The School's teachers will be responsible for lesson plans for the entire length of any absence.

8-13: Transportation of Students: Teachers will be trained to drive the school's van through the DPS Transportation Department's activity bus certification class. Teachers are expected to drive to off school activities but will not be required if the teacher has reasonable concerns about driving.

	Article 10: Performance Evaluation	Leadership: Human Resource Management: Teacher Evaluation
Article Summary	CBA provisions regarding the teacher evaluation and performance improvement process.	

School's
Replace-
ment
Policy

Article 10 is waived and will not apply to the School. Teachers will be hired on annual contracts. The school follows the district's LEAP Basic Fairness Guide. 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.

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 Assistant Principal. The teacher will be required to show improvement under the Principal and/or Assistant Principal's supervision within the designated period of time. The plan of improvement may list the areas for improvement that the teacher will be required to improve on to the satisfaction of the Principal and/or Assistant Principal. Resources and supports may be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the Principal and/or Assistant principal. If, at the end of the plan, the principal deems, in his/her sole discretion, that the teacher has failed to make sufficient improvement, then the teacher may be dismissed from employment. An improvement plan is not an entitlement or employment right. Annual contract renewal is subject to leader discretion.

	Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	Governance & Human Resource Management: Leadership Structure
Policy	<p>Committees identified in these sections include:</p> <ul style="list-style-type: none"> - Instructional Issues Council - IS Advisory Committee - School Leadership Team - Personnel Committee - Task Force on School and District Climate 	
School's Replacement Policy	<p>The committees in this section (except for the personnel 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 up to 12 voting members determined through the following process.</p> <p><u>Positions assigned by the principal:</u> 1 Principal Up to 3 Other</p> <p><u>Positions elected by majority vote (serving 1 year terms):</u> Up to 3 Teachers depending on teacher interest At least 4 Parents At least 1 Support Staff Member</p> <p>The positions shall be voted upon after the initial CSC meeting to be held no later than September 30 of that school year. Any DMHS community member showing up at the September CSC meeting expressing a desire to serve on the CSC shall be included in the slate of positions to be elected. The slate will be presented to the entire DMHS family and teaching community. The community will have the ability to vote yes or no to the slate of positions. If a majority of the community votes no, or if more than 12 total people want to hold CSC positions, than individual position elections shall occur.</p> <p><u>The CSC shall have the following responsibilities:</u> 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, within the parameters of the school's Montessori pedagogical approach to education Advising on creating a strong school culture and positive behavior Insuring adequate services for special populations, and Advising on use of school facilities For any responsibility that requires a CSC vote, a quorum must be present and the majority vote will prevail.</p> <p>The Personnel Committee shall consist of the principal, the senior team-leads, and members of staff that will be working directly with the position that is being interviewed. During school breaks, the principal can fill positions without</p>	

	attempting to consult the personnel committee or the school's replacement for the personnel committee."	
	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</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>11-2 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>	
School's 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.	

	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. 	
School's Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments

<p>Article Summary</p>	<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>	
<p>School's Replacement Policy</p>	<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 personnel 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. During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.</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>	
	<p>Article 13-10 Reduction in Building Staff (RIBS).</p>	
<p>Article Summary</p>	<p>13-10-1 The Collaborative School Committee will charge the Personnel Committee with the task of conducting a Reduction in Building Staff upon receipt of information that reduced the number of DCTA bargaining unit assignments at a school, or when a Collaborative School Committee decides fewer DCTA bargaining unit assignments are needed in a department, grade level or ELA/specialty area. Procedures for centrally-assigned bargaining unit members are in Article 31.</p> <p>13-10-2 Following a determination of staffing needs including all attrition (resignations, retirements, teacher declaration of vacancies, and employees returning from leave) and declaration of consideration group, the Personnel Committee shall establish the group of teachers to be considered for reduction. The determination of staffing needs should include identification of all teachers who would volunteer to vacate a position.</p>	

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

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

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

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

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

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

- Teachers in the consideration group may choose to vacate an assignment.
- Teachers in the consideration group should be allowed to interview for any vacancy in the school that is posted through the in-building bidding process.
- All members of the consideration group must be interviewed by the Personnel Committee.
- If it is determined that a specific reduction is no longer necessary (at any time between the RIB and the conclusion of fall adjustment for the subsequent school year), the reduced teacher has the first right of refusal to his/her former position.

