

Isabella Bird Community School Innovation Plan



We can't teach the mind until we first reach the heart.

May 1, 2014



Submitted to:
Office of School Reform and Innovation
Denver Public Schools

Attn: Jennifer Holladay
900 Grant Street, #406
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INNOVATION PLAN COVER PAGE

****PLEASE SUBMIT THIS PAGE AS THE FIRST PAGE OF THE INNOVATION PLAN****

Direct innovation plan questions to Kelly Rosensweet (Rosensweet_k@cde.state.co.us)

Innovation School Name: Isabella Bird Community School

Location (address): 2701 N. Lima St., Denver, CO 80238

Plan Contact (name and position): Sonny Zinn, Principal

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

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

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

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

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

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

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

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

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

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

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

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

****SUBMIT THIS DOCUMENT AS THE FIRST PAGE OF THE INNOVATION PLAN****

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Overview of Innovations in this Plan:

In the IBCS innovation plan, the following areas are highlighted as areas where the school needs the greater autonomies granted through innovation status in order to implement the previously proposed school design and to effectively serve its students.

- **Curriculum:** IBCS needs the ability to implement a curriculum that integrates core content into meaningful teacher-created project based learning that is aligning to the Common Core;
- **Professional Development:** IBCS needs flexibility to direct more PD time for teachers and administrators to effectively implement a student-centered project based learning programs at their school as well as student-led conferences and presentations of knowledge;
- **Time:** IBCS needs to extend the annual calendar for staff so they can access a more intensive PD offering that will help ensure successful execution of a school’s plan;
- **Governance/Leadership:** IBCS needs flexibility in the school’s organizational structure to share leadership between the school leader, teacher leaders, and school Council;
- **Human Resources:** IBCS needs flexibility to recruit and select teachers that demonstrate characteristics of successful project based learning. IBCS needs flexibility for coaching and evaluation that provides the school with peer observations and evaluations. Annual contracts for all teachers will provide a way to ensure the school is attracting and retaining the right teachers during the early implementation phase. The school will provide appropriate supports to address poor performance. Teachers will be afforded due process for mid-year dismissals.
- **Budget:** IBCS needs flexibility in budgeting to ensure the school is able to direct adequate resources to classroom instruction and will budget on actual teacher salaries.

With these innovations in mind, IBCS submitted a list of waivers and replacement policies that would be applied to operate the school under innovation status. Waiver requests for IBCS, along with detailed replacement policies and procedures, are described in the innovation plan.

Outcomes

IBCS has proposed that innovation status will allow the school to implement an educational program consistent with the school design and accelerate student achievement in order to meet or exceed district expectations for the School Performance Framework.

School Performance Targets (Innovation Years 1-4) ¹							
	Expected PARCC (MGP) (Grades 4-5)	Expected PARCC % Proficient-Reading (Grades 3-5)	Expected PARCC % Proficient- Math (Grades 3-5)	Expected PARCC % Proficient – Writing (Grades 3-5)	Expected CMAS %Proficient - Science (Grades 3-5)	Expected Early Rdg Assmt % on grade level (Grades K-2)	Expected MGP WIDA-Access
Year 1	65	40	50	40	30	40	65
Year 2	65	50	55	50	35	45	65
Year 3	65	55	60	55	40	50	65
Year 4	65	60	65	60	45	55	65

Budget

As part of its innovation planning, IBCS has developed a budget for next year that identifies how the school will fund its programming. The budget office has concluded that the school model is

sustainable within the existing budget parameters afforded to a school principal. The school is seeking to budget based on actual salaries. The school has confirmed that all supplemental funding sources will be utilized to enhance the school model and will not be relied upon to sustain the education program as identified in the innovation plan.

Support

IBCS has had a significant amount of involvement from their community in the school design and innovation plan development processes. IBCS has provided the District with evidence of majority support for the plan from school staff, teachers, administrators, and the current CSC.

Succession Planning

IBCS's innovation plan specifies a succession plan in which leadership capacity will be continually developed. By providing many leadership opportunities, IBCS's leadership pipeline expands the leadership capacity at the school and prepares multiple people to take on the role of the school principal, either at IBCS or another school. Teachers have opportunities to take on a variety of teacher leader roles included in the school's distributed leadership approach. The innovation plan also specifies use of its School Council to evaluate and recommend candidates to the Superintendent. The Council will include teachers, staff, administrators, parents, and members of the community who have knowledge of the innovation plan and the current school program. The DPS Superintendent or his designee will make final determinations for the school principal.

LETTER FROM SCHOOL LEADERS

May 1, 2014

Denver Public School Board

Happy Haynes
Barbara O'Brien
Anne Rowe
Rosemary Rodriguez
Mike Johnson
Landri Taylor
Arturo Jimenez

To the DPS School Board Members:

The American Heritage Dictionary defines *Innovate* as:

1. To begin or introduce (something new)
2. To be creative

In the winter of 2013, Sonny Zinn, Jeff Bushnell, and Traci Bushnell began their work in DPS as the founding leaders of what was then called Eastbridge and is now known as Isabella Bird Community School (IBCS). Among the first pieces of information that was shared with the team were the results of a Stapleton survey that showed overwhelming support for the newest Stapleton school becoming an *Innovation School*. Over the course of the spring and summer, the Leadership Team met with potential school community members to create the school program.

Throughout the fall and winter, our staff and families worked together to clarify the vision and mission of the school. The idea of *Innovation* took hold from the start, and it never let go. It surfaced in the Design Advisory Group meetings as the school facility was designed. It came through in the process of naming our school after the remarkable Isabella Bird. The IBCS stakeholders agreed that we wanted to develop a school that brought together many of the best practices in education, and to organize and implement them in response to the diverse needs of our learners. Over time, the reasons why *Innovation* status was so important to our school community surfaced. At the heart of the IBCS Innovation Plan is **FLEXIBILITY** (our community fondly refers to this as our “middle name” as the term is referenced so often!), particularly in the following areas:

- 1) **Curriculum** flexibility with supplemental materials to meet the needs of ALL of our students
- 2) **Calendar**
 - Hour-long Student Led Conferences twice a year with each family
 - Adjusting the length of the school year to best serve our student population
- 3) **Annual Contracts** to hold teachers and School Leaders accountable

4) **Budgeting** on “actuals” vs. “averages” to make responsible and responsive decisions about every penny in our budget

5) **Hiring timeline** that allows for hiring the best teachers as soon as possible

Thank you for your consideration of the community-developed and supported IBCS Innovation School Application.

We welcome the opportunity to share our wonderful, growing school with you!

Most Sincerely,

Sonny Zinn

Traci Bushnell

Jeff Bushnell

The Isabella Bird Community School Leadership Team



EXECUTIVE SUMMARY

Name of School	<i>Isabella Bird Community School</i>
School Type	<i>Innovation School (Conversion)</i>
Grade Configuration	<i>ECE-5th grade Year 1: K, 1 Year 2: ECE through grade 5</i>
Model or Focus	<i>An inclusive, relationship-based model with curricula grounded in best educational practice and differentiated to meet the diverse needs of our students. Project-based, inquiry-driven, learning is made accessible through key principles and practices found in other successful educational models.</i>
Region and/or Neighborhood	<i>NNE</i>
Primary Contact Person	<i>Sonny Zinn – School Leader sonny_zinn@dpsk12.org Jeff Bushnell – School Leader jeffery_bushnell@dpsk12.org Traci Bushnell – School Leader traci_bushnell@dpsk12.org</i>

Enrollment Projections:

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE		40	40	40	40
K	66	75	75	75	75
1	21	75	75	75	75
2		25	75	75	75
3		25	25	75	75
4		25	25	25	75
5		25	25	25	25
Newcomers – Level 1			40	45	50
Total # students	87	290	380	435	490

Student Demographics:

	FRL %	SPED %	ELL %
Current Demographics	30%	10%	5%

EXECUTIVE SUMMARY NARRATIVE

I. Culture

Our mission at Isabella Bird Community School (IBCS) is to provide our diverse learners with a compassionate, intellectually stimulating, vigorous learning experience that ensures their wellbeing, engagement, academic and personal success, and contribution as global citizens.

Our vision is to provide a relationship-based school that offers an exceptional and holistic educational experience for all students, (ECE-5th), from the Stapleton neighborhood and surrounding communities, helping to lay a strong foundation for and commitment to higher education and to professional and personal accomplishment. Our students will be academically prepared, socially and environmentally responsible, culturally sensitive, and personally fulfilled life-long learners. In serving the whole child, the whole family must and will be included at IBCS.

To achieve our mission and vision, we focus on five key guiding principles that support our ultimate goal for all students and adults—Academic and Personal Excellence: 1) Compassion and Relationships; 2) Collaboration and Shared Leadership; 3) Meaningful and Inclusive Curricula; 4) Service Learning and Global Citizenship; and 5) Health and Wellness.

IBCS is the fourth new elementary school to open in Stapleton. The Stapleton United Neighbors (SUN) conducted a community survey to determine the preferred programming model for the new school and 84.1% of the 2,127 respondents were interested in an innovation school.

In addition to providing a neighborhood school for the children of Stapleton, a Newcomers Center will open at IBCS in the fall of 2015, providing much needed services and seats for Denver's burgeoning immigrant population while simultaneously providing regular opportunities to support and deepen all of our students' intercultural and global understanding.

The IBCS leadership team met bi-monthly with interested parents and community members from February through May of 2013, monthly over the summer, and bi-monthly through the fall to provide information, guidance and direction about growing the school. Information has been gathered at these meetings through direct discussion, written feedback cards, emails, and surveys to determine community values. We will continue to conduct outreach and awareness building to the Near Northeast neighborhood communities, focusing on creating opportunities to connect with parents in familiar surroundings, where they can learn about what IBCS can offer their children.

IBCS endeavors to provide a distinctive and exceptional schooling option for all students and families. We are seeking innovation status for our school in response to interest expressed by our parent community and to allow us the flexibility in hiring, scheduling, and curriculum that we need to meet the diverse needs of our students and to advance the school's mission and vision.

II. Leadership

IBCS has implemented a three person shared leadership model that includes three School Leaders, Sonny Zinn, Traci Bushnell and Jeff Bushnell. Sonny Zinn's primary role includes guiding and supporting the daily operation of the school and ensuring teacher quality. Traci and Jeff Bushnell's primary roles include providing professional development and coaching to the school's teachers and educational opportunities to the school's families. The leadership team members possess effective leadership skills specific to the goals and vision of IBCS as well as the general attributes DPS identifies and requires for outstanding school leadership. The leadership team has: demonstrated commitment to the school's mission and vision, a proven track record of serving diverse student and parent populations in an integrated educational setting, knowledge and skills for new school development that go beyond those required when assuming a

leadership position in an established school, skills in relationship development, and the ability to develop and coach leadership skills in personnel. Resumes for the three School Leaders are included in Appendix H.

III. Education Plan

IBCS students attain academic excellence through high expectations coupled with high levels of support, beginning first with what students already know and can do and building from there. IBCS is developing an integrated curriculum aligned with the Common Core State Standards and the Colorado Academic Standards, using DPS adopted curricular materials and supplemented by other evidence-based resources. The curriculum will be informed by and infused with principles and practices found in other successful educational models, and created using research-based instructional practices, which serve as the method for each and every child to meet and exceed the standards. We intend to achieve the DPS mission by encouraging and inspiring the use of innovative teaching methods. As a result, our school will embrace a vigorous, student-centered, constructivist, project-based approach to teaching and learning in which the core instructional practices of inquiry-driven learning and balanced literacy and math are enhanced by teachers' broad range of effective instructional strategies.

IBCS is requesting curriculum waivers to support the development of an integrated curriculum that allows for differentiation and project-based, inquiry-driven learning. The K-2 IBCS Integrated Curricula will be complete and ready to implement in the fall of 2014. The ECE – 5th grade IBCS Integrated Curricula will be complete and ready to implement in the fall of 2015.

IV. Teaching

At IBCS we believe that hiring, developing, sustaining and retaining high-quality teachers who are aligned with the IBCS Mission, Vision and Guiding Principles of our school is essential to our ultimate success. We conduct a broad search and employ a thorough process to assure the hiring of a highly qualified staff. With that in mind, we will attract and retain highly qualified teachers through:

- *teacher career opportunities* that encourage and reward teacher development and leadership
- *a looping model* which allows teachers to stay with students for more than one year
- *a competitive salary* scale that is in alignment with that of DPS
- *on-going professional development* embedded in the school week
- *collaborative coaching* and learning
- *common classroom teacher planning time* one day each week for an hour after school, and during the 1.5 hour Friday Exploratories time.
- *common all-staff planning time* once a month during the regularly scheduled staff meeting
- *classroom assistants* (alternative licensure candidates or para-educators)
- *a mentorship program* provided by the Leadership Team to support teacher growth

IBCS's academic model requires strategic use of people, specifically expert teachers who employ high quality teaching strategies. Our approach to curriculum and instruction requires significant investment in teachers, including time for teacher collaboration and growth. Because of this, professional development is a key component of the school's design.

