

Denver Montessori Junior/Senior High School

Innovation Plan



Respectfully submitted by:

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Dear Superintendent Cordova and Board of Education Members,

In 2012, I had the great privilege to come before the DPS Board to request and receive approval to establish Denver Montessori Junior/Senior High School (DMHS) as a secondary school for the DPS Montessori elementaries. The intention of our founding committee was to create equitable access to this historically elite secondary Montessori model. Every few years we have had the opportunity to review and evolve our Innovation Plan, and I am so honored to be able to share with you the current Plan for your review. This Plan is the result of close, ongoing collaboration between teachers, administration, students and parents. We discussed every programmatic aspect and every waiver needed to support our fully realized Montessori adolescent program. This community effort encompasses all that we have learned over the last 8 years and what we look forward to building and improving upon.

Since opening in 2013 with 52 students in two grades at Gilpin, we have been on quite a journey! We have grown to 230 students in grades 7 - 12 and moved to the Smedley campus where we have built an urban farm that includes raised beds, an orchard, chickens and a greenhouse that the students are currently building. We have written and refined unique Occupations and Humanities curriculum for the junior high, and developed powerful project based and social justice curriculum for our senior high. We piloted the innovative Montessori Integrated Math program and are receiving national recognition for developing scaffolds so that all students can access this spiraled curriculum via a personalized learning model. Last year we held our first high school graduation where 100% of our seniors graduated from DMHS set up for success with a clear post secondary game plan. Our entire program is centered on educating the whole child where students are known (and loved) and experience personalized learning designed on the needs and characteristics of adolescents. Our students engage in daily advisement, leadership and management roles, weekly community meetings, conflict resolution through peer mediation (Montessori Peace Process) and restorative action.

During this journey, we have experienced successes and struggles. Among our successes, DMHS has achieved a rating of “exceeds” or “meets” in both the DPS parent and student satisfaction surveys along with a high response rate since the day we opened. Our high school program has been very successful - one example is that In 2018, 64% of our 9th graders met the PSAT 9 EBRW benchmark resulting in our being named a stand out school for that result, and in 2019 that same cohort moved to 75% meets on PSAT 10 EBRW – significantly higher than the DPS District Average. DMHS has a less than 1% drop out rate, is rated green on the DPS SPF for Post Secondary Readiness and was rated green or “Performance Plan” on the preliminary CDE 2018 and 2019 State Performance Framework.

Last year, in accordance with DPS priorities and our own goals, we focused on ELA achievement to great success. Examples of that success include our ELA MGP scores: 7th and 8th grade at 56, 10th and 11th grade at 62, English Language Learners for 10th and 11th grade at 73, 7th and 8th grade students Students of Color MPG at 57 versus white students at 55 - *closing this gap*, 10th and 11th grade MGP For English Language Learners at 73 versus non ELL at 61 - *closing this gap*, 10th and 11 grade MGP for SOC at 59.5 versus 65 for white students, *reducing* this gap to -5.5 from -20.5, and finally, 10th and 11 grade MGP for FRL at 62 versus 61.5 for non FRL students *closing this gap*.

Not unlike many schools in DPS, we have struggled with math instruction. At DMHS, we have been pioneering approaches for students to have personalized math instruction that can be managed by teachers in a way that maintains rigor and timely progression. This has not been an easy problem to solve. We first tried with on-line options but our students struggled to engage. Three years ago, we made the decision to adopt the recently developed Montessori Integrated Math program developed by Michael Waski who is now the executive director of the Montessori Math Institute. In collaboration with Compass Montessori we have had ongoing extensive professional development led by Mr. Waski. We have developed an extensive array of materials and record keeping to support this curriculum. We are seeing promising results in this third year of implementation, including significant math RIT scores increases for many students and an overall average increase of over one year's growth from fall to winter in our recent December NWEA MAP scores for 7th - 9th grade.

Our greatest challenge has been closing the equity gap. Montessori is unique regarding equity in that there are no barriers in terms of students accessing our teachers, our materials, and the most rigorous class options. We are an adolescent program grounded in Montessori pedagogy that is responsive to the developmental needs and characteristics of the 12- 18 year old. We believe in creating an environment of high expectations and high support. We expect all of our students to graduate with the social, emotional and academic skills necessary to succeed in college and beyond. We significantly focus on students finding and using their voice so that they can self-advocate not just at DMHS but also as they enter University and other post secondary options. Our school has consistently served 80% students of color and 50% of our students qualify for federal free and reduced lunch. Last year we closed the equity gap in terms of ELA MGP but not in math.

Our primary key action step for math is to support dependent learner toward becoming independent learners as elucidated by Zaretta Hammond in her book *Culturally Responsive Teaching and the Brain*. Her approach has helped us to identify the highest leverage moves we can make to improve the success of MIM for all of our students. These moves include using our extensive record keeping system to identify students with lagging skills quickly so that we can call them to small group lesson. We are working to get students to intentionally review their MIM lessons sets and notes to independently spark recollection on how to problem solve. We are also focused on proactively supporting a collective approach to learning that is more culturally responsive (versus individualistic) by having students work in groups, seek and provide peer support and, in Montessori's words, supporting and encouraging both independent and interdependent learning. This year we expanded the MIM curriculum to 10th grade, and are providing extensive coaching and professional development during this transition. We've realized through the first half of this year that we need to provide additional support to our high school so that our transition to MIM for 10 grade is as successful as possible and so this month (January) we added a math specialist to high school.

Through Innovation, we have been able to build a fully implemented Montessori secondary program that has an innovative annual calendar, daily schedule, curriculum and also a hiring process resulting in an outstanding teaching staff that is fully Montessori trained at the adolescent level. We look forward to a continued positive partnership with Denver Public Schools to build upon our successes and to support us as we focus on closing the equity gap especially in mathematics.

Sincerely,
Katy Myers

Principal

Innovation Plan Statements

Section I: Mission and Vision

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, inclusive of all ethnicities and income statuses, 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 134 7th, 8th and 9th grade students in our junior high and 97 students, 10th, 11th and 12th in our senior high. The majority of our students come from Denison Montessori, Lincoln Montessori, Academia Ana Marie Sandoval Montessori, and Garden Place 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. Currently, 50% of DMHS students qualified for Federal Free and Reduced Lunch, 73.5% are minority, 19% are ELL and 13% have 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 problem 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, writing 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 the National Montessori Curriculum. DMHS is using the National Montessori Curriculum for grades 7th-9th for science, history and language arts. The Spanish program at DMHS is a dynamic program where students have the opportunity to learn and improve their Spanish speaking, listening, and writing skills in a fun, interactive and authentic way. The students in seven and eighth grades have the opportunity of taking Spanish I or II depending on their language skills. Students in 9-12 grades have the opportunity of taking a Spanish II, AP Spanish online through the University of Middlebury, and Honors Spanish III. There are various methodologists implemented in Spanish classes to help students acquire the language, such as TPRS, project-based learning, daily grammar and vocabulary practice, among others. Last but not least, in the Spanish classes, we utilized the Montessori teaching methodologist which gives the students choice and space to work independently.

For Mathematics, DMHS uses the Montessori Integrated Math curriculum that is individualized for each student combined with small group lessons. This math curriculum is a combination of Montessori Math materials, project based math, math

seminar, daily math reviews, 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 hands-on projects utilizing the farm, culinary arts program and micro-economy.

The high school, grades 10, 11 and 12, is an integrated college preparatory curriculum that incorporates DPS approved curriculum, with the exception of math as noted above. The core of the curriculum is project based. Students build historical and scientific knowledge within the context of current events and present their learning using professional media. 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 ensure 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 both large group lessons and small group lessons. Significant instruction occurs through the use of the Zone of Proximal Development, as that individual approach supports the next level of study necessary for each student. The junior high students have uninterrupted work time for the humanities and occupations project classes where they independently and collaboratively work on a variety of assignments and further exploration of their current units of study. Collaborative projects are designed to meet the developmental needs of the young adolescent for appropriate socialization and connection. 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.

SECTION II - School Culture and Community

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 prospective 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. DMHS continues to hold these parent education nights every year at Denison, Sandoval, Lincoln and Garden Place in order to inform prospective parents about Montessori secondary education and to invite these families to learn more about our school.

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, restorative action, social justice, community service and lessons and discussion on what it means to create a peaceful environment. High school continues this practice but also deepens the exploration of social justice within its curriculum to allow 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. English Language 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 The Denver Permaculture Guild. 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. Last year DMHS created a 230 Ways to Volunteer Campaign that provided to parents a wide variety of volunteer opportunities in order to feel more connected to the school.

DMHS has a vibrant Collaborative School Committee (CSC/ELA-PAC) that currently includes one staff member along with the principal and nine parents (as many parents and/or community members who want to join are welcomed). The CSC/ELA-PAC assesses school performance based on agreed upon outcomes that include academic goals, student well-being and community involvement. The CSC/ELA-PAC meets six times per year to discuss school progress and make recommendations to the principal.

Two years ago, DMHS parents created a 501(c)(3) DMHS Education Foundation. The Foundation's mission is to support Denver Montessori Junior/Senior High School as it implements its mission and vision to provide high quality Montessori education to its students.

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 ensuring 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 weekends or holidays).

Each year, the chairperson of the school accountability committee will ensure 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/ELA-PAC chairperson will assess percentage of surveys returned based on school population. If that percentage is less than 75%, the CSC/ELA-PAC 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 ensure 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

DMHS has consistently achieved a rating of “exceeds” or “meets” in the DPS student satisfaction survey. 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 student’s advisor to determine how to re-engage the student towards meaningful work.

The goal for student attendance is SPF Green or better every school year. Last year DMHS received a “red” rating for 7th and 8th and a green rating for 9th - 12th. Currently DMHS is “Green” for all grades. At DMHS, we continue to work with our chronically absent students, especially for 7th and 8th grade, in order to improve their attendance.

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 ensures 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 continue to achieve a rating of "meets" or "exceeds" 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/ELA-PAC 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 current CSC/ELA-PAC is comprised of the Principal, up to three other positions elected by majority vote (serving 1 year terms), up to three teachers depending on teacher interest, at least four parents, and at least one support staff member.