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

13-10-7 At the time of the reduction, impacted teachers will be provided with notice of the obligation to secure a mutual consent assignment as well as information about the staffing process. Teachers whose positions are reduced will have the option of participating in resume-writing workshops, interview training and/or other supports provided by the District. Any teacher transferred during the school year by the District may be provided with up to two (2)

	<p>days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.</p> <p>13-10-8 Unassigned RIB'd teachers are expected to participate in the teacher staffing process.</p>
School's Replacement Policy	<p>13-10: 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. The Innovation School will not accept direct placement of district employees who have had their contracts canceled.</p>
	<p>Article 13-13 : In-Building Bidding</p>
Policy	<p>13-13-1 The Department Chairs at the secondary level and grade level Chairs at the elementary level, in collaboration with the principal, will establish procedures whereby teachers may indicate assignment preferences. All such procedures shall emphasize the needs of students as the primary consideration for assignment. Teacher preferences may be established at grade level meetings, departmental meetings, or team meetings, as appropriate.</p> <p>13-13-2 The Personnel Committee shall inform the faculty of any anticipated vacant positions. Once posted, the Personnel Committee may elect to interview current faculty prior to considering external candidates. Positions will not be considered an "Available Position" until the school has completed any internal process.</p> <p>13-13-3 In determining if current faculty is allowed to bid on a vacancy prior to its being posted District-wide, the Personnel Committee will:</p> <ul style="list-style-type: none"> ● identify its staffing needs, including the identification of all teachers who will vacate their positions; ● determine assignments open for in-building bidding and announce them to the faculty; ● determine and announce procedures for in-building bidding; ● allow eligible faculty members interviews by the Personnel Committee. <p>13-13-4 Teachers who agree to fill a different position within the same school for the next school year, through the in-building bidding procedure, forfeit their right to bid for and be assigned to a position listed on the District's Talent Acquisition system</p>
School's Replacement Policy	<p>13-13: 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 personnel committee will be constructed by the principal to provide input into hiring decisions. To the extent possible, the hiring committee</p>

	shall include representatives from staffing areas that will be affected by the new hire. During school breaks, the principal can fill positions without attempting to consult the personnel committee or the school's replacement for the personnel committee.	
	Article 14-1: Summer school and Evening School teaching positions	Human Resource Management: Hiring & Staff Assignments
Policy	<p>Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below. 14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted. 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>14-1-1-2 14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p>	

Replacement Policy	The Innovation School will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the District. Teachers will be compensated for summer school time as determined by CSC during the budgeting process.	
	Job Sharing and Half-Time (Article 22): Procedures for Arranging Job-Sharing Assignments and Half Time	Human Resource Management: Staff Assignments
Policy	<p>22-1 Job sharing,...may be requested by...full-time equivalent non-probationary teachers who wish to work only half-time...22-1-2 Teachers wishing to job share must find another teacher who also wishes to job share...22-1-3...assignments, when possible, shall be for one (1) year at a time. 22-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value... 22-1-5...the job sharing or half-time assignments must be approved by the CSC</p>	
School's Replacement Policy	Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent teachers who wish to work only half time. Teachers who wish to request job sharing or half-time positions shall submit their request in writing to the school's principal. The principal, in consultation with the CSC, shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.	

	27-13: Salary Setting for ProComp Teachers	
Policy	27-13 Salary Setting for ProComp Teachers. Newly hired teachers shall be placed on the ProComp salary schedule based on years of experience and education level for salary-setting purposes.	
School's Replacement Policy	27-13: Salary Setting for ProComp Teachers: Newly hired teachers shall be placed on the ProComp Salary schedule based on years of experience and education level for salary-setting purposes. Montessori teachers often gain experience in private schools, preschools and experiential education programs. The principal of the school will work with DPS Human Resources to determine appropriate years of experience for newly hired Montessori teachers to insure that experienced Montessori teachers are hired at a rate commensurate with their experience.	
	Article 28: Extra Duty Comp: Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation
Policy	Various tables that specify compensation levels for activities that include: Substitute pay, Hourly rates, Activity salaries with steps and schedules	

<p>School's Replace- ment Policy</p>	<p>The School has the authority to determine its own compensation structure for additional work.</p> <p>The School has the authority to establish its own compensation system to provide stipends as necessary for all employees. Any determined compensation shall meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement. The principal, in consultation with the CSC, will determine extra duty compensation rates for extended day and year as well as any new or additional roles and responsibilities and merit pay.</p> <p>The school submits a replacement policy to their CSC and HR for annual review ensuring sustainability, transparency and equity. 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. Except for unusual circumstances, this determination will be made no later than March 15th for the following school year</p>
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State Statute Waivers

WAIVER REQUESTS - COLORADO STATE STATUTES

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

Replacement
Policy

The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.

- 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.
- The principal has the authority to identify, prepare, and designate school-based evaluators to conduct staff evaluations. Principal designated evaluators of professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the school's principal. The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.
- Evaluation instruments for all non-licensed evaluators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators when necessary and shall discuss with them procedure and form.
- All teachers will receive at least one formal evaluation each year and/or be evaluated multiple times in each of the LEAP indicators within a given year.
- The school's principal shall receive an annual evaluation by the Superintendent or his/her designee.