IBCS is requesting waivers to hire, develop, place, evaluate, compensate, and dismiss teachers and staff to best serve the needs of students.

V. Governance & Finance

Governance

IBCS is governed by the school Council and Council Board with ultimate accountability to the DPS Board of Education via the Innovation Plan. Parents and guardians, teachers and staff members, students, and

community members all have the opportunity to participate in the governance of IBCS through the Council. Council combines the functions of a School Leadership Team and Collaborative School Committee (CSC) in one governance body with the following charges: help to develop and approve the Unified Plan (UIP), approve the school budget, approve the fundraising budget, provide budget oversight, and approve the yearly calendar. Additionally the Council supports the long-term vision of the school in order to enhance student success, parent engagement, and school climate through collaboration. Monthly meetings of the Council are open to anyone who wishes to attend. Faculty members and Council Board members are expected to attend each meeting.

In order to include all voices, and empower all school members, the Council functions using a concordant decision-making model (all members indicating agreement with or willingness to support a particular decision). Concordance is sought in all school decisions. When concordance is not reached, the Council Board meets to reach a decision. In the event a concordant decision is still not possible, and in an effort to move forward with the issue at hand, the decision-making duties will fall to the School Leadership Team.

Finance

IBCS is requesting budget waivers in order to budget based on actual versus average salaries and have flexibility in the use of school resources for innovation in programming, staffing, compensation, and scheduling.

SUMMARY BUDGET

Isabella Bird Community School	Year-1	Year-2	Year-3	Year-4	Year-5
Number of Students	87	290	380	435	490
Per Pupil Revenue	\$ 458,882	\$ 1,368,172	\$ 1,773,577	\$ 2,015,447	\$ 2,255,326
Other District Start-up Sources	\$300,000	\$238,636	\$115,000		
Total Revenue	\$ 758,882	\$ 1,606,808	\$ 1,888,577	\$ 2,015,447	\$ 2,255,326
Instructional Salaries & Benefits	\$ 654,861	\$ 1,410,068	\$ 1,749,398	\$ 1,897,786	\$ 1,969,526
Instructional Services / Supplies (Non-Salary)	\$ 73,724	\$ 140,349	\$ 83,916	\$ 53,988	\$ 189,335
Other Instructional Expenses (Part Time Accounts)	\$ 30,297	\$ 56,391	\$ 55,263	\$ 63,673	\$ 96,465
Total Instructional Expenditures	\$ 758,882	\$ 1,606,808	\$ 1,888,577	\$ 2,015,447	\$ 2,255,326
NET INCOME	-	-	-	-	-

Section I. CULTURE

A. Mission Statement

Mission: Our mission at Isabella Bird Community School (IBCS) is to provide our diverse learners with a compassionate, intellectually stimulating, vigorous learning experience that ensures their wellbeing, engagement, academic and personal success, and contribution as global citizens.

Vision: Our vision is a relationship-based school that provides an exceptional and holistic educational experience for all students (ECE-5th), from the Stapleton neighborhood and surrounding communities, helping to lay a strong foundation for and commitment to higher education as well as to professional and personal accomplishment. Our students will be academically prepared, socially and environmentally responsible, culturally sensitive, and personally fulfilled life-long learners. In serving the whole-child, the whole family must and will be included at IBCS.

IBCS strives to ensure that *all* members of our diverse neighborhood and district are welcome and invited to be active participants in our school, creating a hub for community activity that genuinely reflects and embraces the ethnic, linguistic, and socioeconomic diversity of the larger Denver community. We respect and trust children to assume a leadership role in their learning, recognizing the importance of the equal status between children and adults, as well as the requisite responsibility that accompanies choice and freedom. With highly qualified teachers at all levels and opportunities for students to participate in interactive, vigorous learning experiences with students from all backgrounds, we prepare students to graduate with choices and to experience success in higher education while readying them to participate capably and happily as members of a diverse society.

At IBCS we foster individual growth as well as community building, within a school culture that emphasizes responsibility and self-awareness. As we cultivate children's individual voices, we promote a shared respect for each other, our community, and the world around us. Our students develop their communication and leadership skills as they work together to raise questions, solve problems, and build a cohesive, productive learning community.

We teach toward the future, fostering the development of a more informed, compassionate, and unified global humanity. Understanding and appreciating themselves as learners and unique human beings is an important first step for students as are understanding and appreciating different cultures and people, diverse habitats, and ecosystems. Through engaging questions and an inquiry-driven curriculum, students will be able to deeply explore their personal connection to the larger world and recognize that their future is inextricably tied to that of the rest of humanity and the biosphere. We know that empowering students through purposeful and personally meaningful project-based inquiry and service ignites minds and opens doors of interest and active involvement toward shaping a more socially just, environmentally sustainable, and spiritually fulfilled human presence in the world, and thus a more promising future for them and for the planet.

To achieve our mission and vision, we will focus on five key guiding principles, which support our ultimate goal for all students and adults—Academic and Personal Excellence.

Guiding Principles:

Compassion and Relationships

Knowing that students are more likely to take the kinds of risks necessary for deep and sustained learning when they feel safe doing so, the heart of the school rests in building an inclusive community in which caring relationships are formed, and safety and trust are consciously developed. Teaching a language of compassion, demystifying differences and challenges, and teaching multiple intelligences

and brain science ensures that students ultimately see themselves as learners and thus capable of excellence. When children feel safe they act on their natural desire to explore, learn, contribute to the wellbeing of others, become leaders, and excel. At IBCS, in order to promote optimal learning continuity and growth and to foster strong relationships and community, students move with their teacher through a two-year looping cycle.

Collaboration and Shared Leadership

IBCS values collaboration between all members of the community—children and adults—believing in the power of shared leadership at all levels. Students and families who feel safe and trusted authentically reveal themselves with integrity and bring their voices into their school lives, thus strengthening the whole community and what can be accomplished within it. When children are guided in developing resilience, flexibility, and confidence, they are prepared to collaborate and to lead—two vital skills in our evolving world marketplace.

Meaningful and Inclusive Curricula

It is important that the different curricula have relevance for students and that content is differentiated and made accessible in a variety of ways allowing all students to successfully and joyfully participate. Deep levels of knowledge, skill, understanding, connection, and unity are accomplished through vigorous inquiry and project-based learning. Students have multiple and varied experiences with subject matter including the arts, and they explore issues grounded in social justice, environmental sustainability and ultimately personal fulfillment. When children’s learning directly applies to their lives they are more likely to own the information, retain and expand on it, and teach it to others.

Health and Wellness

The culture at IBCS is one in which not only physical health and wellness is emphasized but social, emotional, and personal wellness as well. The school provides multiple and regular opportunities to support students’ and families’ need for happiness, gratitude, and celebration. When healthy eating and exercise are a daily part of children’s lives, and when their personal wellness needs are met, their emotional and physical wellbeing are promoted, both now and into the future.

Service Learning and Global Citizenship

IBCS creates opportunities for students to find purposeful pursuits in every moment recognizing that contributing to the wellbeing of others is a powerful motivator and thus an important way to engage students in maximal learning. Emphasis is placed on service learning and the development of global understanding and citizenship. When children participate in global service projects and learn other languages, it engages their authentic interest in other world cultures, develops deep understanding of different beliefs and values, and encourages their compassion for all human beings and for the earth’s environments.

IBCS’ five guiding principles are in alignment with and strongly support Denver Public School’s identified values of: students first, equity, collaboration, integrity, accountability and fun. In addition, the Denver Public Schools mission is to provide all students the opportunity to achieve the knowledge and skills necessary to become contributing citizens in our society. By providing the Stapleton neighborhood and the greater DPS community a relationship-based and service-based learning experience, IBCS will grow the number of DPS students who will become compassionate, contributing citizens in our society and beyond.

THE 5 GUIDING PRINCIPLES IN ACTION

Our ultimate goal: Academic and Personal Excellence

We believe all students can excel academically, socially, and personally when provided a nurturing and invigorating learning experience. Thus, we strive to maximize the potential of every student through active learning, thoughtful goal setting, and authentic assessment. Through personally meaningful study, relevant content, and the engagement that comes with both, we will assist students in reaching mutually determined high expectations for quality work, strong academic achievement, positive behavior, and healthy relationships while providing high levels of support. Creating opportunities for each individual to maximize their human potential through caring relationships and effective teaching creates equity and equal opportunity.

1. **Compassion and Relationships**

If you want others to be happy, practice compassion.

If you want to be happy, practice compassion. - Dalai Lama

Our future as individuals within a complex world is inextricably tied to that of the rest of humanity. Experiencing deep caring relationships is a basic need that all human beings share, and one that is inextricably tied to resilience, happiness, and ultimately to academic success¹. Thus, it is our goal to help our students, and all members of the community, move toward a deeper level of interpersonal understanding and love. By focusing unit planning and instructional attention on topics with global applications and significance, students gain an awareness and appreciation of their connection with other human beings. They replace ignorance, and the inaccurate assumptions, fear (and even the hatred that can grow out of it), with understanding, acceptance, appreciation and genuine affection. Thus, relationships formed and sustained through compassion and understanding are fundamental to our school program.

We value diversity in its many forms and strive to create compassionate and caring relationships with every member of our school community by seeing and treating each of them as perfect, whole, and capable. We actively and intentionally build a school culture in which everyone is included and cared for. The school leaders and teachers are culturally responsive and place trust in students at the same time that they help foster and develop it. The IBCS process for creating a compassionate learning community has been organically derived and tested with diverse populations in many parts of the world by the authors of this application, and it is supported by extensive research. Integral components of IBCS's approach to creating a culture of compassion include: always empower, never disempower; provide unconditional positive regard; maintain high expectations; check assumptions, observe and question for clarity; be a relationship coach; provide guided opportunities for helpful participation.

We create our *Culture of Compassion* through a focus on culture building during the first six weeks of school. Parents begin to volunteer in the school following this culture-building time, after students have built trusting relationships with school staff and one another and have developed agreements and established norms for working together.

The Compassionate Communication or "Heart Talk" curriculum (available upon request) will be explicitly taught and practiced school wide. The Heart Talk curriculum was developed by IBCS School Leaders and is based in Marshall Rosenberg's Nonviolent Communication process. The Heart Talk curriculum

¹ Fostering Resilience: Expecting All Students to Use Their Minds and Hearts Well, Martin Krovetz, Corwin Press, 2008

increases capacity for empathy and builds greater skill in taking the perspective of another and seeing the world from his or her experience. In addition, multiple intelligences and brain research are explicitly taught and talked about. Students are taught steps for problem solving and footprints on the floor remind students of the steps. Classroom Agreements are developed collaboratively by students and posted and reinforced by teachers. Communication Agreements (see Appendix J) are also made with students and parents. These school-wide communication agreements help foster a sense of ownership and responsibility on all stakeholders' parts, further promoting the health and wellbeing of the entire community. To support every student's emerging autonomy, we provide regular opportunities embedded within the context of their daily learning to develop their self-regulatory and self-righting skills.

Studies have shown that positive teacher-student relationships support growth in language, conceptual knowledge, reading and math achievement, motivation, engagement, attention, positive behaviors, and social competence.² Teachers and students work collaboratively to develop classroom agreements and processes for supporting the culture of compassion in every interaction. Teacher-student relationships are at the core of our relationship-based model.

In addition to fostering teacher-student relationships, we actively develop strong school-family relationships. We value and celebrate diversity in all its forms within the school community, and recognize that each student is an individual who brings a unique history, specific interests, stories, strengths, and challenges into the school setting. We share our own stories and invite students and families to share theirs. We know that when students' and adults' basic needs are met, and when they feel secure, they are more comfortable revealing themselves authentically. We do not judge people's disclosures, rather, we celebrate their openness. In the process, we empower them to emerge with confidence, courage, and integrity, thus building self-esteem while helping them to realize their true purpose and potential in every moment. We know the great wealth of possibility and learning that authenticity and diversity offer. As a result, we encourage and create regular opportunities for students and their families to form meaningful relationships with children and adults of other backgrounds, languages, cultures, and approaches to learning and, in the process, prepare them for success in an increasingly diverse and interdependent world.

To further support students and families, IBCS will host a Family Community Resource Center which offers wrap-around services, which include parent education and support to help foster compassionate and effective parenting skills and parent-child relationships.

2. Social Emotional Learning (SEL) Program

By learning a language of compassion, students are instrumental in the creation of a compassionate school culture. In addition to strong communication skills, teachers embed other key components of effective SEL programs into students' service learning. These components include teaching specific skills such as self-awareness, self-respect, empathy, perspective taking, and cooperation and integrating them into a comprehensive school program.