It assesses school performance based on agreed upon outcomes that include academic goals, student well-being and community involvement. The CSC/ELA-PAC meets six times per year to discuss school progress and to make recommendations to the principal.

The principal meets with the CSC/ELA-PAC 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 recognizes students leadership through the junior high and senior high student councils. Student Council is responsible for establishing the Code of Civility at the beginning of the year. The Code of Civility is co-created through advisements with all students, and results in a published list of agreements regarding how we respect ourselves, each other and the community that each student then signs. The Code of

Civility is hung at the entrance of the school and referred to throughout the year. Student Council is also responsible for planning student activities such as dances, spirit week and other student led events.

F. Classroom Management, Restorative Action and School Discipline:

This past year, the DMHS staff updated its practices on classroom management and restorative action, resulting in an updated classroom management matrix. The matrix is based on the following values:

Goals:

- Determine the lagging skills that are causing the student to engage in disruptive behavior.
- Help the student to learn the skills necessary to be successful in class.

Norms:

- We always respond with empathy and never with anger.
- We have private conversations to listen to what the student needs.
- We co-create solutions that allow the student to learn the skills necessary to positively engage in class.
- We scaffold and break down the appropriate behavior into concrete steps.

The Classroom Management Matrix includes a visual flowchart, examples of potential observed behaviors and strategies that support the individual student while also supporting the need for a safe, productive classroom environment. Restorative action is one of the key tools we use, and we have a restorative action committee at both the junior and senior high that is led by the School Psychologist.

The DPS Discipline Matrix is included as part of the classroom management matrix as a level 4 intervention (after classroom interventions, MTSS and parent conversation).

G. 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 2019/2020

August

August 5-11: Staff professional development week

August 7: All Community Back to school work event (3:00 - 5:00, Back to School Night (5:00-6:00), BBQ (6:00-7:00)

August 12 - 9th grade leadership day - half day; 12th grade leadership day - half day

August 13 - 7th/8th grade first day + 10th/11th grade first day

August 14-16 High School Fall Trip
August 20-22 Farm School Fall Trip
August 23 - Half day: Trip offset

September

September 2 - No school, Labor Day
September 26 - Half day: family conferences
September 27 - Staff professional development day (no students) and family conferences

October

October 21-25 - Fall Break, No school

November

November 25--29 - Thanksgiving Break, No school

December

December 23-January 3 - Winter Break, No school

January

January 6 - Staff PD Day
January 7 - Students return from Winter Break
January 21 - No school, MLK Day

February

February 14 - Professional development day
February 17 - No school, Presidents' Day

March

March 6 - Staff work day and family conferences
March 23- April 2 - Spring Break, No school

April

April 3 - Staff professional development day (no students)
April 6 - Students back from Spring Break
April 24 - Half day with students, half staff professional development day

May

May 5-7 -7th/8th grade Spring Trip
May 8 - No school - Trip Offset Day (changed from original 5/3 date)
May 11 - 15 - 9th grade Spring Trip
May 25 - No school, Memorial Day
May 29 - Seniors' last day (To be finalized by HS staff)

June

June 1 - Class of 2020 Graduation

June 3 - Last student day, half day

June 5 - Last staff day

Student Report Days: 173, Teacher Report Days: 186.5

The junior high school day starts at 8:10 and runs until 3:30. 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.

Track PMP Times	Monday / Tuesday Track PMP	Monday / Tuesday Track AMP	Wednesday Track PMP	Wednesday Track AMP	Thursday Track PMP	Thursday Track AMP	Friday Track PMP	Friday Track AMP	Track AMP
8:00	School Opens								8:00
8:20 - 8:55	Breakfast and Advisement		Breakfast (8:00-8:10) and Advisement (8:20-8:25) IWT, Managers Meeting, Student Council (8:28 - 9:20)		Breakfast and Advisement		Breakfast and Advisement		8:20 - 8:55
8:58-9:55	Math Spanish 1, Creative Writing, Art	Occupations and Humanities	Creative and Physical Expression (9:25 - 11:25)		Math Spanish 1, Creative Writing, Art	Occupations and Humanities	Math Spanish 1, Creative Writing, Art	Occupations and Humanities	8:58 - 11:28 (2h 33m)
9:58 - 10:55	Math, Spanish 2, Art, Farm				Math, Spanish 2, Art, Farm		Math, Spanish 2, Art, Farm		
10:58 - 11:55	Math, Human Develop				Math, Human Develop		Math, Human Develop		

	ment, Game Theory, Study Skills	Lunch	Lunch and Open Time (11:25 - 11:50)		ment, Game Theory, Study Skills	Lunch	ment, Game Theory, Study Skills	Lunch	Lunch 11:32 - 11:55)
Open Time: 11:55 - 12:15	Open Time	Open Time	Lunch and Open Time (11:50 - 12:15)		Open Time	Open Time	Open Time	Open Time	Open Time: 11:55 - 12:15
Lunch PM: 12:15 - 12:37	Lunch	Math, Art, Spanish, Supervis ed IWT	Reflectio n and Journal Time (12:18 - 12:39)	Math, Art, Spanish, Supervis ed IWT	Lunch	Math, Art, Spanish, Supervis ed IWT	Lunch	Reflectio n and Journal Time (12:18 - 12:39)	12:18 - 1:15
Project Class: 12:42 - 3:15 (2h 33m)	Occupati ons and Humaniti es	Math, Spanish, Creative Writing, Supervis ed IWT	Occupati ons and Humaniti es	Math, Spanish, Creative Writing, Supervis ed IWT	Occupati ons and Humaniti es	Math, Spanish, Creative Writing, Supervis ed IWT	12:42 - 2:30 Community Work		1:18 - 2:15
		Math, Art, Music, Study Skills		Math, Art, Music, Study Skills		Math, Art, Music, Study Skills		2:18 - 3:15	
						Advisement & Restoration of Environment (2:35-2:50)			
3:18	Advisement and Restoration of the Environment						Community Meeting (2:55-3:30)		3:18
3:30	Dismissal								3:30

For high school, the schedule is also 8:10 - 3:30 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. 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 students to obtain appropriate placements. Advisors work closely with the supervisors for the off-campus learning opportunities to ensure students are arriving on time, and appropriately contributing and demonstrating the core values of our Montessori program.

High School Schedule					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	School Opens				
8:10 - 8:55	Advisement	Advisement	Advisement from 8:10 - 8:25	Advisement	Community Meeting
8:58 - 12:00	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 fieldwork)	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 fieldwork)	Student Council and Manager Meeting and Independent Work Time 9:30 - 12:00 Humanities, Math, Science, Career and College Readiness Lessons	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 fieldwork)	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 fieldwork)
12:00 - 12:30	Fitness/music				
12:30 - 1:15	Lunch and open time				
1:18 - 2:15	Painting I/II A, Food Justice, Study Hall, AAA109	Painting I/II B, Steel Drums, Human Development, AP Chem / Study Hall, AAA109	Internships, Community Service, Apprenticeships	Painting I/II B, Steel Drums, Human Development, AP Chem / Study Hall, AAA109	Painting I/II A, Food Justice, Study Hall, , Ultimate Frisbee
2:18 - 3:15	Financial Literacy, Spanish II A, AP US History, Study Hall,	Theater, Spanish II B, Study Hall		Theater, Spanish II B, AP Chemistry, Study Hall	Financial Literacy, Spanish II A, Study Hall, Ultimate Frisbee, AP US History
3:15 - 3:30	Restoration of environment/Advisement Check-ins			Restoration of environment/Advisement Check-ins	

SECTION III - Leadership

A. Leadership:

DMHS's instructional leadership team (ILT) includes the principal, two program directors, two senior team leads and the dean of operations and two teachers - one that is elected from junior high and one that is elected from the senior high. All important decisions are vetted through the entire staff, the CSC/ELA-PAC and, when appropriate, the student community. The ILT hold the responsibility of collecting community input and then creating an informed decision that reflects the mission and vision of the school. The roles and responsibilities of the ILT are as follows:

Topic	STL	Program Director/FS Teacher	Program Director / HS Dean	School Leader
Graduation Requirements, Credits, NCAA, Transcripts			X Working with principal, HS Counselor, and Dean of Ops	X Working with PD, HS Counselor, and Dean of Ops.
Scheduling, delegating, managing significant school events (Graduation, POLs, Showcase, dances, trips, parent ed nights		X	X	
CMAS, PSAT, SAT			X: working with HS counselor	X: working with SALS (or am the SAL)
Test preparation	X: Working with all staff to insure that students are prepared academically and emotionally	X: Working with all staff to insure that students are prepared academically and emotionally	X: Working with all staff to insure that students are prepared academically and emotionally	
Teacher observation and	X Formal Observations		X Formal Observations	X: Principal will do one full

Coaching (LEAP)	includes LEAP writeups Conversations every other week		includes LEAP writeup Conversations every other week	observation per teacher per year.
Teacher Observation and Coaching (Montessori Rubric)		Informal Observation using Montessori Rubric. Side by side teaching / coaching.	Informal Observation using Montessori Rubric. Side by side teaching / coaching.	
Curriculum Structure:Big picture / big vision / and insuring we are meeting the innovation plan	X (For HS STL).	X	X	X
Project curriculum		Reviewing curriculum and insuring the curriculum is actually being taught.	Reviewing curriculum and insuring the curriculum is actually being taught.	
Coaching Student Discipline at the classroom management matrix level	X Overt coaching with behavior management, anecdotal records and parent communication <u>Classroom Management Matrix</u>	X Overt coaching with behavior management, anecdotal records and parent communication <u>Classroom Management Matrix</u>	X Overt coaching with behavior management, anecdotal records and parent communication <u>Classroom Management Matrix</u>	
Student discipline at			X - HS with partnership from	X - FS

level 3 or above			Principal	
Student culture at the program level		X: Advisement curriculum partnering with school psych. Includes side by side support of students (Tier 2 intervention)and specific support of Senior Class	X: Advisement curriculum partnering with school psych. Includes side by side support of students (Tier 2 intervention)and specific support of Senior Class	
Manage shared space or common space		X	X	X
Student expectations cross campus		X	X	X
District Liaison				X
Meeting Facilitation at the subplane level.	X (Math for FS)	X	X	
Meeting facilitation at the school level				X
Professional Development: Subplane level		X	X	
Professional Development all school		X	X	X
Budget				X
Updating cultural handbook		X	X	X
Record keeping		X	X	X

/Grading expectations subplane				
UIP / SPF / Benchmarks		X	X	X (Lead)

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 a 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.