	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	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>	
	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	<p>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</p>	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <ul style="list-style-type: none"> • In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account. • The School will establish an account to manage receipt of locally raised money and will have autonomy in making deposits in and withdrawals from the account when such actions are taken to further the academic achievement of students at the school. <p>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>	
	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
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>(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 [varies by grade level] hours of planned teacher-pupil instruction</p>	

<p>Replace ment Policy</p>	<p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <ul style="list-style-type: none"> • School has the authority to determine the number of professional development days, days off, and late starts/early release days. • In accordance with the innovation plan, the school’s principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. <p>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>	
	<p>Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact</p>	<p>Calendar and Schedule</p>
<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <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 sixtyeight 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>	
<p>Replacem ent Policy</p>	<p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p> <ul style="list-style-type: none"> • In accordance with the innovation plan, the principal, in consultation with the CSC shall determine, prior to the end of a school year, the length of time the school will be in session during the next school year. <p>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>	

	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
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>(B) Prior to the beginning of the school year, each district shall provide for the adoption of a district calendar which is applicable to all schools within the district...A copy of the calendar shall be provided to the parents or guardians of all children enrolled...Such calendar shall include the dates for all staff in-service programs...[The] school administration shall allow for public input from parents and teachers prior to scheduling ...staff in-service programs. Any change in the calendar ...shall be preceded by adequate and timely...of not less than thirty days.</p>	
Replacement Policy	<p>The School has the authority to create its own annual calendar.</p> <ul style="list-style-type: none"> • The School's annual calendar will meet or exceed the minimum standards for the District and State. • No later than 60 days before the end of the school year, the principal, in consultation with the CSC, will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. • Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. • A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. • The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. 	
	Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Educational Program
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>(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407;</p>	

<p>Replace ment Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	
	<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>
<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(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;</p>	
<p>Replace ment Policy</p>	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</p> <p>The school's curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <ul style="list-style-type: none"> • Curriculum development will be carried out by school personnel, consistent with the school's innovation plan, using all available resources, including replacement core instructional textbooks where textbook waivers are granted. • The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. • The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the CSC. <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	

Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development

Human Resource Management:
Professional Development

<p>Policy</p>	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <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>	
<p>Replacement Policy</p>	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
	<p>22-32-110(1)(ee) Local Board Powers- Employ teachers' aides and other noncertificated personnel</p>	<p>Teaching: Human Resource Management: Hiring Teacher Aides</p>
<p>Policy</p>	<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>	
<p>Replacement Policy</p>	<p>The DPS board grants autonomy to the principal, in consultation with the CSC, to make staffing decisions consistent with waivers for district policy GCF/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 ESEA requirements.</p>	
	<p>Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel</p>	<p>Human Resource Management: Staff</p>

		Dismissals
Policy	<p>22-32-110. Board of education - specific powers. (1) In addition to any other power granted ... 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...may delegate the power specified in this paragraph (h) to an innovation school</p>	
Replace ment 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>	
	22-32-126: Employment and authority of principals	Leadership: Management
Policy	<p>22-32-126.</p> <p>(1) The board of education may employ through written contract public school principals who shall hold valid principal licenses or authorizations and who shall supervise the operation and management of the school and such property as the board shall determine necessary.</p> <p>(2) The principal shall assume the administrative responsibility and instructional leadership, under the supervision of the superintendent and in accordance with the rules and regulations of the board of education, for the planning, management, operation, and evaluation of the educational program of the schools to which he is assigned.</p> <p>(3) The principal shall submit recommendations to the superintendent regarding the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school under his supervision.</p> <p>(4) The principal shall perform such other duties as may be assigned by the superintendent pursuant to the rules and regulations of the board of education.</p> <p>(5) (a) The principal or the principal's designee shall communicate discipline information concerning any student enrolled in the school to any teacher who has direct contact with the student in the classroom and to any counselor who has direct contact with the student. Any teacher or counselor who receives information under this subsection (5) shall maintain the confidentiality of the information and does not have authority to communicate the information to any other person.</p> <p>(b) Each school district shall include in its discipline code adopted in accordance with section 22-32-110 (2) procedures to inform the student and the student's parent or guardian when disciplinary information is communicated and to provide a copy of the disciplinary information to the student and the student's parent or guardian. The discipline code shall also establish procedures to allow the student and the student's parent or guardian to challenge the accuracy of the disciplinary information.</p>	