SEL programs develop protective factors in children that reduce the likelihood of psychological or mental health problems in adolescence and later life. In the elementary school years, research has clearly demonstrated that key amongst these protective factors are self and social awareness and

² Pianta and colleagues (1997); Pianta et al. (2008); Howes and Ritchie (1999); National Institute of Child Health and Human Development Early Child Care Research Network (2002); Birch and Ladd (1997); Hamre and Pianta (2001); Pianta and Nimetz (1991); Hughes, et al. (2008); Katz & Porath (2011)

respect.³ In support of strong SEL development, we will integrate PeaceJam and Teaching Tolerance programs, which intentionally foster understanding and empathy through knowledge and perspective taking, into the curriculum.

Self and Social Awareness: We teach skills in explicit support of helping students develop their self- and social- awareness including the recognition and acknowledgement of personal strengths and challenges. Children who are self-aware are able to recognize their own emotions and are aware of how they are perceived by others. Social awareness, on the other hand, involves the ability to understand the perspective of others. Children with well-developed social awareness recognize that others have differing strengths and challenges and are, therefore, able to understand others' reactions to situations and suggest win-win solutions to problems.⁴

Self and Social Respect: Children who have self-respect embrace their strengths and see them as tools for achieving their goals and overcoming their challenges.⁵ They are willing to take risks and try challenging tasks. Students who are respectful of others demonstrate empathy for others and accept the relative strengths and challenges of others in relation to their own. They can work cooperatively with others, utilizing their own and others' abilities appropriately.⁶ Socially, respect for others implies an appreciation for diversity. Classrooms provide unique emotional, social, and academic environments, and these factors affect student's social and emotional learning which, in turn, affects the classroom climate and learning.⁷

Intrinsic motivators have been found to optimize engagement, satisfaction, learning, and the creation of quality work. These intrinsic motivators, central to the IBCS school design and all curricular planning and instructional decisions, include: autonomy—the need for choice and self-direction; mastery—the need to get better and better at something that matters to them; and purpose—the need to do what they do in the service of something larger than themselves.⁸ These motivators are equally powerful for adults and children, supporting our overarching school goal of Academic and Personal Excellence for all members of the school community.

3. Collaboration and Shared Leadership

We value collaboration and partnerships between all members of the IBCS community: teachers, students, families, and the larger community. The IBCS leadership and teaching framework is built upon a belief that we are better together. As in other areas of their school lives, we support the gradual release of responsibility to students for decisions that affect their school lives thereby empowering them and fostering their commitment to quality learning and the production of quality work. We recognize the importance of equal status between students and adults. Thus, students assume a leadership role in their learning while also assuming the requisite responsibility that accompanies choice and freedom.

³ Greenberg et al., 2001

⁴ Zins et al., 2004

⁵ Hippe, 2004

⁶ Johnson & Johnson, 2004

⁷ Keogh, 1998

⁸ Pink, 2000

We value and provide daily opportunities for shared leadership and shared decision-making, both for students and adults in the community. Beginning with school leadership, we employ a collaborative model in which students learn to lead and follow with courage, empathy and confidence. We are committed to building a strong home-school connection. We welcome and rely on family involvement and feedback. Children, families, school, and community form an interdependent system, and we value and utilize the tremendous resources available to our students through our parents and the greater community. We support and encourage a strong connection between learning at home and at school which positively influences our students' attitudes and achievements. Sharing power between teachers, families, and students promotes interest, engagement, quality effort, and work.

Opportunities for collaboration and shared leadership within our school community are woven throughout the school day and are also an integral component of our school governance structure. These collaborative experiences include:

- The **IBCS Council** is a collaborative decision-making group that is made up of IBCS leaders, staff members, and families. Any member of the IBCS community may participate in Council meetings, fostering an equitable and inclusive organizational structure that encourages deep participation. When needed, parent translation services will be provided.
- **Daily Classroom meetings** are held at the beginning and end of each day and provide a chance for student leadership in group planning, problem solving, support and celebration.
- **Weekly Classroom Community Meetings** focus on student reflection around what's going well, what's not going well, regrets, appreciations, and next steps in supporting each other.
- **Teacher-led, End of Week Closing Circle** for half and hour on Fridays highlights student learning from the week and appreciations for one another.
- **Friday Morning All School Community Meetings** provide a whole-group check-in and reflection similar to a Student Council.
- **"Peace Productions Unlimited"** is a student-led production company dedicated to service learning in which students assume cast and crew roles and responsibilities. This leads to a performance that features stage and shadow puppet plays as well as dance, vocal, and instrumental music numbers; a visual arts gallery; and poetry. The culminating event provides a venue for raising awareness around global issues of social justice and environmental sustainability while raising money for student-researched and selected causes. When needed, parent translation services will be provided.
- **"Making a Difference"** emphasizes school-wide service learning and culminates in a December event promoting community involvement.
- **Regularly-scheduled Family Events** give students the opportunity to demonstrate their expertise and knowledge and to celebrate with parents and other interested people. These events promote our community inter-connectedness. When needed, parent translation services will be provided.
- **Adult Workshops** are offered to parents/guardians and community members to promote life-long learning. Workshops may include Classroom Volunteer Training, Compassionate Communication/Heart Talk, technology use and language learning. Translation services will be provided when needed.

- **Parent Volunteering** opportunities include serving as Classroom Liaisons and New-Family Mentors, active participation in instruction, and membership on school committees. Language translations services will be provided when needed.

4. Meaningful and Inclusive Curricula

Each day teachers model inclusion and unconditional respect and love. Individuals are valued first by recognizing all members of the community as perfect, whole, and capable of meeting and exceeding high expectations within the context of high levels of support. We know that a strong partnership with families greatly increases the likelihood of student success. We also know that human beings rise to meet expectations; thus, our first and most important goal is to develop strong and trusting relationships between teachers, students, and families. Before school begins, we get to know each child and their family by inviting them to meet with us either at school or in their homes and encouraging them to join activities that bring the school and larger communities together. We structure learning to build on the knowledge, skills, and interests each student brings into the classroom with them, thereby supporting them in refining their understanding as they work towards mastery.

Students help shape their classroom and school culture and are instrumental contributors to the formation of school-wide and classroom behavioral and learning agreements. When students feel safe and are provided opportunities to lead, they engage and invest themselves more vigorously in the learning process. Holistic education supports a compassionate learning experience in contrast to the competitive model that many educational institutions foster, either intentionally or unintentionally, as they prepare students to compete in a global economy. At IBCS we value competition with self and collaboration with others.

5. Health and Wellness

We support physical activity, healthful nutrition, supportive sleep habits, and daily activities that foster the development of strong physical and emotional health. Since we know education begins long before children have traditionally entered school, we will serve students beginning at age 4, while connecting school families having pre-natal to 3 year-old children with community resources to enhance their health and wellness.

Our comprehensive health and wellness focus includes educational opportunities promoting the importance of physical fitness; nutrition and hydration; sleep and rest; and daily time for centering and solitude, fun, and creative activities. Every day starts with a healthy breakfast and movement to awaken and integrate the right and left hemispheres of the brain. Brain gym breaks throughout the day provide students with movement. SMART Room stations are also designed to promote movement every morning and provide students with opportunities to refocus and reengage in learning throughout the day.

Our ongoing partnership with the Center for Compassionate Connections (C3), which shares responsibility in managing the school's Family Community Resource Center (FCRC), is a powerful contributor to the school's mission. Partnering with community agencies, the FCRC will work to provide and/or connect families with many services which may include: immigration assistance, resources to pay bills, food assistance, holiday gifts, GED classes, reading classes, English language learning, parenting classes, immunization clinics, developmental screenings, home visits, direct care management, nutrition education classes, parent/child classes (birth to 3 or 4), Compassionate Communication, and homework support.

6. Service Learning and Global Citizenship

Recognizing that one of the greatest sources of joy for human beings is contributing to the well-being of others; opportunities to contribute are abundant in IBCS students' school lives. A learning life with purpose, along with opportunities to serve others, energizes and engages students in quality work. We promote student involvement in service projects, making a difference, accountability to self and others, social justice, and environmental sustainability.

When they know that they are respected, trusted, and supported to succeed, student attention naturally turns to doing what they can to assist others. Thus, students engage in projects that hold personal significance to them as learners and create opportunities, both individually and collaboratively, to positively influence their own lives, the lives of others, and the health of the planet.

Providing opportunities for students to participate in service-learning projects enhances their investment, satisfaction, and success in learning. IBCS organizes integrated units of inquiry around service learning and global citizenship (e.g., a "We are One" theme centered on the interdependence of animal and human communities and the individuals within them and our "Water, Water Everywhere" theme which includes studying water from physical and biological science perspectives as well as studying its social significance by exploring equal access to clean water and related social justice issues). Partnerships with community organizations allow hands-on learning experiences (e.g., water sampling and testing, raising money for causes, working at a food bank, reading to elders in a nursing home, or cleaning up campus or other environments) and foster the development of compassion and active citizenship.

B. Targeted Student Population

In our first year of operation (2013-14), IBCS is temporarily located in the Samsonite building, 11200 East 45th Ave. For the 2014-2015 school year, IBCS will move into its new building located at the eastern edge of Stapleton, 2701 N. Lima Street.

Student Demographics

The student demographics at IBCS are expected to change significantly in August 2015, when, in addition to serving the families of the greater Stapleton area, we will also serve as a Newcomer Center for the district. As such, we will enroll children from Denver families who have been in the United States for fewer than two years and/or have had little to no school experience including those who have experienced disrupted educational continuity. Place Bridge Academy is the largest Newcomer Program in DPS and provides a model for IBCS in terms of potential student demographics and program development. While the Innovation Plan is designed to ensure that we can meet the needs of our unique mix of students, the demographic changes associated with our Newcomer Program will not be a direct result of securing innovation status.

A key component of our mission is to serve a student population that is socio-economically, culturally, and racially diverse. In addition to the students mentioned above, IBCS will work to attract students from across the Denver community, providing them with an exceptional educational experience. The experience of working, learning and playing within a diverse community will better prepare students for active citizenship and participation in a global workforce. Furthermore, this type of educational experience will allow our students to build cross-cultural connections with their peers which will strengthen both the school and the surrounding communities.

The following demographic projections are based on a combination of the demographics of Stapleton schools during the 2013-2014 academic year and the demographics of Place Bridge Academy. DPS planning anticipates our Newcomer student population will form 10-20% of our total population. For the purposes of this document, we will anticipate a 10% Newcomer population, recognizing and

acknowledging that a 60-40 ratio of native English speakers to speakers of other languages contributes powerfully to English language acquisition and overall educational success.

IBCS Projected Demographics			
Percentage of Free & Reduced Lunch	2014-2015	30%	2015-2016 37%
Percentage of English Language Learners	2014-2015	5%	2015-2016 15%
Percentage of Students with IEPs	2014-2015	11%	2015-2016 12%
Ethnic breakdown of students	2014-2015		2015-2016
	Black - 8%		Black - 15%
	Hispanic - 8%		Hispanic - 12%
	White - 75%		White - 60%
	Asian/Pacific Islander - 8%		Asian/Pacific Islander - 12%
	Native American - 1%		Native American - 1%

C. Stakeholder Participation in the Planning Process

The IBCS Leadership Team met bi-monthly with interested parents and community members from February through May of 2013, monthly over the summer, and monthly through the fall with parents/guardians. These meetings were designed to create connections with the community and explore the community’s goals and values. Information was gathered through direct discussion, written feedback cards, emails, and surveys. We will continue to conduct outreach and awareness building throughout the Near Northeast neighborhood communities. Information has been gathered regarding needed in-school services from leaders at Place Bridge Academy, various DPS departments including Transportation, and immigration support agencies, as well as other agencies that support student and family education.

D. School Culture & Student Engagement

IBCS offers an inclusive, relationship-based program with curricula grounded in best practice and differentiated to meet the diverse needs of our students. Project-based, inquiry-driven learning is made accessible through key principles and practices found in other successful educational models, notably International Baccalaureate, Expeditionary Learning, Arts Education, and Service Learning—all of which have been shown to promote increased student engagement and learning. IBCS will inspire minds, bodies and spirits, as well as academic engagement and achievement through compassionate, vigorous, and suitably challenging curricula that include personally meaningful service endeavors tied to global citizenship.

Successful, innovative, and research-based approaches and pedagogies permeate our compassionate school model and educational program, and all are consistent with and supported by those identified in the Whole Child Initiative (ASCD, 2013). Our approaches are also supported by the research and practices of the Compassionate Schools Initiative undertaken by the Superintendent of Public Instruction and Western Washington University and which culminated in the publication of *The Heart of Teaching and Learning: Compassion, Resiliency, and Academic Success*. The foundation of our compassionate,

service-based learning community fosters student engagement and promotes social justice, environmental sustainability, and personal fulfillment.