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 ensure that 9th – 12th grades are successfully meeting DPS high school standards. In addition, she is working with staff to complete the build-out the high school program. The principal will ensure 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 expectations regarding behavior and academic achievement, creating and reviewing measurable data systems to ensure 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.

This year, DMHS formalized program director positions that are separate from the senior team lead positions. Program directors strategize with team members, instructional leadership team including senior team leads (STL) and principal on evolution of program. Their focus is to create and maintain strong relationships with all members of the self-governing subplane team, cultivate and maintain collaborative relationships between the various school departments and programs, maintain consistently strong relationships with parents and students in order to foster a positive school climate and culture, support and develop governance and autonomous learning of the team, including using protocols for meetings and systems to gather feedback and plan and lead staff meetings, including data team, morning meetings, and collaboration

meetings across subplanes. The following elements are Included as part of the Program Director job description:

Support for guides and learning environments including:

- Montessori teacher development, including planning and leading professional development
- Working with the STL, facilitation of teacher self-assessment and goal setting using the Montessori adolescent rubric
- Working with the STL, facilitation of teacher peer evaluation
- Defining and developing the role of the adult in a Montessori adolescent environment
- Awareness of the flow in the schedule and building, including active monitoring of common spaces in order to adjust student culture of work.
- Assessment support
- Consultation with parents on transitions
- Monitoring consistency of parent communication across the team
- Supporting teachers regarding implementation of the classroom management matrix
- Organizing and following up on ongoing class sign ups and scheduling for CE/PE, Community Work, etc.
- Developing and leading one parent education night
- Oversee significant events, including delegating roles and responsibilities to staff, holding staff accountable for commitments, serving as catch-all person for anything new or uncovered or unassigned, and filling in for absent staff.
- Work with Office Manager to insure that students register and that they are registered for the correct classes.

Work with the School Principal and the Instructional Leadership Team (ILT):

- Communicate and collaborate with the ILT on all aspects of the program, including vision and sustainability in order to maintain pedagogical continuity across the subplanes.
- Observe and understand other Montessori secondary program design and development.
- Report to principal on any ongoing concerns regarding student culture and/or staff culture.
- Refer to principal all DPS discipline matrix violations for any discipline issues that are beyond restorative actions and/or the classroom management matrix.
- Partner with principal to design subplane schedules that do not conflict with the other program.

Actively communicate with and support team members in their work of:

- Curriculum Development
- Prepared Environment
- Community Expectations
- School Culture
- High academic expectations
- Local overnight trips
- Flow in schedule and building
- Student Assessment
- Staff reflection and accountability
- Communication with families

Actively support advisors in

- Implementation of Advisement Curriculum
- Portfolio use and development
- Consultation for transition
- Parent communication on classroom and advisement issues
- Community building
- Student relationships and advocacy

DMHS uses the Senior Team Lead model as defined in the Teacher Leadership and Collaboration initiative. There is one junior high school senior team leaders and one high school senior team leader. The 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, and working with the ILT regarding the creation and implementation of professional development. Senior Team Leads 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. Preferred candidates will have completed or be willing to complete a Master's level program on education or education leadership or have parallel relevant experience. 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, the school staff will work with its CSC/ELA-PAC to interview interested qualified DMHS ILT members along with any other DMHS teachers who are qualified and any outside candidates who are qualified. The staff and CSC/ELA-PAC 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/ELA-PAC 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.

B: Committees

DMHS embraces a self governance leadership model that includes exercising “freedom within limits”. The limits are the mission and vision of the school, school policy and culture and DPS policy. DMHS has an ILT comprised of the principal, program directors, senior team leads and the dean of operations, plus two elected teachers. The ILT meets once per month during the school’s regularly scheduled staff meeting, and all staff are welcomed to attend. DMHS uses an “open space” protocol to create committees as requested and required by the staff to address ongoing evolution, development and challenges that the school is experiencing. Committees meet once per week, and report back to the group at a regularly scheduled staff meeting. Examples of committees include rituals and traditions, infinite campus and grade policy, innovation plan, staff and student culture, creative expression across curriculum and student support services.

Hiring committees are comprised of the principal, program director, senior team lead, and teachers that self-nominate based on the position being hired. The hiring committee follows a specific protocol that has been vetted by DPS Human Resources.

SECTION IV - Educational Programming

A. Pedagogy and instructional strategies

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 have 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 ensure new schools can open successfully.

Montessori secondary education is designed for students who have attended Montessori elementary schools. Montessori observed that this adolescent stage of a child’s development provides an 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 intentionally 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 the appendices of *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 problem 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 generally 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.

B. 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 twenty 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.*

DMHS adheres to the Colorado Academic Standards (CAS), the Common Core State Standards (CCSS) Next Generation Science Standards (NGSS) and the Higher Education Admission Requirements (HEAR) as its education standards. DMHS compared the Montessori National Curriculum to the CAS, NGSS and the CCSS to ensure 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. Montessori elementary students internalize math through lessons and working with elementary Montessori materials. DMHS builds upon the skills and knowledge acquired through the materials via a carefully constructed Montessori Integrated Math 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 will extend their use of the Montessori Math materials up through the trinomial cube, measurement, volume, mathematical laws, introduction to algebra, Pythagorean 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 implements the Montessori Integrated Math curriculum that is individualized for each student combined with small group lessons. 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 where 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 will move from the concrete materials from elementary school to abstraction, as developmentally appropriate in the Third Plane of Development. 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 10 - 12, students continue to learn through the Montessori Integrated Math curriculum. However, they are organized into learning cohorts for lessons and seminars and have a more traditional pacing structure based on the DPS grade level competencies. Students focus on one competency as a cohort until they master the skills before they move on to the next competency. The high school math curriculum also incorporates CPM and other supportive math resources. 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 Spanish program at DMHS is a dynamic program where students have the opportunity to learn

and improve their Spanish speaking, listening, and writing skills in a fun, interactive and authentic way. The students in seven and eighth grades have the opportunity of taking Spanish I or II depending on their language skills. Students in 9-12 grades have the opportunity of taking a Spanish II, AP Spanish online through the University of Middlebury, and Honors Spanish III. The curriculum of the program varies depending on the class. In Spanish I students are introduced to the Spanish language, in this class students learned about greetings, Spanish numbers, family, school day and various grammar points that are important for the students to start communicating in the language. In Spanish II, the students have the opportunity to improve their written, speaking and listening skills in the Spanish language. Students explore the different Spanish vocabulary such as daily routines, celebrations, vacations, childhood, etc. Also, students review and learned various aspects of Spanish grammar such as the present tense, preterite tense, and imperfect tense. Also, students explore aspects of Spanish culture. In honors Spanish III, the class focuses on practicing communication, including informal conversation and understanding complex ideas. The students build on the basic grammar and vocabulary skills already learned and use them to engage in conversation. The class entails reading, writing, speaking and listening in Spanish, starting from student's ability levels. There are various methodologies implemented in Spanish classes to help students acquire the language, such as TPRS, project-based learning, daily skill building of grammar and vocabulary among others. Last but not least, in the Spanish classes, we utilized the Montessori teaching methodology which gives the students choices and space to work independently.

The junior high program is composed of 7th, 8th and 9th grade with approximately 130 students divided into 10 advisements of 13 students each. All teacher / advisors are Montessori trained. The high school currently has 97 10th, 11th and 12th grade students, and we will reach full high school enrollment next year at 105 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 program director. 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 have 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, NGSS, 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 incorporates project based learning, DPS approved curriculum, concurrent enrollment, AP curriculum and Montessori Integrated Math. The literature studied in Language Arts supports the history curriculum for an overall integrated humanities curriculum. The math and science teacher work together to ensure 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 curriculum. 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 ensure 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 juniors and seniors who desire to take university classes at CCD and Metropolitan State University. Students who want to explore career options have the opportunity to attend CEC. Another key experience for high school is international travel. DMHS Education Foundation leads a vigorous and appropriate fundraising 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.

C. 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 classes 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. This information is documented in a cohort tracking system. Most skill based lessons are presented to individuals or small groups, and 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.

Interim Assessment:

DMHS uses NWEA MAP assessments, Montessori Integrated Math end of unit exams, project end of unit exams, and high school subject area end of unit exams for interim assessments. Teachers analyze the data from the interim assessments and use that data to identify individualized learning goals for the next units of study.

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. 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 teacher observations, MAP and CMAS results along with teacher observation. Students master three new math concepts over the course of two to three weeks, and then take a unit assessment. Teachers check student progress frequently 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 lexile levels. Teachers work with students to help them 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 is integrated into the Humanities projects and occurs via literature circle, seminar and skill lessons. 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. 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 support students through side by side instruction. Should students continue to demonstrate a lack of progress after additional teacher support, staff will begin the multi-tiered system of support process (MTSS).

The principal and staff maintain student data spreadsheets that include standardized test scores, NWEA MAP assessments, Montessori Integrated Math Assessments, writing samples, quizzes and end of unit assessments. The principal and staff review this information at the Wednesday data team meetings, and regularly conduct inquiry cycles 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.

DMHS follows the DPS high school graduation requirements and also support students to complete the Higher Education Admission 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 ensure 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.

D. Promotion / Retention:

DMHS is designed to respect stages of adolescent development, and promotion and retention criteria 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.

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).

D. Culturally Responsive Practices

DMHS is committed to equity; it is a fundamental core value of the school. The school has provided numerous professional development hours on culturally responsive education and trauma informed practices. Montessori pedagogy is exemplary in terms of providing equal access to materials and teachers. However, throughout the last few years, we have come to realize that although all of our students have equal access, we have experienced significant opportunity gaps within our program. We are now working diligently to identify the challenge that prevent our disaggregated populations from more fully benefiting from Montessori education. Last year, we successfully closed the opportunity gaps in English Language Acquisition. This year we are striving to find that same success in math through additional small group skill acquisition lessons and tight record keeping systems that prevent any student from flying under the radar. Our commitment is that all students graduate at or above grade level and are fully ready for post secondary college and career opportunities.