<p>School's Replacement Policy</p>	<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> <ul style="list-style-type: none"> • Principal candidates are provided to the CSC and superintendent or his/her designee from the district's principal hiring pool using the LEAD in Denver evaluation process. Candidates will include the school's team-leads provided that the team-leads are qualified. The district will reach out to national Montessori associations in order to insure that the candidate pool includes Montessori trained candidates. • The district superintendent or his/her designee will manage the principal selection process and collaborate with the CSC in recommending at least three final candidates to the superintendent for hiring. • 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 proposed 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 superintendent will consider the school's team leads for this position provided that the team-leads are qualified. • Interviews and selection follow the DPS Human Resource hiring procedures. 	
	<p>22-33-102(1) Definition of "Academic Year"</p>	<p>Education Program: Calendar</p>
<p>Policy</p>	<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>	
<p>Replacement Policy</p>	<p>"Academic year" refers to the year as it is established by the innovation school's developed academic calendar for the School. The calendar will be posted publicly by May 1st for the following school year. The school's CSC will provide input into the calendar.</p>	
	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 201: Employment-License Required-Exception</p>	<p>Human Resource Management: Hiring and Teacher Qualifications</p>
<p>Policy</p>	<p>Paraphrasing - Must hire a teacher with a license. An alternative license is okay. Districts are not required to hire administrators with the requisite license.</p>	

<p>Replace ment Policy</p>	<ul style="list-style-type: none"> • 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). 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. • The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan. • The principal will also be trained on the DPS evaluation system, but will not be required to hold a type D administrator license. • 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>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision</p>	<p>Human Resource Management: Hiring, Contracts and Employment Offer Letters</p>
<p>Policy</p>	<p>Contracts shall be in writing, amount of notice required by a teacher/principal who intends to resign, when a position can be re-opened, penalties for resigning outside of the window, no direct placement requirement, priority hiring preference for effective/satisfactory teachers, management of displaced teachers, disclosure of why contracts were terminated.</p>	

**Replace
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Policy**

- The School has authority to issue its own employment offer letters. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.
- All teachers are hired on annual contracts. Teachers on annual contracts may be dismissed mid-year for any lawful reason. Mid-year termination of teachers will follow the dismissal procedures outlined in the DPS policy GDQD and GDQD-R.
- All contracts will be in writing. The school will provide contract language to the district HR office for feedback before any initial employment contracts are signed.
- 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 will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment.
- The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.

	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of Employment Contract	Human Resource Management: Dismissals
Policy	Non-probationary status - how established, treatment of probationary teachers, time, ability to not renew contracts,	
Replacement Policy	Teachers are hired on an annual contract. The district HR office will work with the school to ensure teacher contracts are consistent with the approved innovation plan.	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers
Policy	Specifies that schools are not required to accept transfers from the Chief Admin Officer of a district, but if they do, specifies the manner in which compensation should be handled.	
Replacement Policy	The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 301: Grounds for Dismissal	Human Resource Management: Dismissals
Policy	Specifies reasons for why a teacher could be dismissed.	
Replacement Policy	<ul style="list-style-type: none"> • All teachers are hired on annual contracts • Annual contracts can be non-renewed at the end of the contract term for any reason. • In all situations related to teacher dismissal during the school year, a teacher on an annual contract may be dismissed for cause in accordance with DPS Policy GDQD and regulation GDQD-R. 	
	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 302: Procedures for Dismissal of Teachers and Judicial Review	Human Resource Management: Dismissals
Policy	Process for terminating a teacher through judicial review. Teacher can appeal for an impartial hearing, appeal to court of appeals, appeal to supreme court. Instances when a district can dismiss a teacher without cause is specified. Criminal convictions.	

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.
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	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63- 401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
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 meet or exceed the DPS salary schedule set in the Collective Bargaining Agreement. The School's Principal, in consultation with the CSC, has the authority to develop a supplemental compensation system separate from district policies to reimburse employees for extra duty pay, and compensating employees based on school priorities including activities such as, but are not necessarily limited to additional time, additional responsibilities, coaching, tutoring, professional development or for performance incentive pay. Non-teaching staff will be compensated for any additional hours in accordance with Fair Labor Laws.	
	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the innovation plan. Prior to hiring any person, in accordance with state law the district shall conduct background checks.	

	22-63-403, C.R.S. Teacher employment, compensation and dismissal act of 1990; payment of salaries	Teaching: Payment of Salaries
Policy	Districts are required to pay teachers according to a schedule or according to a performance policy. Salaries are not to be changed until the end of the year. Individual teachers cannot have their salaries cut unless all teachers have salaries cut.	
Replacement Policy	The school will use the district salary schedule for determining pay for teachers and staff; however, they will have discretion on how the budget is impacted for paying staff (actuals vs. averages). The school principal reserves the right to develop a supplemental compensation system to reimburse employees for extra duty pay as it may arise for mandated extended school year, mandated PD outside of school year, mandated additional time, or stipends for school identified priorities. This may also include activities such as coaching, tutoring, external professional development or for performance incentive pay.	