E. Student Discipline Policy

IBCS has implemented the DPS Discipline Ladder and Discipline Matrix with modifications and we refer to it as The Isabella Bird Community School Student Behavior Support Ladder. The IBCS Student Behavior Support Ladder is grounded in a combination of compassion, clear expectations, and mutual responsibility (see Appendix J). IBCS employs a democratic governance structure based on consensual norms and expectations, active student participation in decision-making, and a restorative model of behavior support. Although a democratic governance structure is not mentioned specifically in the school's behavior support policy, it is an essential part of the fabric of the school and thus impacts all behavior-related matters. We communicate the behavioral expectations and procedures that are consistent with our Student Behavior Support Ladder to all of our students, staff and families.

A Safe, Organized and Caring Environment

Positive student behavior support begins with a compassionate, safe, and organized environment. The greatest source of positive behavioral reinforcement is caring, culturally responsive relationships supported by thoughtful and engaging curriculum and instruction, active teaching of self-regulation skills, and opportunities to experience autonomy through choice. In order to develop and maintain a safe and organized environment, IBCS works with students annually to develop and articulate school-wide and classroom agreements and guidelines related to:

- respect for self
- respect for others
- respect for own and others' learning
- respect for property

IBCS applies the following practices in order to develop and maintain a safe and organized learning environment for all students:

- All IBCS staff will receive professional development during a week long summer training (PD) in Compassionate Communication, conflict resolution, peacemaking, restorative justice, and community building, since each contributes positively to classroom safety and to student engagement.
- All IBCS students are explicitly taught Compassionate Communication or "Heart Talk", peacemaking, and conflict resolution skills and strategies at the beginning of every school year. All staff members introduce and model the Heart Talk process with students during the first 12 weeks of school and continue practicing and reinforcing it throughout the year. The Heart Talk process is taught during morning meetings within the context of content topics that encompass its principles, and it is integrated within units of inquiry.
- Students will be given the opportunity to use and practice peacemaking/conflict resolution skills and strategies in authentic and meaningful ways as they build community in their classrooms and in the school.
- All IBCS families will have the opportunity to learn and develop skills related to Compassionate Communication, conflict resolution, effective parenting and homework support during quarterly parent workshops.

Classroom Community Meetings

- Daily classroom meetings are a chance for planning, problem solving, and celebration.
- In-class meetings provide opportunities for students to ask classmates for problem-solving assistance once interested classmates have been coached in the Heart Talk process and have developed the skills to be supportive mediators.

Calming Spaces

- All classrooms will include a calming space.
- Students will be taught how to use this space to calm and to help them effectively prepare to resolve conflicts.
- Calming Space tools will be available in student-friendly language/pictures and include developmentally appropriate materials to help students to calm themselves and/or prepare to effectively resolve conflict. For example, materials will include the steps of Heart Talk, calming music, and Mindful Movement cards.

In addition to creating a culture of compassion in which the principles and practices of Compassionate Communication are taught and used school-wide, we will proactively incorporate many of the recommendations made by Teach Safe Schools⁹, that are proposed in Safe School Ambassadors¹⁰, as well as in The Bully, the Bullied and the Bystander¹¹ to eliminate acts of bullying at school.

All students will be taught how to both give and receive a conflict resolution/Heart Talk message to other students. For example, a student might write “I feel (description of how you feel) when you (specific, observable behavior without judgment) because I have a need for (what need wasn’t being met).” This will be followed by a specific and doable request. Students will have explicit coaching and encouragement to write conflict resolution/Heart Talk messages to their classmates in a caring, authentic, and considerate manner. Learning to solve problems with others is an essential skill. We believe that by building these skills in students at an early age we will prepare them to become capable community members and leaders, and the incidence of challenging conflicts will be greatly diminished.

Behavior Management and Self-Regulation

We strongly believe that students can and ought to play a part in creating the guidelines that govern their school and classroom communities. Doing so helps them own their decisions and encourage others to do the same. Being an integral part of creating community guidelines and behavioral norms facilitates a safe and productive school environment for everyone—a critical in supporting powerful teaching and learning across academic, social, and emotional domains.

The practice of including student voices in decisions that affect their school lives, along with explicitly teaching the Heart Talk philosophy and skills, both contribute to behavior management by eliminating the harsh and humiliating practices of criticism, judgment, shame, and blame. Rather, these positive and proactive approaches focus on a person’s feelings and needs, logical outcomes of actions that cause

⁹ Meichenbaum & Biemiller, 1998

¹⁰ Phillips, Linney, Pack, 2008

¹¹ Coloroso, 2003

harm, the expression of specific requests, and offer non-punitive and thoughtful restorative justice-based strategies for how students can work through difficult moments and solve problems. By doing this, we will build self-awareness and reflection skills at the same time that we bolster children's self-respect and self-worth. Such outcomes empower students to become positive leaders in their own lives.

To this end:

- All teachers at IBCS will provide their students with a rich community building/ peacemaking "Heart Talk" curriculum that supports the development of pro-social community building and conflict resolution skills.
- All classrooms will work together in creating explicit agreements for supporting safe and positive learning environments.
- When a student does not follow a particular classroom agreement, teacher expectation, and/or IBCS school-wide behavior expectations, s/he will be provided with a process and opportunities to reflect on, learn from, and practice a new, different, and/or more enriching behavior or strategy that supports a safe and caring learning environment. The school will utilize Heart Talk, Peace Jams, and Teaching Tolerance.
- If a student demonstrates a pattern of violating class-generated agreements, teacher expectations, and/or IBCS school-wide behavioral expectations, additional resources, strategies, and personnel will be progressively introduced and used in order to give the student an opportunity to learn effective strategies in support of a safe and caring learning environment. IBCS staff will communicate with families about their child's behavior and solicit their insight and collaboration in assisting students as they develop more adaptive school behavior.

Embedded within their daily learning experiences, as well as at discrete times throughout the school year, students will be explicitly taught self-regulation skills that increase their capacity for focused attention and their readiness to manage their own school lives and behavior. Typically these skills are placed under the heading of Executive Function and include careful maintenance of workspaces, time, and materials as well as a heightened awareness of any human resource support they may require in order to be successful as learners.

F. Student Recruitment & Enrollment

Recruitment

While Stapleton residents will have enrollment priority at IBCS, IBCS aims to enroll a student population that reflects the larger Denver community in line with our mission of bringing communities together to create true citizens of the 21st century. The opening of our Newcomers Center, which will not prioritize Stapleton residents, will help IBCS advance our goal of creating a culturally, linguistically, and socioeconomically diverse school community. Furthermore, we have identified and will carry out the following strategies in an effort to reach out to all families in NNE Denver with specific recruitment efforts targeted in low-income communities. IBCS, working with parent leaders and other school ambassadors, will reach out directly to families in the targeted area through neighborhood organizing and canvassing efforts attempting to build relationships as follows:

First connections: The School Leaders have primary responsibility for identifying and contacting grocery stores, community centers, public facilities such as recreation centers or libraries, low-income housing developments, and other locations where parents gather. School representatives meet with interested parents and leave IBCS informational materials in the appropriate translation. IBCS representatives have

also meet with DPS, CDE, and local government agencies and community boards to cultivate relationships and gather ideas regarding additional strategies to reach out to lower-income, culturally and linguistically diverse populations. Specifically, we have held first connection events at King Soopers, the Stapleton library, Swigert McAuliffe School, and the Stapleton Recreation Center.

School tours: School tours are held monthly throughout the school year, and more frequently during the Choice Enrollment period. School Leaders and parents/guardians conduct the tours.

Follow-ups: IBCS and parent leaders follow up with families and community members who have questions regarding the school. We believe this proactive, deliberate, and thoughtful outreach will not only assist us in enrolling a diverse student population, but will also begin the essential long-term work of getting to know the interests and needs of this community and help develop meaningful community engagement in our school.

Ongoing communication: IBCS has created a school website, which will be built out over time with school district support, where interested visitors can find answers to questions they may have regarding the school’s philosophy, educational program, application procedures, important school updates, and the school calendar: <http://isabellabird.dpsk12.org/>

GRADE	2013-14	2014-15	2015-16	2016-17	2017-18
ECE		40	40	40	40
K	68	75	75	75	75
1	22	75	75	75	75
2		25	75	75	75
3		25	25	75	75
4		25	25	25	75
5		25	25	25	25
Newcomers – Level 1			40	45	50
Total # students	90	290	380	435	490

Enrollment Process

IBCS will participate in the DPS School Choice enrollment process. All students will have equal opportunity to enroll. In addition, students who are recent immigrants will be eligible to apply for enrollment in the school’s Newcomer program through the district.

Re-enrollment

IBCS will work earnestly to ensure that students re-enroll. Our target re-enrollment rate will be at least 90%. IBCS will offer a highly student-centered, interactive academic program that will provide a unique and meaningful choice for families who are drawn to this model. Given that we have developed an inclusive environment and are seeking to enroll a diverse student population, our strategies to retain at-risk students are similar to those we employ for re-enrollment of all students. We begin by forming positive and strong relationships with our students and families and creating an environment that is welcoming to all. We ensure that all students can thrive by differentiating instruction and making sure the individual needs of all students are met to the greatest extent possible. We monitor student attendance, enrollment, and satisfaction on a regular basis. If we find decreases in any of these, we investigate to determine the reasons, identify the trends, and explore ways to address potential problems. In order to monitor attrition we hold exit interviews with parents.

G. Student Investment & Satisfaction

Student Attendance

IBCS's goal for student attendance is 95%. We know that all children want to learn and happy kids, whose basic needs for good nutrition, sleep, and love are met, and who experience success in one or more areas of their school lives, are more likely to want to come to school and engage in the learning process. Our job as teachers and leaders is to do what we can to make students' school experiences compelling at the same time that we proactively engage parents in understanding the significant role regular attendance plays in their children's mastery of school routines and subject matter and, ultimately, to their school success.

In addition to an engaging school curriculum, before and after school care, and the draw of a healthy breakfast and lunch program, the school's Family Community Resource Center (FCRC) will offer important resources and classes of interest that will encourage student attendance as well. Moreover, the school's FCRC Director will help organize carpools that include families whose children's attendance is limited due to transportation issues not always resolvable through the school bussing system.

We proactively include parent education on the importance of regular attendance at the beginning of each school year. We will also be incorporating a Parent Mentor Program in which parents help support new families as they learn about the school culture (including the importance of school attendance) and the school community. We also promote strong school attendance through our school website.

When a student does not maintain a 94% attendance rate, we schedule a meeting with the family to try to determine the reasons and to collaboratively arrive at a suitable plan of action. If attendance remains below expectations, we will bring in an attendance advocate from the district to help communicate the legal gravity of absenteeism and to reaffirm the benefits of regular school attendance.

The school's secretary will collect, monitor, and manage all student attendance data. The School Leaders and teaching faculty will analyze the results and share them publicly during the School Council meetings. If IBCS does not meet its attendance goals, we will bring the issue to Council where discussion can lead to recommendations, including engaging additional parent support.

Student Satisfaction

At IBCS, we will strive to meet or exceed a 90% student satisfaction rate on the DPS student survey. In the district-wide survey, only 64% of students reported feeling comfortable at school and not worried about teasing and name-calling, and only 57% of students said they think that students treat each other nicely. We expect at least 90% of IBCS students to report feeling safe at school as measured by responses to these two questions. The school secretary will collect and organize all survey results regarding student satisfaction.

Student Engagement

Student engagement strategies include:

- Teachers contact students and families prior to the start of the school year.
- Teachers conduct home visits for all new students prior to the start of school.
- Teachers arrange classroom visits for new or potential students.
- All-school picnic gathering for school families to meet and visit classrooms.
- Stagger ECE and kindergarten start of the school year to help build stamina for school.

- School-wide and class-based activities to consciously build warm, trusting relationships between and among all community members and develop a culture of compassion.
- Form school-wide and classroom agreements for how we would like to live and learn together
- Organize and teach routines, practices, systems, and traditions for continuity and coherence of vision and assurance of outcomes
- Teach and review characteristics of effective learners as part of growing a culture of learning
- Introduce and review multiple intelligences, brain science, and individual differences and preferences to help engage all students as learners
- Teach and provide opportunities for students to practice Compassionate Communication or “Heart Talk”
- Create a SMART room in which students begin their day by engaging in fun movement experiences that enhance learning by promoting effective neural pathway development
- Implement an inclusion model that emphasizes equal access and pushing services in whenever possible
- Arrange for frequent group and collaborative work for social learning
- Group and regroup students based on current points of need/logical next steps/readiness/interest
- Schedule inter-class “buddying” opportunities for social and academic development
- End-of-week Classroom or Teaching Family celebrations of learning and friendships with gratitude circles
- Friday whole-school Community Meetings, bringing all of the school’s children together in a fun and interactive way
- Exploratory classes—Friday afternoons will be dedicated in their entirety to students choosing, signing up for, and participating in one or more classes of interest that offer deeper exploration of topics in the arts and/or sciences

Family and Community Resources

IBCS will partner with the non-profit, Center for Compassionate Connections (C³), to open a Family Community Resource Center. The FCRC Director will be hired by C³'s executive team in partnership with the IBCS Leadership Team; however the FCRC Director's salary and the Center's offerings will be funded by C³. The FCRC will provide families with a variety of services and resources in addition to connecting them with outside agencies that deliver educational, legal, housing, and health and wellness assistance, among others. IBCS intends to be open in the evenings in order to provide a venue for class offerings for parents / community (e.g., Compassionate Communication, technology use, language learning, GED preparation, nutrition, effective parenting, path to citizenship, homework support, etc.).