E. 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 after their first two years in the district. 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.

F. 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 ensures 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 6 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. 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 reviews 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 are reviewed to ensure that they align with the DMHS junior high program. Progress is 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. The special education provider ensures 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 needs. 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 uses 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.

G. 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 and Friday staff data team meetings, the program directors and the teachers review data gleaned from the NWEA Map assessments, math end of unit assessments, 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, *dramatis personae*, extended essay, song writing, poetry and creating physical models. The goal of the teachers and student advisors is to ensure 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 ensure 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 ensure 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 ensure that the student graduates ready and able to attend college or succeed in a career.

H. 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 previous years' ALPs for incoming GT students and collaborates with the student and parents to develop an appropriate secondary 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 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.

I. 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 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. DMHS students have the opportunity to take a human development class that includes the science of adolescent development and nutrition, and the opportunity to ask questions and discuss the negative effects 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. 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.

Section V: Teaching

A. 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 and the Montessori for Social Justice Facebook group.

B. Teacher Coaching and Evaluation (LEAP)

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 ensure an optimal learning environment.

Senior Team Leads use 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. Program Directors evaluate the classrooms and overall program using a Montessori observation rubric specifically created for DMHS. 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. The Program Director organizes at least two observation days for staff to observe one another, including across sub-planes. Staff then uses the results of this observation as an opportunity for recursive learning during integrated staff time.

During the weekly data team meetings, there is dedicated time on the agenda to discuss teacher observation and student data. The goal is always to create a recursive and reflective learning environment to ensure 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.

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. 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. The teacher will be required to show improvement under the Principal and/or program director'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. 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. 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's discretion.

C. Employment Status

DHMS seeks to recruit, hire, and retain teachers who are able to implement a quality Montessori program. Beginning in the 2020-2021 school year, all new teachers to DMHS are hired on an annual contract. After their second year at the school, teachers become eligible to earn, maintain, or lose non-probationary status according to District policy and state law. Teachers who had previously attained non-probationary status in the District will resume that status in their third year at DMHS. Teachers who worked at DHMS in the 2019-2020 school year will begin to earn, maintain, or lose non-probationary in the 2020-2021 school year.

D. Professional Development

The ILT 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 designing, 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. Weekly 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 VI: Governance and Finance

A. Student Enrollment

DMHS currently has 134 students in 7th, 8th and 9th grade (the junior high) and 97 10th, 11th and 12th grade students in the high school. Final steady state enrollment is planned at 130 students in the junior high and 105 students in the high school for a total of 235 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 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:

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.

Applicants for grades 7 – 8 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. Children of full-time employees of the school
3. Students who reside in the enrollment zone with a sibling admitted at the school and have previously attended a Montessori school
4. Students who reside in the enrollment zone and have previously attended a Montessori school
5. District or non-District resident students with a sibling admitted at the school
6. Students who reside in the enrollment zone
7. District resident students who have previously attended a Montessori school

8. District resident students currently impacted by school closure decisions
9. All other District resident students
10. Non-District resident students who have previously attended a Montessori school
11. All other non-District resident students

Applicants for grades 9 – 12 are prioritized in the following way:

Note: No particular type of applicant is guaranteed admission.

1. Children of full-time employees of the school
2. District or non-District resident students who previously attended a Montessori school with a currently-attending sibling
3. District resident students who have previously attended a Montessori school
4. District or non-District resident students with a currently-attending sibling
5. District resident students currently impacted by school closure decisions
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 application must be submitted for each sibling to be considered.

B. Actual Contracts and Prioritized Spending

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 initially 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. DMHS works closely with Denver Public Schools' Human Resources Department to ensure that the school hires licensed teachers in core subject areas. Teachers who return after the second annual contract year will resume gaining, maintaining, or losing non-probationary status according to district policy and state law.

DMHS has obtained cost efficiencies by using primary and secondary source materials and free online programs versus using conventional textbooks.

DMHS also uses free resources such as Google Classroom and Google Apps for Education. The school uses all cost savings to maintain a low student to teacher ratio in the Occupations and Humanities classrooms, provide additional math support, and to create and maintain our unique prepared environment that includes a working farm.

C. CSC/ELA PAC

The Collaborative School Committee and the ELA-PAC is replaced with the Collaborative School / ELA PAC Committee that complies with State Law on School Accountability Committees. DMHS has a vibrant CSC/ELA-PAC 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 current CSC/ELA-PAC is comprised of the principal, one staff person and nine parents. It assesses school performance based on agreed upon outcomes that include academic goals, student well-being and community involvement. The CSC/ELA-PAC meets six times per year to discuss school progress and to make recommendations to the principal, and has the following responsibilities:

- Providing advice and recommendations to the principal regarding all responsibilities of the CSC/ELA-PAC detailed in Policy BDFHR4
- 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
- Advising on the use of school facilities, and
- Recommending 2 final candidates to DPS for the principal position (when a vacancy exists)

SECTION VII School Data

2019 SPF Analysis:

SPF Indicator Area Strengths	Challenges
<p>Growth</p> <p>CMAS/PSAT/SAT: High grade literacy MGP is 62 "Meets" Middle school literacy MGP is 56 "Meets".</p>	<p>CMAS / PSAT/SAT: High School math MGP is 37 "Approaches" Middle school math MGP is 28 "Does not meet"</p>
<p>Achievement (status)</p> <p>Middle School literacy status is 51.16 "Meets". 75% of 10th grade students met the benchmark in PSAT/10 EBRW.</p>	<p>Status scores for middle school math is rated at "Does Not Meet" 28% of 9th and 10th graders met the benchmark in PSAT math.</p>
<p>PSR</p> <p>The DMHS high school rating for Post Secondary Readiness is at "Meets". The On Track to Graduation Rate is at 80.2% "Meets".</p>	<p>PSAT: 10th graders meeting the benchmark for Math is rated at 28% .</p>
<p>Family and Student Engagement and Satisfaction</p>	<p>Student Satisfaction for both programs is at "meets". Parent Satisfaction for both programs is at "exceeds". High School attendance is rated at 60.16 of benchmark: "Meets".</p>
<p>Student Satisfaction for both programs is at "meets". Parent Satisfaction for both programs is at "exceeds". High School attendance is rated at 60.16 of benchmark: "Meets".</p>	<p>Middle school attendance is 39.46% of benchmark "Does Not Meet".</p>

Middle School Status

CMAS English/Language Arts

School overall: 51%
 7th grade: 50%
 8th grade: 52%
 ELL: 55.56
 FRL: 28%
 SpEd: FERPA
 Black: FERPA
 Hispanic: 42%
 White: 75%

CMAS Mathematics

School overall: 20%
 7th grade: 15%
 8th grade: 24%

ELL: 16.67
FRL: 7%
SpEd: FERPA
Black: FERPA
Hispanic: 9%
White: 40%

CMAS Science

8th grade: 13%

CMAS status summary: The school experienced significant improvement in English/Language Arts and ELL students outperformed the average. Status in math was much lower than in ELA. 7th and 8th grade performed well for ELA, but underperformed for math, with 7th grade performing below 8th grade. FRL students performed significantly below non-FRL students.

Middle School Growth

CMAS English/Language Arts

School overall: 56
7th grade: 37
8th grade: 64.5
ELL: FERPA
FRL: 50
SpEd: FERPA
Black: FERPA
Hispanic: 51
White: FERPA

CMAS Mathematics

School overall: 28
7th grade: 21.5
8th grade: 33
ELL: FERPA
FRL: 25.5
SpEd: FERPA
Black: FERPA
Hispanic: 25
White: FERPA

ACCESS

Cannot report out data as per FERPA.

CMAS and ACCESS growth summary: 8th Grade growth in ELA met expectations. 7th grade growth scores in ELA and 7th and 8th grade growth scores in math did not meet expectations. There were no significant gaps between FRL and non FRL. Unlike status where there were gaps in performance, growth did not have similar gaps.

Middle School Engagement

Attendance

39.46% met the benchmark

Parent Satisfaction

92.91% positive responses on the parent/family satisfaction survey

Student Satisfaction

85.05% positive responses on the student satisfaction survey

Overall SPF: = red/32.84%

Middle School SPF

Gaps: red/27.08%

Growth: red/29.41%

Status: red/19.23%

Engagement: green/61.11%

SPF middle school areas of success: Engagement met expectations.. While growth did not meet expectations overall, we saw increases in the actual results including Literacy/EBRW at 56 "Meets" MGP for the school overall. Another large increase was observed in CMAS Keep-up Literacy - 88.57% of students already meeting expectations kept up and met expectations again. Literacy/EBRW status is another area of success with the school improving from 30.85 to 51.16 "Meets". ELL students outperformed the average for Literacy/EBRW, "Meets".

SPF middle school areas to be prioritized: Gaps within our school are present in math and ELA status: FRL and Students of Color and their peers did not meet expectations. Overall, school performance in math, both status and growth, are low.

High School Status

PSAT 9

Overall proficiency on PSAT 9 EBRW: 41.9%

Overall proficiency on PSAT 9 Math: 14%

Proficiency for Hispanic students: EBRW - 29%, Math - 6.5%

Cannot report out other subgroup data as per FERPA.

PSAT 10

Overall proficiency on PSAT 10 EBRW: 75%

Overall proficiency on PSAT 10 Math: 28.1%

Proficiency for Hispanic students: EBRW - 63.2%, Math - 21.1%

Cannot report out subgroup data as per FERPA.

SAT

Overall proficiency on SAT EBRW: 46.2%

Overall proficiency on SAT Math: 15.4%

Cannot report out subgroup data as per FERPA.