The FCRC will utilize grant monies and private donations (e.g., from the April Fund, Colorado Gives, and private donors) to help fund extended learning opportunities like full-day ECE experiences, before and after – school child care with enrichment and games, sports and other movement experiences, arts education classes, homework support, etc.

The FCRC will help manage the School and Community Garden. As an integral part of our emphasis on environmental education and sustainability we will create an outdoor student/community garden connected to an outdoor classroom where students can actively learn about each aspect of the planting/harvesting cycle, and practice environmental stewardship regularly.

The FCRC will help to connect families with continuing educational opportunities as well as medical and dental services. We know that students' academic success and their likelihood of remaining in school

through graduation is linked to family support and success. Continuing education for parents strengthens the family unit and the community while promoting health in children results in lower absenteeism thus supporting student brain development, engagement, interest, and success in learning. Ultimately, the Center will empower the school to be a hub of the community, serving individuals beyond the immediate school families and students and increasing community involvement and investment in all students' success.

In addition, we will connect with and visit the Place Bridge Academy, and research other programs, in order to determine how best to support our Newcomer students and families. As additional beneficial services and supports are identified they will be offered through the FCRC.

H. Ongoing Parent/Guardian Involvement & Satisfaction

School Accountability

At IBCS, all parents/guardians are encouraged to participate in the governance of the school. IBCS has created a Council which acts as the School Accountability Committee. The Council Board is co-chaired by a School Leader and an elected parent. The Council Board is an advisory body. Beginning in the 2014-2015 school year it will be comprised of: an elected parent Co-Chair, three additional elected parents, the three School Leaders, and one elected teacher. In accordance with Colorado state School Accountability Committee guidelines, the Council serves as the school's Collaborative School Committee. The purpose of the Council is to unite the school community in support of improving student achievement and the school's Unified Improvement Plan. The inclusive design of Council invites all members to come together to discuss relevant issues, ask questions, make recommendations, and set goals regarding school spending priorities, performance and improvement goals, operations, fundraising, and other school support activities.

In order to include all voices and empower all school members, the Council functions using a concordant decision-making model ("thumbs up" from all in attendance indicating agreement with or willingness to support a particular decision). Concordance is sought in all school decisions. In the event that the IBCS Council cannot reach concordance, the Council Board will convene in an effort to do so. If the Council Board cannot reach concordance, the school's Leadership Team will make a decision using concordance. In the event that the school's Leadership Team cannot reach concordance, the school's Leadership Team will vote and majority will rule.

All parents are encouraged to participate in Council meetings and activities. In order to maximize participation, the school provides childcare and transportation to families wishing to participate. In the event parents are not available to attend Council meetings at the scheduled time, minutes are posted on the school's website within one week of each meeting.

Council meeting agendas are sent out one week prior to the meeting date and identify discussion and decision topics, including any relevant background information, so that parents/guardians interested in participating in a particular discussion or decision can be prepared to attend and join in. The Council issues three reports related to the UIP to the rest of the school community annually. These reports are included in meeting minutes and posted on the school's website. With teacher recommendations, parents make all determinations for use of parent-raised funds.

In addition to the duties outlined above, the Council is responsible for assisting the IBCS School Leadership with the following:

* Outreach and family support (outreach to potential new families, support of new families, translation of materials, support of non-English speaking families, family education activities, etc.)

* Fundraising (pledge drives, events, activities, etc.)

* Relevant communications

The Council and School Leaders may work together to form other committees for such things as a school garden program, school lunch program, before and after-school programs, and technology upgrades based on the evolving needs of the school.

The Council meets monthly, with task-specific committees meeting monthly or as needed to perform their functions. To maximize parent participation, the Council meetings are held at a time and location that best meets the majority of community members' schedules. Meetings will provide language support and translation if possible and needed, and childcare is provided.

The parent/guardian body at IBCS elects the parent Co-Chair and parent members of the Council Board. Any parent/guardian of an enrolled student may be nominated or may nominate her/himself for the position of Co-Chair or Council Board member. The school's Leadership Team will determine the date and time of both the nomination and election. Each parent of an enrolled child will have one vote, regardless of the number of children from their family enrolled in the school at the time of the vote. Voting will be by paper ballot or other similar anonymous format and two or more parents will count votes. The parent Co-Chair and other parent Council Board positions are elected annually.

Parent Satisfaction

IBCS strives to reach or exceed 90% parent satisfaction on the DPS parent satisfaction survey. Additionally, IBCS conducts a more detailed and school-specific survey to solicit parent feedback on topics deemed important to the school. To determine important survey topics, we actively solicit parent feedback on an ongoing basis and discuss this feedback during Council meetings. Survey results are analyzed and used to create action items. We empower a continued feedback loop with our families by responding promptly to survey results. Survey results are published and posted on the school's website. In order to garner the greatest number of responses, classroom liaisons contact families reminding them of upcoming surveys. Email reminders are also sent out from the school.

IBCS faculty will bring survey results to the May Council meeting. Together, faculty and families will closely examine all relevant details in order to determine causes of dissatisfactions, should they exist, and then analyze these causes and make decisions regarding appropriate action steps. If actions do not yield the desired changes within a mutually agreed upon timeline, we will revisit the identified concern and choose a new course of action. We recognize that, depending upon the nature of the dissatisfaction, more or less time will be needed for change to occur. We invite and encourage all community members to share feedback with us in an ongoing and direct way. Parent/guardian, teacher, and student evaluations will also be used as part of the Leadership Team's evaluation.

Section II. LEADERSHIP

A. Leadership Team Personnel

Valuing democratic leadership and collaboration, IBCS implements a shared leadership model that includes three school leaders who help guide the daily operation of the school and provide mentorship and support to teachers and staff. The three School Leaders ensure strong school governance, program effectiveness, continuity, and a succession plan.

School Leader Roles

One School Leader oversees the school's administration in order to ensure smooth day-to-day school operation. This School Leader supports teacher hiring and development as well as effective parent, community, and district relations. The individual holding this position must possess high quality administrative, collaborative, and instructional skills and have spent at least five years as a classroom teacher as well as at least five years in a school leadership and/or teacher leadership (e.g., instructional coaching) position. This School Leader must hold a current valid State of Colorado Principal License.

Essential responsibilities of this position include:

- upholding the school's vision, mission, and strategic goals
- fostering a culturally responsive and equitable school culture
- supporting collaborative processes
- providing teacher supervision and evaluation
- providing support and oversight to the Family Community Resource Center and university partnerships
- building capacity with teachers for high-quality, data-driven instruction
- ensuring academic success of all students
- promoting social/emotional wellbeing for all students and staff
- ensuring inclusion for all students
- supervising and evaluating custodial, office, Special Education, para-educators
- fostering strong District relationships
- encouraging strong parent engagement
- ensuring efficiency of facilities/operations
- carrying out transparent and effective budgeting
- overseeing grants/fundraising
- overseeing emergency/crisis planning & training
- effecting change
- professional growth opportunities for all staff members

Sonny Zinn currently holds the above position. After earning a principal administrator's license through the DU program, Sonny served as Principal/Lead Teacher for seven years at Horizons K-8 School, a highly successful charter school in Boulder, CO. Among her accomplishments at Horizons, Sonny is especially proud of receiving a \$5.04 million grant from CDE's BEST (Building Excellent Schools Today) to remodel the aging facility and taking the school budget from negative to positive. As a charter school principal, Sonny gained extensive experience in fiscal management, governance, data-driven instruction, community building, teacher evaluation, and collaborative decision-making. Prior to leading at Horizons, Sonny taught K-8, primarily in the middle school, and, before that, in primary grades at University Hill Elementary in Boulder. In the fall of 2012, Sonny opened Boulder Explore, a K-8 school serving students who are primarily home-schooled, for the Boulder Valley School District. At Boulder Explore, Sonny had the opportunity to lead an enrichment program that offers classes in visual arts, performing arts, natural

science, and technology. Working with the home-school parent community deepened her understanding of collaboration; home-school parents are accustomed to leading their own programs!

The two additional School Leaders assume responsibility for completing relevant administrative duties and providing leadership in the school's educational program in the areas of curriculum development and assessment, teacher evaluation and coaching, parent education, and behavioral support. In addition, these School Leaders support the professional development and effectiveness of teachers. The individuals holding these positions must have at least ten years of classroom teaching experience and at least two years of experience as a teacher leader (e.g. mentor teacher). These School Leaders will receive additional compensation for the increased leadership responsibilities.

Essential responsibilities of these positions include:

- exemplifying and maintaining the school's mission, strategic goals, and core values
- leading curriculum development and oversight
- determining the division of teacher duties
- guaranteeing the quality of instruction
- ensuring inclusion for all students
- providing support and oversight to the Family Community Resource Center and university partnerships
- monitoring student learning and wellness and ensuring academic and personal success for all
- serving as active members of the School Leadership Team (SLT)
- fostering the development of a culturally responsive, inclusive, and equitable school culture
- providing collaborative teacher supervision, coaching, and evaluation
- supporting collaborative processes school-wide
- providing professional growth opportunities for teachers and para-professionals
- building capacity with teachers for high quality, data-driven instruction
- promoting strong parent engagement and education
- overseeing ongoing communication with families and supporting parent/guardian involvement
- overseeing the peer evaluation process
- providing student assessment planning, training, and oversight

Jeff Bushnell and Traci Bushnell currently hold these positions. Both Jeff and Traci hold Masters Degrees in Curriculum and Instruction with an emphasis in Arts Integration. They have both taught grades preK-6 and have worked with culturally, racially, linguistically, and socioeconomically diverse school communities on four continents. Prior to coming to DPS, Jeff and Traci served as co-principals and teachers in a diverse preK-6 international school in the Republic of Congo. There they developed a school and carried out all aspects of leadership and teaching including: teacher development and evaluation; writing all curricula, standards, and benchmark documents grounded in international standards; developing comprehensive integrated units of inquiry and accompanying assessments across all grade levels and subject areas; designing and developing standards-based report cards reflective of the school model and inclusive of students' approaches to learning; and writing the parent-student handbook. While undertaking all of these administrative/leadership functions they also taught full-time in the 1-2 and 3-6 grades.

Jeff and Traci have worked with both middle school and high school student populations and have also taught two semesters at the university level. While working at Regis University, they developed and taught the course, *Theories and Strategies for Culturally-Linguistically Diverse Students K-12*. Course instruction was accompanied by students' practicum experiences which were carried out in collaboration with Annunciation School teachers and students. They have also designed and led numerous teacher and parent workshops on the topics of Creating Compassionate Learning

Communities and Compassionate Communication in the Classroom/Home. Traci and Jeff received the *Peacebuilder of the Year Award* from the Colorado Mediation Project for their compassionate work with students. Additionally, Traci has in-depth experience in dance and theater arts, initiating and leading whole-school and grade level arts-integrated productions. Jeff has significant training and experience in multicultural and anti-bias education. For over 10 years he taught in a bilingual (Spanish-English) classroom, working with a culturally, linguistically, and socio-economically diverse population of students and families. This culminated in his receiving the *Colorado Governors Award for Excellence in Education*.

School Leaders will have shared responsibilities in the following areas:

- Peer Evaluation
- Curriculum Development
- Student Assessment
- Professional Development
- Scheduling

IBCS Council

In order to function optimally, our school engages parents and students alike as leaders. Monthly meetings of the IBCS Council provide a forum in which school-wide decisions regarding fundraising, budgeting of fundraised money (Council Budget), social events, and the creation of the calendar are made. Decisions are made through a Council process that includes the views of all interested school community members with a concordant decision-making model. The Council includes an annually elected board including two co-chairs (a School Leader and a parent), and an equal numbers of teachers and parents/non-teaching staff members (elected by parents and non-teaching staff). The Council Board will assist in hiring, and making (by concordance) any decisions when the Council is unable to reach concordance.

B. Leadership Succession Plan

The School Leader with a Principal's Type D License will have an understanding of the basic roles and responsibilities associated with the position. Additionally, regularly scheduled weekly School Leadership Team meeting time includes updates and sharing of relevant school information. The agenda includes checking decisions for consistency with the school's Mission and Vision. Integral to the IBCS model is deep learning for teachers and leaders and providing teachers with career path options. With this structuring of the School Leadership Team, we will have more than one individual capable of leading the school. We will also work to grow our own leaders as the school grows. Inherent in this model is continuity of institutional knowledge and redundancy of job skills.

In the event of a change in leadership, the IBCS Council Board will lead the process for recruiting and selecting a School Leader. The selection process will be grounded in finding the best fit to ensure continuity of the school's culture, mission, vision, and goals.

The IBCS Council Board will screen applicants and conduct interviews with qualified candidates. Select candidates will be invited to continue in the process by participating in an interview, a community forum, classroom observations and analysis, and interactions with students and families. Feedback gathered from these forums will be used by the IBCS Council Board to identify finalists. The Council Board will then conduct second interviews with finalists and make hiring decisions. In the case of the School Leader holding a Type D, the IBCS Council Board will forward the names of the top two candidates to the DPS superintendent for selection and hiring.

(Appendix G – Job Descriptions for all Leadership Team Positions)

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

C. Leadership Team Coaching & Evaluation

Professional development for the School Leaders is tied to our school goals and areas of focus. For example, in 2013-14 the school’s goals focus on high impact instructional moves/targeted instruction in reading and building a strong culture. Leaders participate in DPS leadership training when it aligns with the school goals and priorities. Input from staff and from evaluators is solicited, and professional development is provided to support individual leadership development goals. Leaders participate in all school-based professional development for teachers and staff.

IBCS School Leaders coach each other as well as the school’s teachers. Sonny is provided with leadership coaching from OSRI. Brenna Copeland provides monthly instructional leadership coaching, Tom Siegel provides bi-weekly mentoring, and Mary Vockrodt is Sonny’s executive coach and provides bi-weekly coaching on the implementation of the Innovation Plan and school start-up. Jeff and Traci are being coached by Sonny, and IBCS teachers are providing feedback. School Leaders seek teacher and parent input regarding strengths and challenges and use this feedback to inform leadership practices. We are developing surveys as well as continuously collecting informal feedback. We are working to create a culture in which feedback is always welcomed and is used for improvement.

Sonny Zinn reports to DPS. The DPS Leadership Framework and rubrics will be used this year and adapted in collaboration with the district evaluator for the 2014-15 year to be more reflective of our model.

D. School Personnel Structure

(Appendix I – School Organization Chart & Staff Roster Combined)

(Appendix J – Staff Roster - Combined with Appendix I)

E. Employment Policies

IBCS adheres to the DPS Negotiated Agreement Salary Schedule and the DPS Employment Benefits.

Stipends are recommended by the Finance Review Committee and approved by the IBCS Council on an annual basis for service above expectations. These include, but are not limited to:

- School Leader Positions
- Mentor Teacher Positions
- Mentoring Alternative Teacher Licensure Candidates
- Mentoring Student Teachers
- One-week of Professional Development before the start of the school year
- One-week of Curriculum Writing during the summer months
- Extended school-year calendar, if applicable.

(Appendix K – IBCS Employee Handbook)

F. Operations – Transportation

IBCS will be using the DPS Transportation system.

Section III: EDUCATION PROGRAM

A. Curriculum

At IBCS we teach toward the future by fostering the development of a more informed, compassionate, and unified global humanity. Understanding and appreciating themselves as learners and unique human beings is an important first step for students, as are understanding and appreciating diverse cultures, people, habitats, and ecosystems. Through engaging questions and an inquiry-driven curriculum, students are able to deeply explore their personal connection to the rest of the world and recognize that their future is inextricably tied to that of the rest of humanity and the biosphere. Empowering students through purposeful and personally meaningful project-based inquiry and service ignites minds and opens doors of interest and active involvement toward shaping a more socially just, environmentally sustainable, and personally fulfilled human presence in the world, and, thus, a more promising future for them and for the planet. Like everything else at IBCS, the education program grows from the strength of our compassionate and supportive relationships with students, families, and teachers as well as from the creativity and quality of the teaching staff.

IBCS blends two foundational theories into the teaching and learning process: constructivism, which describes our focus on the learning process, and humanism, which describes our focus on the learner. Our educational program and the instructional methods we use include the essential elements and pedagogies outlined in the following pages.

Every child, including those identified as Special Education, Gifted and Talented, and Culturally and/or Linguistically Diverse, will be provided multiple and differentiated avenues of entry into the learning process and specific subject matter. Personally relevant learning that includes the interests and questions students bring to their school experiences enriches and extends the scope and depth of the prescribed curricula and empowers students to take an active role as change agents both within and outside of school.

Because the students' own lives and interests provide the context for learning, they can make personally meaningful connections with their school experience which, in turn, boosts engagement and investment and, ultimately, their production of substantive and quality work. High expectations within all domains will be held for all students and will be accompanied by high levels of support. We recognize that anything can be made interesting and comprehensible through compassionate, creative, thoughtful, and purposeful planning, teaching and assessment.

1. Overview of Essential Elements to a Successful Educational Program

The following is a list of elements we consider essential to the successful implementation of our educational program and, ultimately, the academic and personal success of our students:

Humanism: At IBCS we emphasize the value, agency, and potential of all participants, both individually and collectively, beginning with students. We trust that with support our students will make choices grounded in kindness and inclusion that unite people and enrich our school culture. We value critical thinking, choice, and autonomy as important to the expression of each individual's uniqueness.

Relationship building: Students at IBCS regularly participate in activities that strengthen the fabric not only of the classroom but also of the school as a whole. Students have opportunities to learn and to practice important skills in cooperation, Compassionate Communication, and shared respect for themselves and others in a positive and supportive environment.

Constructivist approach: New knowledge must be constructed from and layered upon existing knowledge, and students are essential participants in making their own meaningful connections with the curriculum. Thus, at IBCS, we use frequent and ongoing student assessment and reflection to guide next steps in learning.

Multiple Intelligences: The theory of multiple intelligences (MI) (Gardner, 1983) provides a strong and effective foundation for developing social and emotional learning and positive classroom climates. Practices based on MI facilitate inclusion because they are designed to accommodate a diverse range of learners. MI informed experiences allow students to see themselves as smart, develop a positive identity, and increase self-regulation skills.

Brain-compatible learning and practices:

Teachers at IBCS are committed to make learning accessible to all students using teaching approaches confirmed by brain research.¹² Teachers accomplish the goal of inclusion and equal access in a number of ways including: making physical accommodations; implementing relevant and meaningful curriculum; providing realistic challenges; setting appropriate goals with students; offering choice; making adaptations for participation; teaching organizational/executive function strategies; providing ongoing and immediate feedback; building peer community; sharing themselves authentically and modeling vulnerability for students; and actively teaching strategies for reducing stress.

Self-regulation and executive function instruction and practice: Strong executive functioning skill development is a powerful predictor of student success because these skills contribute to successful task completion and to the quality of what is produced. Students will receive both explicit and integrated instruction in managing their time, their learning spaces, the organization of their learning materials, and the way in which they utilize the human learning resources available to them.

Accountability for the performance of all students: Everyone in the school community shares responsibility for ensuring the success of all students who attend IBCS. Invested parties at all levels (teachers, School Leaders, and Council) will review student performance data disaggregated by subgroup in order to address students' learning needs most effectively.

Project-based learning: Project-based learning is a curricular and pedagogical strategy that organizes students' mastery of state and common core standards in the core academic disciplines around significant and in-depth projects. These integrated and comprehensive Units of Inquiry, developed by teachers and infused with student interests and questions, use current best practice and the Understanding by Design (UBD) curriculum/unit development model.

Equity and Service Learning: Issues of social justice, equity, and service learning are woven into each part of students' school day. Service learning is an integral piece of the school's focus on

¹² Judy Willis, Brain Friendly Strategies for the Inclusion Classroom, ASCD, 2007

equity and an essential part of the culture and educational program at IBCS. It is integrated into the broader curriculum through Units of Inquiry.

Data-driven instruction: Student development is monitored through ongoing assessment that includes teacher observations of students at work, formative and summative assessments, student projects, and standardized assessments.

Balanced Literacy: IBCS teachers employ a balanced literacy instructional approach that integrates various modalities of literacy instruction and includes approaches and curricular supports to enhance students' successful reading, writing, critical viewing and listening, and oral language development.

Articulated lesson design and delivery: Lesson design and articulation includes: 1) determining background knowledge and providing needed information, 2) introducing new teaching and guiding new learning 3) students discovering why the learning is important and developing a sense of urgency, 4) facilitating practice, and 5) reflecting on the learning experience and determining the logical next steps.

Gradual Release of Responsibility: IBCS's educational framework and system of lesson design and delivery includes a gradual and systematic release of responsibility from teachers to students as students demonstrate readiness. This process facilitates student ownership and independence.

Low student-to-teacher ratio: At IBCS we recognize and value trained parents, volunteers, and interns as important participants in the teaching-learning process. In an effort to meet each child's needs and allow for a variety of small group instructional opportunities, IBCS partners with one or more alternative licensing schools and/or universities in order to grow and strengthen the IBCS volunteer program and allow a lower student to teacher ratio. Additionally, IBCS School Leaders train interested parent volunteers in the school's instructional philosophies and approaches so that they can provide guided and effective support to students. Online videos of parent/guardian training workshops are available for those who are unable to attend during scheduled times.

Diversity and Equity: At IBCS students ready themselves for active involvement in a global society by experiencing an educational environment that reflects the diverse world they will enter. Our curriculum includes learning experiences with international relevance with a particular focus on issues of social justice and environmental responsibility. IBCS will further promote the development of a diverse school community with the addition of a Newcomers Center into our program beginning in the 2015-2016 academic year.

Community-building: IBCS utilizes a relationship-based approach to teaching and learning to build a compassionate school community in which all members – students, teachers, families, and community partners – are welcomed and actively encouraged to participate in in school life. IBCS students participate in weekly team-building activities within their individual classrooms, inter-class buddying and tutoring support, and school-wide activities.

Environmental sustainability: IBCS units of inquiry and service learning projects provide opportunities for students to study and understand environmental sustainability. Students will additionally have first-hand experience with developing and maintaining the school and community gardens. The school and community gardens, planted and maintained by students, families, and teachers, will foster experientially derived knowledge about the plant kingdom,

collaboration between all stakeholders, environmental stewardship, and the principles and practices of sustainability.

2. Curriculum Design and Standards Alignment

Our curriculum and instructional frameworks are shaped by our knowledge and beliefs regarding how people learn best and what is required to be an educated person in the 21st century. At IBCS we use the DPS standards-based core curricula, which include literacy, math, social studies and science. Additionally, we emphasize arts integration, technology, project-based learning, and curricular integration to deepen the scope of the Denver Public Schools curriculum. Students learn best when offered a variety of points of access to requisite content knowledge, concepts, and skill development. Accordingly, we supplement the DPS curricula with a collection of evidence-based learning materials (see Appendix K) and develop standards-aligned units that are sequenced to best leverage students' interests and abilities in a logical and thematic way. The Units of Inquiry function as a framework for the implementation of DPS curricula.

IBCS teachers and School Leaders align each of the grade level Colorado Academic and Common Core Standards to the six units ensuring that all standards are taught during the course of the year. IBCS social studies and science units are designed through standards-aligned project-based integrated Units of Inquiry. We use the unit planning and design process identified in the table below. IBCS curricular units are assessed through both summative and formative assessments on a six-week data reflection and analysis cycle.

IBCS school leaders and teachers are developing the school's integrated curricular units using DPS adopted curricular materials supplemented by additional resources. The development process is led by the School Leaders who have designed standards-based and aligned curriculum and assessments for the past 30 years. IBCS prioritizes hiring teachers with curriculum development experience. All IBCS teachers are coached throughout the school year by school leadership during the weekly professional development times using Grant Wiggins and Jay McTighe's Understanding by Design framework and the process described in their Guide to Creating High Quality Units.

Each grade level team is responsible for covering and measuring the standards that correspond with the grade level they teach. Subject area instruction in literacy, mathematics, science, social studies, the arts, and technology are integrated within the school's Units of Inquiry. Additional and focused subject area instruction is provided during discrete times of the day. During the weekly hour-long team planning and data analysis meetings each grade level team, with support from school leadership, identifies concepts and skills that were mastered or need re-teaching. Students requiring re-teaching or acceleration are grouped together and provided additional targeted instruction. At the end of each six-week unit, the school's teachers and leadership engage in an in-depth analysis of the unit's success by evaluating student performance on formative and summative assessments that are identified in the Unit Planning Template (see Appendix K). This review and alignment takes place during the Friday professional development time following each six-week unit. In addition, we evaluate the effectiveness of the augmented curriculum sequence using the DPS-approved curriculum evaluation rubrics.

Units of Inquiry curriculum and assessment development, unit mapping, and standards alignment will be accomplished during the weekly hour-long common planning periods and during the six-day summer IBCS Units of Inquiry Development Workshop. With the upcoming

implementation of the Common Core Standards and the curricular changes that will accompany it, harnessing the creativity, knowledge, and energy of the school’s teachers in a dynamic process of developing Units of Inquiry becomes necessary. Because the school plan includes the DPS core curriculum into the integrated Units of Inquiry, students new to the district and/or school will have consistency with other DPS schools.