High School Growth

PSAT/SAT EBRW

School overall: 62

9th grade: N/A

10th grade: 63.5

11th grade: 60

ELL: FERPA

Redesignated ELL: FERPA
FRL: 62
Non-FRL: 61.5
SpEd: FERPA
Gifted/Talented: FERPA
Students of Color: 59.5
Non-SoC: FERPA
Hispanic: 59.5
Black: FERPA
White: 60

PSAT/SAT Mathematics

School overall: 37
9th grade: 32
10th grade: 51.5
11th grade: 24
ELL: FERPA
Redesignated ELL: FERPA
FRL: 35.5
Non-FRL: 40.5
SpEd: FERPA
Gifted/Talented: 43
Students of Color: 35
Non-SoC: 43
Hispanic: 35.5
Black: FERPA
White: 43

ACCESS

Cannot report out data as per FERPA.

PSAT/SAT and ACCESS status and growth summary: Very strong results were observed within EBRW status, while math scores came in lower. The gaps in growth for both EBRW and Math are greatly improved from the previous year.

Post Secondary Readiness

On Track to Graduate

80.2% were on track at the end of the school year/19.8% were off track

Graduation Rates

Remediation Rates

N/A

High School Engagement

Attendance

60.16% met the benchmark

Parent Satisfaction

91.4% positive responses on the parent/family satisfaction survey

Student Satisfaction

88.29% positive responses on the student satisfaction survey

High School SPF

Gaps: red/22.22%

Growth: red/28.09%

Status: red/33.11%

PSR Growth: yellow/50%

PSR Status: green/60.34%

Engagement: blue/89.29%

SPF high school areas of success: HS Engagement exceeded expectations and the school met expectations in PSR Status. The school had high MGP growth for ELA and closed ELA performance gaps for FRL students (Students of Color and EL student data was not calculated for ELA MGP).

SPF high school areas to be prioritized: Academic gaps for status did not meet expectations.

Our current school strategic plan is as follows:

Major Improvement Strategies: at least one MIS aligns with one of Instructional Excellence Focus Areas	EOY Benchmark
<p>MIS 1: Implement Systems to Graduate College and Career Readiness</p> <ul style="list-style-type: none"> o High Expectations o Grade-Level, Rigorous Tasks o Instruction o Feedback 	<p>HE 100% of Seniors have applied to at least two universities or colleges, 80% have applied for scholarships including PELL grants and 100% of families have completed the FAFSA.</p>
	<p>GL, RT 70% of DMHS high school students (10th, 11th and 12th) enrolled in or completed at least one CCD or College Level class and earned a grade of "C" or better.</p>
	<p>HE 100% of students are current with Naviance and ICAP</p>
	<p>HE 100% of 10th and 11th grade students have visited at least 2 colleges and and 9th grade students have visited at least 1 college.</p>
	<p>I, F, 95% of students will improve their SAT/PSAT score.</p>
	<p>HE, G,RT. 80% of students will be scoring "accomplished" on our report card rubric in the categories of organization and quality of work 80% of the time.</p>
<p>MIS 2:Math Achievement</p> <ul style="list-style-type: none"> o High Expectations o Grade-Level, Rigorous Tasks 	<p>85% of students see themselves as actively engaged in the process of learning and doing math.</p>

o Instruction o Feedback	100% of teachers are utilizing Montessori materials or manipulatives as needed to support students
	85% of students are observed using accountable math talk during seminars.
	In a lesson set audit, 90% of student facing materials allow students to access to all 4 levels of cognitive demand for each skill in curriculum.
	85% of students demonstrate positive growth on the 2020 CMAS.
MIS 3: Implement Strategic Systems to Close the Achievement Gap o High Expectations o Grade-Level, Rigorous Tasks o Instruction o Feedback	HE, GL,RT 100% of advisors are using the 55 minute morning advisement time effectively, through the consistent use of the advisement systems and structures. Students are observed sitting in circle, actively participating in the advisement protocols, asking for and receiving regular planner checks and positively supporting their peers.
	I, F 100% of students demonstrate learning through individual or community methods: group work, oral presentation, seminar, individual assessments. Systems and structures are in place to assess learning for each method.
	I, F Through effective record keeping, 100% of students who require reteaching are easily identified and called to small group lesson resulting in improvement on Math unit assessments or SLO writing pieces of evidence.
	90% of teachers are effectively using the classroom management matrix and the MTSS process

In our Innovation Plan two years ago, DMHS set the following three-year goals. These goals were specifically supported through the teacher leadership model, regular weekly coaching, and review of goals and progress at data team meetings. Actual data is [in blue](#).

Denver Montessori Junior High School Goals

Type of Assessment	20-2017 Baseline	2017-18 Goal	2018-19 Goal	2019-20 Goal	2020-21 Goal	2021-22 Goal	Innovation Plan and Status Alignment: Why the Innovation Plan and Status can be expected to support progress towards these goals.
CMAS	MGP Math 7 th : 38.5 8 th 43.5 9 th 49 Status Math 7 th 6.4 8 th 23.9 9 th 9.4 MGP ELA 7 th : 22.5 8 th 43 9 th 70 Status ELA 7 th 23.9 8 th 39.1 9 th 40.6	MGP Math 7 th : 55 36.5 8 th 55 45 9 th 55 44 Status Math 7 th 25 26 8 th 20 6.4 9 th 25 28 MGP ELA 7 th : 55 44 8 th 60 39 9 th 70 65 Status ELA 7 th 25 40 8 th 30 21 9 th 50 64	MGP Math 7 th : 55 22 8 th 60 33 9 th 60 32 Status Math 7 th 25 15 8 th 35 24 9 th 30 14 MGP ELA 7 th : 55 37 8 th 60 64.5 9 th 70 n/a Status ELA 7 th 25 50 8 th 30 52 9 th 50 42	MGP Math 7 th : 55 8 th 60 9 th 60 Status Math 7 th 25 8 th 30 9 th 35 MGP ELA 7 th : 55 8 th 60 9 th n/a Status ELA 7 th 50 8 th 60 9 th 60	MGP Math 7 th : 55 8 th 60 9 th 60 Status Math 7 th 25 8 th 35 9 th 40 MGP ELA 7 th : 55 8 th 60 9 th n/a Status ELA 7 th 50 8 th 60 9 th 60	MGP Math 7 th : 55 8 th 60 9 th 60 Status Math 7 th 25 8 th 35 9 th 45 MGP ELA 7 th : 55 8 th 60 9 th n/a Status ELA 7 th 50 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. Flexibility for hiring teachers in order to prioritize Montessori training and school fit. Flexible schedule to meet the needs of our program Flexibility of curriculum to match the Montessori pedagogy
PSAT 10	%Proficiency ELA – 73.9% Math – 39.1	%Proficiency ELA – 50% 63% Math – 20% 22.2%	%Proficiency ELA – 60% 75% Math – 35% 28.1%	%Proficiency ELA – 60% Math – 28%	%Proficiency ELA – 70% Math – 45%	%Proficiency ELA – 70% Math – 45%	
Post Secondary Readiness	Overall on-track trajectory: 89.9%	Overall on-track trajectory: >90%	Overall on-track trajectory: >90% 80.2%	Overall on-track trajectory: >80%	Overall on-track trajectory: >80%	Overall on-track trajectory: >80%	

Math Improvement Plan

DMHS is currently in year three of implementing Montessori Integrated Math (MIM). This individualized 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 qualified math teacher. The small group lessons are designed to meet each student at the particular concept/skill level where 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.

DMHS adopted MIM for the 17/18 school-year. Teachers attended a week-long professional development led by MIM author, Mike Waski. DMHS teachers collaborated with math teachers from Compass Montessori to build out the system. Last year, in the second year of implementation, students on average completed twice as much content as the year before. Some motivated students accelerated and were working far beyond their grade level. However, this increase in student engagement did not translate to improved CMAS test scores.

In this third year of implementation, the 9th graders in our multi-age classrooms are now very familiar with the system and can provide the in-class leadership necessary for a successful Montessori environment. Incoming 7th graders are experiencing an established system that they can easily understand. This is also the third year for teachers implementing the program, and they too are feeling far more comfortable and successful with MIM. This year we added a very important new component with the role of the math specialist. We have a full time math specialist in the junior high (7th, 8th, 9th) whose primary role is assessment and record keeping. The specialist has the capacity to truly capture what students are mastering content and what students need a follow up lesson.

The goal of all Montessori education, and definitely MIM, is to move students from dependent learners to independent learners. MIM is set up as a complete system to allow this to happen, and the teachers' role is to provide the right amount of scaffolding. With the addition of the math specialist, our teachers now have the accurate information they need so that they can quickly call students to the right lessons necessary for each student to make progress.

DMHS math teachers are also working closely with the District Math Specialist to insure that all four levels of cognitive demand, including High Cognitive Demand "doing mathematics" are present throughout the daily review lesson packets. Finally, every math class begins with a PSAT 9 warm up question that students collaboratively solve. The goal of this exercise is to increase students' understanding and comfort level with the PSAT math assessment.