It is important that all students understand the Colorado and Common Core Standards across subject matter disciplines, are confident learners, recognize their potential as human beings, and possess the kind of values that help them see their role as contributors and citizens of the world. The materials used to augment the DPS curricula will align with the Colorado Academic Standards and Common Core State Standards as well as with our students’ learning needs.

The identified topics for the six integrated Units of Inquiry are aligned with and incorporate those identified in the DPS science and social studies curricula.

3. Timeline for Curriculum Development and Implementation

		2013-2014	2014-2015	2015-2016	2016-2017
K-2	Literacy	DPS curriculum	DPS curriculum Drafting, standards alignment, Units of Inquiry alignment, development of needed interim assessments	Implementing and evaluating	Ongoing implementation and evaluation
	Math	DPS curriculum	DPS curriculum Drafting, standards alignment, Units of Inquiry alignment, development of interim assessments	Implementing and evaluating	Ongoing implementation and evaluation
	Science/Social Studies Units of Inquiry	DPS curriculum Drafting, standards alignment, Units of Inquiry alignment	Implementing and evaluating	Ongoing implementation and evaluation	Ongoing implementation and evaluation
3-5	Literacy	N/A	DPS curriculum Drafting, standards alignment, Units of Inquiry alignment, development of interim assessments	Implementing and evaluating	Ongoing implementation and evaluation
	Math	N/A	DPS curriculum Drafting, standards	Implementing and evaluating	Ongoing implementation and evaluation

			alignment, units of inquiry alignment, development of interim assessments		
	Science/Social Studies Units of Inquiry	N/A	DPS curriculum Drafting, standards alignment, units of inquiry alignment	Implementing and evaluating	Ongoing implementation and evaluation

K-2 Integrated Units of Inquiry

IBCS teachers will develop and map the six units of integrated study for the 2014-2015 school year during the current school year and upcoming summer utilizing Grant Wiggins and Jay McTighe’s Understanding by Design framework and the process described in their Guide to Creating High Quality Units. IBCS teachers and School Leaders will map the six units corresponding to each grade level K, 1, and 2 throughout the spring and summer of 2014 in order to ensure that all CCSS and CAS Standards for each grade level have been identified, included, and can be covered within the scope of the units during the course of the 2014-2015 school year. Specifically, this will occur as follows:

- Grade K Units of Inquiry completion—April 30
- Grade 1 Units of Inquiry completion—May 31
- Grade 2 Units of Inquiry completion—June 30

K-2 Literacy and Math

We will use the DPS scope for literacy and math at all grade levels with modifications to the timeline in order to align concepts and content with the school’s Units of Inquiry. The IBCS teachers and the school leadership team will develop interim assessments that correspond to the re-sequencing of the district literacy and math curricula. The school leadership team has 75 years of combined experience in creating measurable, developmentally-appropriate, standards-based assessments that are aligned to standards, and they will guide the school’s teachers in developing the school’s interim assessments.

3-5 Integrated Units of Inquiry

Similar expectations to those used for the development of the K-2 Units of Inquiry will be followed in the development of grades 3, 4, and 5 Units of Inquiry which will be implemented during the 2015-2016 school year. Curriculum alignment and mapping for all six units will be completed for each of the discrete grade levels prior to the beginning of the 2015-2016 school year.

3-5 Literacy and Math

We will use the DPS scope for literacy and math at all grade levels with modifications to the timeline in order to align concepts and content with the school’s Units of Inquiry. The IBCS teachers and the school leadership team will develop interim assessments that correspond to the re-sequencing of the district literacy and math curricula. The school leadership team has 75

years of combined experience in creating measurable, developmentally-appropriate, standards-based assessments that are aligned to standards and will guide the school's teachers in developing the school's interim assessments.

Interim Assessments

In order to implement a modified sequence of the DPS curriculum (see Table above for timeline) IBCS will not use the DPS math and literacy interim assessments except for the interim assessments administered at the end-of-year. In lieu of the DPS interim assessments we will utilize a six-week data analysis cycle, which will include school-created unit assessments as described in the UBD Unit Planning Template.

Report Cards

In an effort to more fully describe student learning and their approaches to learning for parents, IBCS will use an internally developed report card that expands the indicators included in the DPS report card. The IBCS report card will be used in lieu of the DPS report card (see Appendix K), however, we will continue to give an end of year grade using the DPS report card.

Literacy

IBCS will implement the DPS literacy curriculum and supplement it with research-based resource materials to provide differentiated and optimally accessible standards-based instruction to all students. IBCS will implement a balanced, research-based, instructional approach to literacy that integrates and emphasizes authentic reading and writing while maximizing each student's capacity for effective oral and written communication. The following framework will be used to support the implementation of the literacy curriculum:

IBCS Literacy Learning Framework—The Daily 5

IBCS will embed the school's balanced literacy program within the Daily 5 instructional framework designed by Gail Boushey and Joan Moser. The Daily 5 framework, built on literacy learning and motivation research, has been practiced by thousands of teachers in schools around the US for the past 10 years. It provides a structure for literacy instruction that helps students develop effective, focused reading and writing habits while working independently and with peers. Its design, and the way in which it is introduced to students, promotes maximal on-task time for all students and provides teachers the opportunity to deliver individual and small group instruction. The Daily 5 includes time spent on five areas of literacy. An emphasis on comprehension, accuracy, fluency, and vocabulary development is integrated into each of these areas as described in *The Daily Cafe*. The five areas covered within The Daily 5 are:

- Read to Self
- Read to Someone
- Listen to Reading
- Work on Writing
- Word Work

As students complete a variety of literacy tasks each day, teachers confer with small groups and/or individual students and focus on the development of effective reading and writing strategies while ensuring all children are working at an appropriate level of challenge. This framework allows students to maintain ownership of their learning and behavior. The explicit modeling, practice, reflection, and refining incorporated in the Daily 5 approach

guarantee a strong foundation for meaningful content as well as the opportunity for teachers to provide individualized and differentiated instruction to each student. IBCS teachers will implement the principles and practices described in The Daily 5, The Daily Café, The Daily 5 in Kindergarten, The Daily 5 Alive, and Good Fit Books.

Mathematics

IBCS will implement the Everyday Math curriculum and supplemental research-based resources in order to provide vigorous math learning and differentiation for all IBCS students. At IBCS, math is taught in discrete math classes. Along with discrete math instruction, math is integrated into Units of Inquiry. The IBCS math program consists of the following structure: mini-lesson, investigation, and strategy sharing. Strategy sharing provides an opportunity to intentionally focus on the NCTM process standards—problem solving, reasoning and proof, communication, connections, and representation. Students are engaged in mathematical thinking in numeracy, patterns and functions, geometry, measurement, probability and statistics, logic, and problem solving. IBCS focuses on foundational facts—vocabulary, formulas, algorithms and number facts that are always grounded in conceptual understanding. Teachers ensure that students develop procedural fluency calculating with accuracy and efficiency. We place equally strong focus on problem solving skills and critical thinking within real world contexts.

Integrated Science and Social Studies

IBCS will use the Colorado State Standards as the basis for the science and social studies curriculum as well as the Common Core State Standards for Literacy in History, Social Studies, and Science. We will use the DPS science and social studies materials as the primary curricular resources and supplement them with additional resources through the process described above.

The Arts (Music, Performance, and Visual Arts)

IBCS is committed to providing enriching and meaningful experiences in the arts to all students. As with our instructional methodologies of constructivism and project-based learning, we consider the arts to be another means through which student mastery of core academic standards can be facilitated. Arts instruction meets the needs of the whole-child and supports each student's multiple intelligences. The arts are integrated into core classroom instruction as they connect to the development of core academic skills and are integral components of project-based learning. In addition, music and visual arts classes are offered to all students weekly. Each grade will also engage in a yearly unit that emphasizes performance in theatre and dance.

Arts instruction is aligned with the Colorado Academic Standards. We will develop a comprehensive art studio with suitable resources connected to learning standards as our school grows.

Physical Education and Wellness

IBCS supports physical activity, healthful nutrition, strong sleep habits, and daily activities that foster the development of overall physical, mental, and emotional health. To accomplish our broad-reaching physical wellness goals, IBCS will implement SPARK P.E. (Sports, Play, Active Recreation for Kids) and the SMART (Stimulating Maturity through Accelerated Readiness Training- ECE and general Sensory Integration support) programs along with the DPS Physical Education curriculum.

SPARK is a research-based public health organization committed to designing, implementing, and evaluating programs that foster lifelong wellness. SPARK aims to improve the health of children, adolescents, and adults by distributing evidence-based Physical Education, After School, Early Childhood, and Coordinated School Health programs to teachers serving Pre-K-12th grade students¹³. Each SPARK program advances environmental and behavioral change by supplying a coordinated package of highly active curricular resources, on-site teacher training, expansive follow-up support, and content-matched equipment. SPARK was honored as an exemplary program of the U.S. Department of Education, was featured in the Surgeon General's Report as a "School-based solution to our nation's healthcare crisis;" was honored as a "Governor's Commendation" in 2005, and was awarded "Gold" for their elementary and middle school PE programs in an independent study commissioned by the Cooper Institute, the only program to earn "PE Gold" for grades K-8.

The SMART Program (Stimulating Maturity through Accelerated Readiness Training) is a multisensory research-based approach to learning that is supported by brain research and helps students develop the physiological and neurological readiness skills that are required for classroom success. This program focuses on stimulating the brain and body to foster strong connections among the neurons. SMART activities include balance beams, crawling, bouncing, rolling, spinning, jumping, vision tasks, and eye-hand coordination tasks. These activities are engaging and fun for children as they encourage and improve their physical fitness. These activities also create opportunities for the body and brain to learn in new ways. They develop the kinds of physiological and neurological readiness skills that are essential to classroom success.

In addition to the SPARK and SMART programs, IBCS has integrated Brain Gym and Mindful Movement into every child's daily routine. Our physical education teacher collaborates with other teachers to ensure that health and physical education learning is incorporated across curricular areas including within our project-based activities. The PE teacher also communicates with classroom teachers during weekly staff meetings about individual students' developmental needs relative to bodily-kinesthetic intelligence.

Service Learning/Compassionate Communication/Social-Emotional Learning/Global Citizenship

Each service-learning project will be designed to achieve specific standards across disciplines. Suitable curricular materials and resources from the core content areas will be identified and integrated into each service-learning project. Service-learning will be designed so that projects are connected to the core curriculum, have clearly stated learning objectives connected to state standards, and include reflection or assessment activities in which students discuss, write about, and share presentations about their activities. Consequently, while the act of community service will try to address specific needs in the community, the students will concurrently learn academic skills as part of their service projects.

¹³ (Sallis, J.F. McKenzie, T.L., Alcararaz, J.E., Kolody, B., Faucette, N., and Hovell, M. (1997). The effects of a 2-year physical education program (SPARK) on physical activity and fitness in elementary school students. *American Journal of Public Health*, 97, 1328-1334. Sallis, J., McKenzie, T., Kolody, B., Lewis, M., Marshall, S., and Rosengard, P. (1999, June). Effects of health-related physical education on academic achievement: Project SPARK. *Research Quarterly for Exercise and Sport*, 70(2), 127.

The values of compassion, diversity, community, integrity, and resilience form the backbone of the IBCS community. These values will be integrated into the curriculum through modeling, direct instruction, and service components of projects. All adults involved with the school will be trained in Compassionate Communication/Heart Talk and will honor and explicitly endorse these qualities. Furthermore, students will participate in the development of compassion through ongoing community building. During these times, students will gain the knowledge, skills, and tools of Compassionate Communication/Heart Talk, conflict resolution, and shared respect within a supportive and nurturing environment. IBCS will utilize a number of community building resources including: The Heart of Learning and Teaching, The Compassionate Classroom, The No-Fault Classroom, Peace Jam, The Responsive Classroom, and The Mosaic Project, among others.

Spanish/World Languages: Because Spanish is the second most commonly spoken language in the Denver metro area, it is extremely relevant and provides a powerful tool for connection within and outside of the school community. IBCS offers Spanish classes four days a week beginning in Kindergarten for a period of 30 - 45 minutes each day depending upon grade level. The duration of Spanish instructional periods is determined using developmental readiness guidelines. The younger students explore the Spanish language through a Total Physical Response (TPR) approach beginning with receptive language skill development and moving toward the generative use of language. The model used for Spanish as a Second Language instruction mirrors that used with English Language Learners and emphasizes immersion through an active and visually stimulating approach. Through this model we will gradually bridge students' concrete experiences with increasing amounts of oral language production, reading, and writing.