Request for Innovation Status
Waivers Requests and Replacement Policies
DPS, DCTA, and Colorado State Statutes

DPS Policy Waivers

	Policy Waived	Area of Impact
WAIVER REQUESTS - DPS BOARD POLICIES		
School Proposal	BDF-R4: Collaborative School Committees	Governance
Policy	<p>There shall be at each school a Collaborative School Committee (CSC).</p> <p>Membership: Each CSC shall consist of at least: three parents or legal guardians of students enrolled in the school one teacher who provides instruction at the school the principal or the principal's designee one person from the community one adult member of an organization of parents, teachers and students recognized by the school</p> <p>The number of members of each CSC shall be determined by the principal. If the CSC has more than the above-described members, the CSC shall ensure that the number of parents elected to the committee exceeds the number of representatives from the group with the next highest representation.</p> <p>A person may not serve more than one of the required membership roles on the CSC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the CSC, the principal, with advice from the organization of parents, teachers and students, may establish an alternate membership plan for the CSC. Such alternate plan shall reflect the required representation stated above as much as practicable.</p> <p>To the extent practicable, each CSC shall represent a cross-section of the school community that it represents in terms of sex, race, age, occupation, socioeconomic status, geographical location and other appropriate factors.</p> <p>Election of Members: Each school shall hold elections in the month of May for the following school year or within the first two weeks of school in order to appoint the parent/guardian and teacher members to the CSC. The community member shall be appointed by the other members of the CSC.</p> <p>If a vacancy arises on the CSC, the remaining members of the CSC shall fill the vacancy by majority vote.</p> <p>Duties: In accordance with state statute, the CSC shall:</p> <ol style="list-style-type: none"> 1. Act as the school accountability committee for the school. 2. Recommend to the principal priorities for spending school moneys. The principal shall consider the CSC's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating budget requests for presentation to the Board of Education, if the school is a District-run school, other than a charter school, or in creating the school budget if the school is a charter school. The CSC for a District-run school shall send a copy of its recommended spending priorities to the District Accountability Committee and the Board of Education. 3. Advise the principal, and if the school is a District run school, the Instructional Superintendent, concerning the preparation of a school improvement plan, and submit recommendations to the principal and the Instructional Superintendent, if applicable, concerning the contents of the school improvement plan. 4. Advise the Board of Education concerning the preparation of a school priority improvement or turnaround plan, if either is required, and submit recommendations to the Board of Education concerning the contents of the school priority improvement or turnaround plan, if either is required. 5. Provide input and recommendations on an advisory basis to the District Accountability Committee and the Instructional Superintendent concerning principal development plans for the principal and principal evaluations. 6. Increase the level of parent engagement in the school, especially the engagement of parents of students in the populations described in C.R.S. 22-11-401(1)(d). The committee's activities to increase parent engagement must include, but need not be limited to: Publicizing opportunities to serve and soliciting parents to serve on the CSC. In soliciting parents to serve on the CSC, the CSC shall direct the outreach efforts to help ensure that the parents who serve on the CSC reflect the student populations that are significantly represented within the school; Assisting the District in implementing at the school the parent engagement policy adopted by the Board of Education; and Assisting school personnel to increase parents' engagement with teachers, including but not limited to parents' engagement in creating students' READ plans, in creating individual career and academic plans, and in creating plans to address habitual truancy. 	

	<p>The CSC will not:</p> <ol style="list-style-type: none"> 1. participate in the day-to-day operations of the school; 2. be involved in issues relating to individuals (staff, students, or parents) within the school; or 3. be involved in personnel issues (the School Personnel Committee will stand alone according to the current DPS/DCTA contract). <p>Meetings</p> <p>The CSC shall publicize and hold a public CSC meetings at least every quarter to discuss whether school leadership, personnel and infrastructure are advancing or impeding implementation of the school’s performance, improvement, priority improvement, or turnaround plan, whichever is applicable.</p> <p>If applicable, the CSC will publicize a public hearing to discuss strategies to include in a public school priority improvement or turnaround plan and to review a written public school priority improvement or turnaround plan. A member of the CSC is encouraged to attend the public hearing regarding the written priority improvement or turnaround plan.</p>
<p>Replacement Policy</p>	<p>The Collaborative School Committee and the ELA/PAC 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>Positions assigned by the principal:</p> <ul style="list-style-type: none"> ● 1 Principal ● Up to 3 other positions elected by majority vote (serving 1 year terms): ● Up to 3 Teachers depending on teacher interest ● At least 4 Parents ● At least 1 Support Staff Member <p>Parents/Guardians will comprise the largest group.</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>The CSC shall have the following responsibilities:</p> <ul style="list-style-type: none"> ● Meeting at six times a year ● 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 BDFH-R4 in addition to the following: ● Advising on the school’s annual budget ● Advising on the school’s master calendar and schedule ● Making recommendations regarding the school’s curriculum and instruction, 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 the 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> <p>The CSC will not:</p> <ol style="list-style-type: none"> 1. participate in the day-to-day operations of the school;

	2. be involved in issues relating to individuals (staff, students, or parents) within the school; or 3. be involved in personnel issues	
School Proposal	KHBA: Sponsorship Programs	Governance / Budget
Policy	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. 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. Revenue derived from the sponsorship program will be formally identified as consideration for advertising rights or as sponsorship revenues. Rights and benefits in addition to advertising may be granted to individual sponsors. The rights will become part of the negotiated sponsorship agreement. All sponsorship activities will comply with district policies.	
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.</p> <p>The School shall have the ability to request and secure school-based sponsorships independent of the district according to the following policies:</p> <ul style="list-style-type: none"> • The sponsorship must not compromise or show inconsistency with the beliefs, values of the district and school. • The sponsorship will not alter any district owned resources unless permission is granted by the district. • The sponsorship does not create a real or perceived conflict of interest with school administrators or staff. • 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	JC-R: Pupil Assignment	Enrollment
Policy	Highly detailed. Specifies choice process for parents.	
Replacement Policy	<p>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.</p> <p>Applicants for grades 7 – 8 are prioritized in the following way: Note: No particular type of applicant is guaranteed admission.</p>	

	<ol style="list-style-type: none"> 1. Current 6th grade students attending Academia Ana Marie Sandoval, Denison Montessori, Garden Place Montessori or Lincoln Montessori (7th grade applicants only) 2. Children of full-time employees of the school 3. Students who reside in the enrollment zone with a sibling admitted at the school and have previously attended a Montessori school 4. Students who reside in the enrollment zone and have previously attended a Montessori school 5. District or non-District resident students with a sibling admitted at the school 6. Students who reside in the enrollment zone 7. District resident students who have previously attended a Montessori school 8. District resident students currently impacted by school closure decisions 9. All other District resident students 10. Non-District resident students who have previously attended a Montessori school 11. All other non-District resident students <p>Applicants for grades 9 – 12 are prioritized in the following way:</p> <p>Note: No particular type of applicant is guaranteed admission.</p> <ol style="list-style-type: none"> 1. Children of full-time employees of the school 2. District or non-District resident students who previously attended a Montessori school with a currently-attending sibling 3. District resident students who have previously attended a Montessori school 4. District or non-District resident students with a currently-attending sibling 5. District resident students currently impacted by school closure decisions 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 <p>Denver Public Schools makes every attempt to accommodate siblings who apply together in the same school year. A separate SchoolChoice application must be submitted for each sibling to be considered.</p>	
School Proposal	IKA: Grading/Assessment Systems	Grading/Assessment Systems
Policy	<p>State assessment system</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>	

1. **Pencil and paper testing option**

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:

- 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.

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.

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.

1. **Parent/guardian request for exemption**

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.

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.

This policy's exemption process shall apply only to state assessments and shall not apply to District or classroom assessments.

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

	<p>with the District’s academic standards.</p> <p>In accordance with applicable law, the District’s assessment system shall accommodate students with disabilities and English language learners.</p> <p>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.</p> <p><u>Additional assessment information for parents/guardians</u></p> <p>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.</p> <p><u>Classroom assessment system</u></p> <p>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.</p> <p><u>Grading system</u></p> <p>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 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><u>Adoption of Regulations</u></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>	
Replacement Policy	<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> <p>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 with its mission, vision and curriculum.</p>	
School Proposal	IKF/IKF-R: Graduation	Graduation and Promotion
Policy	<p>Policy describes the graduation requirements for the class of 2021 and beyond. See details at https://go.boarddocs.com/co/dpsk12/Board.nsf/Public?open&id=policies#</p>	
Replacement Policy	<p style="text-align: center;">DMHS Alignment with DPS Graduation Standards</p> <p>Denver Montessori Junior/Senior High School (DMHS) is an approved DPS performance</p>	

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 units 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, students 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

	<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> <p>Response: DMHS agrees with this requirement</p>	
<p>School Proposal</p>	<p>GCF/GDF: Staff Recruitment/ Hiring</p>	<p>Teaching: Human Resources Management: Hiring</p>
<p>Policy</p>	<p>Hiring There shall be no discrimination in the hiring process on the basis of genetic information, race, color, gender, sexual orientation, gender identity, transgender status, religion, national origin, ancestry, age, marital status, veteran status or disability. All candidates shall be considered on the basis of their merits, qualifications and the needs of the school district. For teaching and paraprofessional positions, the Board directs that recruitment procedures will give preference to candidates who meet the definition of highly qualified pursuant to the Elementary and Secondary Education Act. All interviewing and selection procedures shall ensure that the administrator directly responsible for the work of a staff member has an opportunity to aid in the selection and that, where applicable, the school principal has an opportunity to consent to the selection. The Superintendent shall have the authority to make employment decisions, including hiring, for all district employees, except for teaching personnel and school leaders. Nominations of teaching personnel and administrators shall be made at meetings of the Board of Education. The vote of a majority of the Board shall be necessary to approve the appointment of teachers and administrators in the school district. Upon the hiring of any employee, information required by federal and state child support laws will be timely forwarded by the district to the appropriate state agency.</p> <p>Background checks Prior to hiring any person, in accordance with state law the district shall conduct background checks with the Colorado Department of Education and previous employers regarding the applicant’s fitness for employment. In all cases where credit information or reports are used in the hiring process, the district shall comply with the Fair Credit Reporting Act and applicable state law.</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. The principal or his/her designee will consider candidates from the direct placement process; however, the school shall not be required to select or accept teachers through limited term assignments or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers (with the exception of ADA placements).</p> <p>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.</p> <p>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 ILT, 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</p>	

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 repost 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.

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

School Proposal	Article 1-7: Definition of "School Year" Calendar & Schedule	Educational Program:
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as used in these Articles shall mean the school calendar as it is established by the innovation school. This definition will include both an identification of days and a typical daily schedule.	
School Proposal	Article 2-4-1: Request for Waivers	Governance: Management
Policy	Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the Principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School to the Board of Education with documented support from teachers through an amendment or revision of the innovation plan.	
School Proposal	Article 5-1-4: 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.	
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.	
School Proposal	Article 5-5: School Leadership Team	Governance: Management
Policy	Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives ... elected annually by a majority of the faculty voting by secret ballot. The SLT will make decisions by consensus. A consensus is either a unanimous decision or a majority decision that the entire SLT, including the dissenters, will support.	
Replacement Policy	The school will have an Instructional Leadership Team (ILT) that includes the principal, two program directors, two senior team leads, the dean of operations, and two teachers, one elected from the junior high and one from the senior high. The ILT advises on matters that relate to instruction, as well as providing input on the school calendar and schedule.	

	<p>The Collaborative School Committee and ELA/PAC 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>Positions assigned by the principal:</p> <ul style="list-style-type: none"> ● 1 Principal ● Up to 3 other positions elected by majority vote (serving 1 year terms): ● Up to 3 Teachers depending on teacher interest ● At least 4 Parents ● At least 1 Support Staff Member <p>Parents/Guardians will comprise the largest group.</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>The CSC shall have the following responsibilities:</p> <ul style="list-style-type: none"> ● Meeting at six times a year ● 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 BDFH-R4 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 ● Ensuring 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> <p>The CSC will not:</p> <ol style="list-style-type: none"> 1. participate in the day-to-day operations of the school; 2. be involved in issues relating to individuals (staff, students, or parents) within the school; or 3. be involved in personnel issues 	
School Proposal	Article 8: Professional Standards	Educational Program: Calendar & Schedule

	Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	
<p style="text-align: center;">Article Summary</p>	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-seven (187) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 29-5...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</p> <p>Each elementary/ECE/K-8 school teacher shall receive a minimum of three hundred (300) minutes of self-directed instructional planning time per week. Within the three-hundred-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day. If that is not possible, some of the uninterrupted block of forty (40) minutes may be scheduled outside the student contact day. For Secondary Teachers: Each secondary school teacher shall receive a minimum of three-hundred-forty-five (345) minutes of self-directed instructional planning time per week. Within the three-hundred-forty-five-minutes per week, each teacher shall receive a minimum of forty (40) minutes of uninterrupted, self-directed instructional planning time per day scheduled during the student school contact day.</p> <p>8-7 Non-Teaching Duties.</p> <p>8-7-1 Assignment of teachers to non-teaching duties not done by aides will be rotated so that no teachers will have the same assignment for more than four (4) consecutive semesters, unless the teacher agrees to such assignment.</p>	
<p style="text-align: center;">School's Replacement Policy</p>	<p>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.</p> <ul style="list-style-type: none"> ● 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. 	

	<ul style="list-style-type: none"> ● The School has the authority to establish any necessary committees, which may include replacing the Professional Standards Committee, that support the Innovation Plan. <p>8-1-Contract Year: The contract year for teachers may be extended to include additional mandatory professional development days prior to the start of the school year. In addition, the contract year for some teachers may be extended so that they can attend Montessori training, which may occur at any point during the summer break. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>8-8: Lesson Plans: The School’s teachers will be responsible for lesson plans for the entire length of any absence, not including protected leave, such as FMLA.</p> <p>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-site activities but will not be required if the teacher has reasonable concerns about driving.</p>	
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School Proposal	Article 10: Performance Evaluations	Leadership: Human Resource Management: Teacher Evaluation
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Policy	Article describing the LEAP performance evaluation process and the process for performance improvement plans.	
School's Replacement Policy	<p>Article 10 is waived and will not apply to the School. 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.</p> <p>If a teacher is not meeting performance expectations, the school leader may choose to place the teacher on a Plan of Support. If there is a performance concern for a teacher who has non-probationary status, the school leaders will follow the Performance Improvement Plan process outlined in the DCTA contract and District policy.</p> <p>Plan for Support 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 Support. The duration of the plan of Support 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 Support may list the areas for Support 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.</p> <p>If there is a performance concern for a teacher who has non-probationary status, the school leaders will follow the Performance Improvement Plan process outlined in the DCTA contract and District policy.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Leadership: Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the expected date of completion...11-2-5</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</p>	

	<p>be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	<p>The school will follow the procedures outlined in Article 11 of the DCTA contract, except that:</p> <p>11-1: The school reserves the right to keep the identity of the complainant confidential.</p>	
School Proposal	Article 13-7 Hiring timelines	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. 	
School's Replacement Policy	<p>13-7. The innovation school will not adhere to the district staffing cycle. It will post vacancies when they become open. The school will work with the district Human Resources office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible applicants, including teachers who apply to transfer for vacancies, but will uphold district policy in ensuring mutual consent between principals. Transfers will not receive priority consideration. The innovation school will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>Teachers who leave the innovation school in order to return to a district school will be subject to the District policies for implementation of SB 191 with regards to probationary or non-probationary status.</p>	
School Proposal	Article 13-8 Personnel Committee	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p>	

	13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.	
School's Replacement Policy	<p>13-8. 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, the ILT will provide input into hiring decisions by acting as a hiring committee. During school breaks, the principal can fill positions without attempting to consult the ILT.</p> <p>All candidates must pass a DPS background check, which will be conducted through the district Human Resources process.</p>	
School Proposal	13-10 Reduction in Building Staff (RIBS)	Teaching: Human Resources Management: Hiring & Staff Assignments
Article Summary	<p>13-10 Reduction in Building Staff (RIBS).</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> <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.</p> <p>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.</p> <p>13-10-3-2 Each teacher may reside in only one consideration group.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>13-10-7 Any teacher transferred during the school year by the District may be provided with up to two (2) days of non-pupil contact planning time in order to permit the transferred teacher to make an orderly transition between the two (2) assignments.</p> <p>13-10-8 Unassigned RIB'd teachers are expected to participate in the teacher staffing process.</p> <p>13-10-9 Leaves/Job Share/Retirement. See related Articles 21, 23 and 29-13.</p> <p>13-10-10 Guaranteed interviews for reduced active non-probationary teachers, as required by state law, are offered through District-wide hiring fairs. DPS will consult with DCTA regarding the structure of any such hiring fairs. Non-probationary teachers, including teachers who have been displaced as a result of school closure or redesign, who are not able to interview with two or more schools during the hiring fairs will contact DPS Department of Human Resources as soon as practicable for assistance in scheduling the two guaranteed interviews.</p>	

School's Replacement Policy	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.	
School Proposal	Article 14-1: Summer School and Evening School	Teaching: Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	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.	
School Proposal	Article 22: Job Sharing and Half Time	Teaching: Human Resources Management
Article Summary	<p>22-1 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 halftime. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>22-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>22-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>22-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>22-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>22-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>22-2 Teachers will be notified of placement during the teacher staffing process.</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 ILT, 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.	
School Proposal	Article 28: Extra Duty Compensation	Teaching: Human Resources Management: Compensation
Article Summary	See Extra Duty Compensation schedule in Article 28 Various tables that specify compensation levels for activities that include: substitute pay, hourly rates, activity salaries with steps and schedules.	
School's Replacement Policy	<p>The School has the authority to determine its own compensation philosophy to provide school determined extra-duty pay, provided that the School submits a Compensation Philosophy to their CSC and HR for annual review ensuring sustainability, transparency and equity.</p> <ul style="list-style-type: none"> • The School has the authority to establish its own compensation and provide stipends as necessary for all employees. • If the school establishes hourly or daily rates, those rates will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement. <p>The school leaders, in consultation with the CSC, will determine extra duty compensation for extended day and year as well as any new or additional roles and responsibilities and merit pay. School leadership will work with the DPS HR department to ensure that all necessary processes are followed in these areas and is consistent with the innovation plan.</p> <p>The Compensation Philosophy can be revised annually with school leadership developing school compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC will review and provide feedback on the school compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.</p>	
	30-1: Salary Setting for ProComp Teachers	Teaching: Human Resources Management: Compensation
Policy	Salary Setting. Base salary will be based on years of service (“steps”) as well as education level, longevity, and advanced license/national board (“lanes”), consistent with the following Salary Schedule, which shall increase consistent with the parties’ Financial Agreement:	
Replacement Policy	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.	

State Statute Waivers
WAIVER REQUESTS – COLORADO STATE STATUTES

School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Leadership: Human Resource Management: Teacher Evaluations
Policy	<p>(1.5) (a) A local board or board of cooperative services may adopt the state model performance evaluation system established by the rules promulgated by the state board pursuant to section 22-9-105.5 or may develop its own local licensed personnel evaluation system that complies with the requirements established pursuant to this section and the rules promulgated by the state board. If a school district or board of cooperative services develops its own local licensed personnel evaluation system, the local board or board of cooperative services or any interested party may submit to the department, or the department may solicit and collect, data related to said personnel evaluation system for review by the department.</p> <p>(4) (a) Except as provided in paragraph (b) of this subsection (4), no person shall be responsible for the evaluation of licensed personnel unless the person has a principal or administrator license issued pursuant to article 60.5 of this title or is a designee of a person with a principal or administrator license and has received education and training in evaluation skills approved by the department of education that will enable him or her to make fair, professional, and credible evaluations of the personnel whom he or she is responsible for evaluating. No person shall be issued a principal or administrator license or have a principal or administrator license renewed unless the state board determines that such person has received education and training approved by the department of education.</p>	
Replacement Policy	<p>The School will implement the district licensed personnel evaluation system (LEAP) and may make modifications that comply with the requirements established in State law.</p> <ul style="list-style-type: none"> ● 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 approved training in evaluation skills by the district personnel or 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 	

	<p>non-licensed administrators when necessary and shall discuss with them procedure and form.</p> <ul style="list-style-type: none"> All teachers will receive at least one formal evaluation each year and will receive the minimum number of observations necessary to generate an end-of-year LEAP score. The school's principal shall receive an annual evaluation by the Superintendent or his/her designee 	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Teaching: Human Resource Management: Staff Hiring, Compensation
Policy	<p>22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties:</p> <p>(f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school</p>	
Replacement Policy	<p>Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the innovation school. The principal, in consultation with the ILT, will select classroom teachers directly. The School may provide additional compensation in the form of stipends/extra duty pay that exceed the rates set in the DCTA/DPS agreement, if approved in the school's compensation philosophy.</p>	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Governance: Budget
Policy	<p>(g) To require any employee or other person who may receive into his custody moneys which properly belong to the district to deliver such moneys to the treasurer of the district, or to deposit such moneys in a depository designated by the board;</p>	
Replacement Policy	<p>The School has the authority to manage its receipt of money and will meet performance expectations provided by the District.</p> <p>In accordance with the innovation plan, the school may receive moneys and deposit such moneys into a school account.</p> <p>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> <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>	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Educational Program: Calendar and Schedule
Policy	<p>(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school</p>	

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

Replacement Policy	<p>The School has the authority to create its own annual calendar.</p> <p>The School’s annual calendar will meet or exceed the minimum standards for the District and State.</p> <p>No later than 60 days before the end of the school year, the principal, in consultation with the CSC, will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year.</p> <p>Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p> <p>A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled.</p> <p>The approved upcoming school year calendar and school day hours will be placed on the school’s website prior to May 1 of the prior academic year and a copy shall be provided to the school’s Instructional Superintendent.</p>	
School Proposal	<p>Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks</p>	<p>Education Program</p>
Policy	<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>	
Replacement Policy	<p>The DPS Board authorizes the school to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the innovation plan.</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> <p>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.</p> <p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p>	

	<p>The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC.</p> <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	
School Proposal	Section 22-32-109(1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program
Policy	(aa) To adopt content standards and a plan for implementation of such content standards pursuant to the provisions of section 22-7-407 ;	
Replacement Policy	<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> <p>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.</p> <p>The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments.</p> <p>The district will evaluate the impact of the school’s education program as part of its 3 year review of the school’s innovation plan in addition to the annual UIP review by the CSC.</p> <p>Substantive interim changes must be approved by the Principal and District Staff.</p>	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Teaching: Human Resource Management: Professional Development
Policy	(jj) To identify any areas in which one or more of the principals of the schools of the school district require further training or development. The board of education shall contract for or otherwise assist the identified principals in participating in professional development programs to assist the identified principals in improving their skills in the identified areas.	

Replacement Policy	<p>In accordance with the innovation plan, the Principal will participate in district-provided coaching and professional development except when such coaching or professional development contradicts the successful implementation of the innovation plan and/or the mission /vision of the school.</p> <p>In determining the Principal’s PD and coaching schedule, the Instructional Superintendent will collaborate with the Principal to ensure that district PD and coaching supports the school leader and/or leadership team in implementing the goals of the innovation plan.</p> <p>The standard district offered professional development for members of the Professional Development team will be attended in the instances in which it supports the implementation of the innovation plan and/or the mission and vision of the school. District professional development for teachers, teacher leaders, and other instructional or operational leaders will be attended when the school’s principal determines that such professional development is in the best interest of the school to successfully implement the innovation plan.</p>	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Teaching: Human Resource Management: Hiring Teacher Aides
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections</p>	
Replacement Policy	<p>The DPS board grants autonomy to the principal, in consultation with the ILT and 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>	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Teaching: Human Resource Management: Staff Dismissals
Policy	<p>(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment:</p> <p>(h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h)</p>	

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

	<p>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.</p> <p>Interviews and selection follow the DPS Human Resource hiring procedures.</p>	
Replacement Policy	22-33-102(1) Definition of "Academic Year"	Education Program: Calendar
Policy	<p>“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>	
Replacement Policy	<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>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Teaching: Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article</p>	

	shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.	
Replacement Policy	<p>The school will employ licensed teachers for teaching of core content pursuant to state and federal law. Core content areas are considered as Language Arts; Math; Science; Foreign language; Social Studies (Civics, Government, History, Geography, Economics); Arts.</p> <p>The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the innovation plan and the DPS board may enter into employment contracts with non-licensed teachers and/or administrators at the school as necessary to implement the school’s innovation plan.</p> <p>School leaders shall have authority over their own hiring, staffing, and other talent-related decisions as set forth in the Innovation School Plan. However, a decision to terminate an innovation teacher’s contract before the end of the school year will be subject to review pursuant to DPS Policy GDQD and regulation GDQD-R.</p> <p>The principal will also be trained on the DPS evaluation system, but will not be required to hold a principal or administrator license.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202 and 22-63-203: Contracts in Writing Duration Damage Provision	Teaching: Human Resource Management: Hiring, Contracts and Employment Offer Letters
Policy	<p>(1) Except for a part-time or substitute teacher, every employment contract entered into by any teacher or chief administrative officer for the performance of services for a school district shall be in writing.</p> <p>(2) (a) A teacher or chief administrative officer and the board may mutually agree to terminate the teacher's or chief administrative officer's employment contract at any time.</p> <p>(b) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall not terminate his or her employment contract with the board without the agreement of the board unless:</p> <p>(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or</p> <p>(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.</p> <p>(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.</p> <p>(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher</p>	

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

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

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

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

(II) Repealed.

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

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

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

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

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

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

	<p>school-based hiring for more than two years.</p> <p>(VII) This paragraph (c.5) shall apply to any teacher who is displaced as a result of drop in enrollment; turnaround; phase-out; reduction in program; or reduction in building, including closure, consolidation, or reconstitution.</p> <p>(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant to an employment contract, without good cause.</p> <p>(3) A teacher may be suspended temporarily during the contractual period until the date of dismissal as ordered by the board pursuant to section 22-63-302 or may have his or her employment contract cancelled during the contractual period when there is a justifiable decrease in the number of teaching positions. The manner in which employment contracts will be cancelled when there is a justifiable decrease in the number of teaching positions shall be included in any contract between the board of education of the school district and school district employees or in an established policy of the board, which contract or policy shall include the criteria described in section 22-9-106 as significant factors in determining which employment contracts to cancel as a result of the decrease in teaching positions. Effective February 15, 2012, the contract or policy shall include consideration of probationary and nonprobationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p> <p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted nonprobationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>
Replacement Policy	<p>The following replacement policy pertains to new hires at DMHS. Teachers who taught at DMHS during the 2019-2020 school year will begin to acquire, maintain, or lose non-probationary status beginning in the 2020-2021 school year according to State Statute and the district's processes.</p>

	<p>Initial-Annual-Contract: Beginning in the 2020-2021 school year, during a teacher’s first year at DMHS they will be hired under annual contract that expires at the end of each contract year. By May 1 of their second year at DMHS, these teachers shall be notified whether or not they will be offered employment at the school for the following school year contingent upon completing the school year in good standing with the district.</p> <ul style="list-style-type: none"> • After the second annual contract, teachers who are offered a position for the following year will resume the process of earning and/or maintain non-probationary status according to State Statute and the district’s processes. • Teachers on an annual contract who are not offered continued service at DMHS, and are not otherwise reduced or terminated for cause, will not be entitled to continued employment with the district nor a Limited Term Assignment with the District, but shall be entitled to an opportunity to interview for positions in the district for the following school year, for which he or she is qualified. <p>The school will be responsible, with support from District HR, to annually document and communicate end of year effectiveness ratings and changes to employment status.</p> <p>In all situations related to teacher dismissal, a teacher on an initial-year-contract may only be dismissed mid-year for cause in accordance with DPS policy GDQD and regulation GDQD-R.</p>	
<p>School Proposal</p>	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation</p>	<p>Teaching: Human Resource Management: Direct Placement of Teachers</p>
<p>Statute Description</p>	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or nonmembership in any group or organization.</p> <p>(2) Notwithstanding the provisions of subsection (1) of this section, a teacher who has been occupying an administrative position may be assigned to another position for which he or she is qualified if a vacancy exists in such position, and, if so assigned, with a salary corresponding to the position. If the school district has adopted a general salary schedule or a combination salary schedule and policy, the board may consider the years of service accumulated while the teacher was occupying the administrative position when the board determines where to place the teacher on the schedule for the assigned position.</p> <p>(3) Notwithstanding the provisions of subsection (1) of this section, the salary of a teacher who has received additional compensation for the performance of additional duties may be reduced if said teacher has been relieved of such additional duties.</p>	

	<p>(4) A teacher may enter into an agreement for an economic work-learn program leave of absence with a board of education that shall not affect the teacher's employment status, position on the salary schedule if the school district has adopted a general salary schedule or combination salary schedule and policy, or insurance and retirement benefits.</p> <p>(5) Nothing in this section shall be construed as requiring a receiving school to involuntarily accept the transfer of a teacher. All transfers to positions at other schools of the school district shall require the consent of the receiving school.</p>	
School's Replacement Policy	<p>The school may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school may apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service. The school will accept transfers that are being placed under District compliance with the Americans with Disability Act (ADA).</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>Teaching: Human Resource Management: Dismissals</p>
Policy	<p>A teacher may be dismissed for physical or mental disability, incompetency, neglect of duty, immorality, unsatisfactory performance, insubordination, the conviction of a felony or the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence for a felony, or other good and just cause. No teacher shall be dismissed for temporary illness, leave of absence previously approved by the board, or military leave of absence pursuant to article 3 of title 28, C.R.S.</p>	
Replacement Policy	<p>Teachers who are new to the school are hired on annual contract. Annual contracts can be non-renewed at the end of the contract term for any reason.</p> <p>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.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</p>	<p>Teaching: Human Resource Management: Dismissals</p>
Statute Description	<p>Detailed statutory process for dismissal of a non-probationary teacher or a probationary teacher during the school year.</p>	
Replacement Policy	<p>Teachers who are new to the school are hired on annual contract. Annual contracts can be non-renewed at the end of the contract term for any reason.</p> <p>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.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal</p>	<p>Teaching: Human Resource Management: Compensation</p>

	Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	
Policy	(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.	
Replacement Policy	The School'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.	
School Proposal	22-63-402. Services - disbursements	Teaching: Human Resource Management: Teacher License
Policy	No order or warrant for the disbursement of school district moneys shall be drawn in favor of any person for services as a teacher, except for services performed for a junior college district or in an adult education program, unless the person holds a valid teacher's license or authorization from the department of education. Such license or authorization shall be duly registered in the administrative office of the school district wherein the services are to be rendered. A teacher shall hold a valid license or authorization during all periods of employment by a school district. A person who performs services as a teacher without possessing a valid teacher's license or authorization shall forfeit all claim to compensation out of school district moneys for the time during which services are performed without the license or authorization.	
Replacement Policy	The school may hire licensed or non-licensed teachers, in accordance with the replacement policy for 22-63-201. 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.	
Replacement Policy	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.
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Compensation Philosophy

- The school will offer stipends for certain roles, responsibilities, and staff qualification guided by their compensation philosophy. The compensation philosophy can be revised annually with school leadership developing school compensation replacement policy in collaboration with their HR partner. Upon revision, the CSC will review and provide feedback on the school compensation replacement policy. When changes are made, the school will submit its revised compensation replacement policy to the district (HR) for review and to ensure legal compliance.