Sheltered instruction for ELL students, informed by the SIOP/SDAIE model, will be provided both during regular literacy instructional times as well as during the World Language time of the day. During the Daily World Language block, ELL's will receive English Language Development (ELD) which includes differentiated and sheltered instruction. Using this time to provide additional English literacy learning support to ELL's will make the curriculum more accessible and support students in meeting Common Core state standards. Offering full-day ECE and Kindergarten schooling will be similarly beneficial by extending the time students dedicate to language learning.

Evidence of Effectiveness

The theories and practical foundation for our Five Guiding Principles and educational approaches are not new. Our academic program, curricular choices, and instructional methodologies are research-based and proven models of high-quality education for diverse populations. Schools such as Odyssey, the Denver Green School, and Swigert International School in Denver all share similarities with our program and are demonstrating success. Horizons K-8 School, which most closely reflects our current educational program, is presently recognized as the #1 Elementary School out of 1,009 schools on ColoradoSchoolGrades.com as rated on academic proficiency and growth. Over a period of 18 years, the IBCS Leadership Team significantly contributed to the leadership, curriculum, educational program development, and positive school climate (including extremely high parent participation and satisfaction) at Horizons K-8 School.

At the University of Houston's Charter School, which employs a constructivist/project-based learning approach similar to the approaches employed at IBCS, 89-95% of 5th grade students meet or exceed Texas state standards. The New America Academy School in Brooklyn (P.S. 770)

is also experiencing great success with a similar program model. They received a score of “Well Developed” on a recent quality review which places them in the top 14th percentile of all schools in New York City. They are closing achievement gaps among their students and are reaching higher than NYC expected reading levels. In addition to the high-performing public elementary schools, several acclaimed private schools such as the UCLA Lab School and The Center for Early Education in California have employed similar methodologies as longtime practices.

Cultural Relevancy

IBCS has chosen diverse curricular resources in an effort to meet the needs of our diverse targeted student population and to assure their academic success. Our Units of Inquiry will foster each student’s sense of self and cultural identity. The curriculum and materials will celebrate our differences, emphasize our connectedness, and develop perspective-taking skills.

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. IBCS will utilize Culturally Responsive Teaching (CRT). CRT is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning.¹⁴ IBCS is collaborating with Bill De La Cruz, Director of Equity and Inclusion, to provide professional development for all staff during the August 11-15, 2014 IBCS Summer Institute. During that time we will work collaboratively to build skills, capacity, and systemic sustainability from within the school focusing on issues of bias, equity, and inclusion.

Scope and Sequence

The fundamental process for deciding what to teach and when to teach it is described in the curriculum alignment and development process above. Following each six-week Unit of Inquiry cycle, IBCS teachers will review and modify the corresponding unit plan to assure that all standards have been addressed. Similarly, during the yearly weeklong IBCS Summer Institute, IBCS teachers will review the scope and sequence documents implemented the previous year and modify them to assure that all standards are addressed and that they support the school’s project-based and thematic Units of Inquiry. While the scope will remain the achievement of the Colorado Academic Standards including the Common Core State Standards, the sequence will be designed to support the integration of lesson objectives across content areas. IBCS teachers will collaboratively plan units of study by using the backward design guidelines described in Understanding by Design.

Grade Level Teaming Families

IBCS will implement Teaming Families that include all teachers ECE – 4th grade as part of two-year learning loops. Fifth grade will stand alone and focus on middle school readiness. ECE-K, first-second, and third-fourth grade teachers will form Teaming Families since they will loop with the same students through a two-year learning cycle. Discrete grade level teams will meet weekly to plan and reflect together recognizing that teacher knowledge and efficacy in meeting all students’ learning and social needs will be boosted through collaboration. Teaming Families will meet monthly during one of the regularly scheduled staff meetings to plan collaboratively

¹⁴ Ladson-Billings, G. (1994). *The Dreamkeepers*. San Francisco, CA: Jossey-Bass Publishing Co.

with one another and the rest of the teaching staff. Teachers will assume various leadership roles within Teams.

The teaming model was developed at the Harvard Graduate School of Education and encourages teams of three or four instructors to work together on behalf of the students. The teams plan together with the goal of implementing a co-teaching model by the 2015-2016 school year. Through this structure, experienced teachers are able to support novice teachers, lesson plans are vetted, and leadership opportunities are cultivated. Candidates endorsed in Culturally and Linguistically Diverse Education and/or Special Education will have a hiring priority.

Teaching teams will meet and work together for a minimum of 60 minutes each week to plan lessons, discuss students and classroom management concerns, design and evaluate student assessments, and reflect. This ongoing teacher development will enrich every student's educational experience and facilitate the process of differentiated instruction thus allowing each student to maximize their potential. IBCS will continue to have class sizes of approximately 25 students supported by teachers, para-educators/interns and trained parent volunteers, recognizing that a low instructor to student ratio has been shown to increase student achievement and allows for more personalized attention for every student.

Multi-Year Learning Loops

The development of strong relationships (between students, between students and teachers, between teachers and parents, and between teachers and teachers) is a key design element of IBCS. Students will remain together in learning groups for a period of two years. Looping cycles reinforce safety and trust and the development of powerful relationships between students, parents, and teachers. There is ample evidence both nationally and internationally that looping improves student learning. The relationships developed encourage greater involvement and ensure targeted and differentiated teaching. Furthermore, instruction begins on the first day of school during the second year of each cycle as looping allows learning to continue in the context of relationships and a classroom culture that have already been established.

Whole Child Tenets

Described and put forth by Association of Supervision and Curriculum Development (ASCD) in its Whole Child Initiative, the following tenets match those of our school design and goals.

- Each student enters school **healthy** and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally **safe** for students and adults.
- Each student is actively **engaged** in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is **supported** by qualified, caring adults.
- Each student is **challenged** academically and prepared for success in college or further study and for employment and participation in a global environment.

B. School Schedule & Calendar

The IBCS calendar and schedule reflect our philosophy and values and, as such, will:

Focus on the quality as well as the quantity of instruction

Our schedule balances five full school days (6.75 hours) with a comprehensive support system for the faculty (looping model, weekly collaborative team planning, and daily planning time). In addition to core academic instruction, students will engage in daily morning fitness and the elective Friday Exploratories classes in the arts, sciences, technology and movement that are staffed by paraprofessionals, parent volunteers, and community partners. The PE teacher will coordinate Morning Fitness and the Art and Music teachers will collaboratively coordinate Friday Exploratories.

Have a commitment to weekly grade level teacher-team meetings

Because we know that a common meeting time for teachers is an essential part of team success, we are building weekly grade level teacher-team meetings into each week's schedule. IBCS teachers will continue to work 8 hour days. Teacher teams will meet for one hour over the course of each week and for 90 minutes each Friday afternoon, with the exception of one Friday each month which is devoted to faculty wide professional development. Teacher team meetings will be focused on content and pedagogy, discussing individual students, student growth, and data. This added time allows teachers the time needed for the planning and reflection that are necessary for true growth.

Allow more professional development time

IBCS values ongoing professional development for teachers recognizing the importance of continuous learning and growth. Consequently, IBCS teachers will participate in a total of 76 hours of targeted professional development each year.

Focus on integrated, project-based learning

Integrated projects lead to high level thinking skills, deeper knowledge, and cross-disciplinary understandings. An integral component of the IBCS curriculum includes the daily study of units of inquiry, a learning module devoted to integrated studies. We will explore six units each year that are primarily focused on science and social studies, literacy, arts, physical education, and math.

Allow more instructional time

Instruction at IBCS will begin at 8:15 a.m. and run until 3:00 p.m. each day of the week. Omitting lunch and recess, this equates to approximately 992 instructional hours a year—higher than the minimum requirement of 968 hours (900 for full day kindergarten). Because a main priority at IBCS is for all students to achieve and thrive, 67% of the school day will be devoted to academic instruction in literacy, math, and integrated Units of Inquiry.

Calendar

IBCS Council discusses and considers the viability of innovations to the school calendar concurrently with the budgeting process each spring. The IBCS Council adopts the school calendar and schedule through a concordant decision-making process. For the 2014-2015 school year, IBCS Council approved calendar innovations that include scheduling six conference days each year in order to provide extended and in-depth conferences with each school family. The 2014-2015 School Calendar was adjusted in order to meet the required minutes as per CDE.

Appendix L includes a sample of this year's weekly schedule for teachers and students and the Council approved calendar for the 2014-2015 school year.

(Appendix M – School Calendar & School Day Schedule)

C. Progress Monitoring and Assessment

Assessments

IBCS describes assessment as the ongoing and systematic process of gathering, describing, and analyzing information about student progress and achievement in connection to curriculum expectations. We believe assessment has two purposes:

1. To assess individual students or groups of students to determine progress, and
2. To assess the quality of instruction to improve future learning.

Data collected from assessments will help the school analyze progress so that we can adjust and refine the teaching and learning cycle to better meet student needs. IBCS uses a variety of measures to provide a broad and in-depth view of each student's progress. We use assessment data to evaluate the progress of the school as a whole, drive instruction, create differentiated instructional programs for individual students, communicate with parents about their student's progress, and help enable students to self-reflect on their own learning.

Formative Assessments: Teachers plan for and choose formative assessments in their lesson plans and conduct ongoing checks for content understanding. Students are taught how to use assessment feedback using school created rubrics to increase their own learning. Teachers also create short cycle assessments that measure student mastery of Common Core State Standards and Colorado Academic Standards in alignment with the school's curriculum. IBCS will use the DPS interims until the Units of Inquiry-aligned interims have been completely developed, and will continue to administer DPS end-of-year interim assessments.

Some of the real-time, in-class formative assessments that help IBCS teachers monitor the effectiveness of their day-to-day instruction include:

- Observations and anecdotal records
- Running records
- Writing rubrics based on The 6+1 Traits and The Writing Workshop (K-8)
- Open-ended mathematical problems
- Teacher developed assessments of Integrated Units of Inquiry

Weekly / Daily Classroom Assessments

- Foundations weekly progress checks by Wilson Reading Systems for grade K-3
- Questioning using Webb's Depth of Knowledge and Bloom's Taxonomy
- Conferencing with students to determine strengths and areas of challenge as well as to assist the student in goal setting, next step planning, and reflection (ongoing)
- Observing & documenting student progress against criterion-referenced checklists, rubrics, and benchmarks that are derived from content standards

Interim Assessments: IBCS will implement all state mandated assessments and any assessments required by the District SPF including, but not limited to: TCAP, PARCC, WIDA/ACCESS, DRA (and/or replacement selected by the District in coordination with the READ Act). In addition, in lieu of the District Fall and Winter interims, the school will administer interim assessments that are aligned with Common Core and Colorado Academic standards and provide data that are suitable for use for informing instruction, progress monitoring student progress including English

language learners and in informing teacher compensation decisions in lieu of SLO's. In order to meet this goal the school will use the teacher created units of inquiry assessments described in this plan.

Summative Assessments: IBCS students will take all standardized tests required by the state and will participate in the Colorado State Testing Program beginning in 3rd grade. The school will develop its own summative curriculum-based assessments to be administered on a six week cycle using integrated Units of Inquiry and performance rubrics.

Some summative assessments to be used include:

PARCC/CMAS (beginning in 3rd grade): This standardized achievement test is designed to assess student success in reading, writing, math, social studies and science. It will be administered to all eligible students in grades 3-5.

WIDA-ACCESS: This assessment will be administered to all identified English Language Learners to determine progress and proficiency of language acquisition.

Diagnostic Reading Assessment (DRA-2) (3x a year): This assessment is used to measure reading levels at the beginning, middle, and end of the year.

STAR Literacy (3x a year): This assessment is used to measure reading skills at the beginning, middle, and end of the year.

DPS/IBCS-developed math interims (3x a year): this assessment is used to measure conceptual understanding and skill development in mathematics.

Portfolios: Teachers (guided by School Leaders) will work with students to assemble their individual learning portfolios that will be used as a part of assessment. The portfolios will be a qualitative summative assessment that includes the student's reflections and assessment of their overall growth and mastery for the year. Portfolios include comparative work samples throughout the year, assessment data, rubrics across content, performance reflections, and artwork. Students will present their portfolios to their families and the school community at the end of the school year.

Administering the Assessments & Collecting and Analyzing the Data

School Leaders will be responsible for coordinating the administration of assessments. Teachers, with the support of their para-educator/interns, will have primary responsibility for administering and scoring their class assessments. During professional development time, teachers will calibrate scoring protocols in order to ensure consistency and reliability. Teachers will be responsible for analyzing their classroom and individual student assessments on a daily basis during the first half-hour of the school day. We recognize that teachers will need training in data analysis, and they will be provided professional development in this area four times each school year, once each quarter. The School Leaders will also be responsible for analyzing school-wide results, storing data, and identifying the trends across classrooms that suggest school-wide professional development or targeted coaching for individual teachers as needed.

Unified Improvement Plan (UIP)/School Performance Framework (SPF)

In order to meet or exceed district expectations for the School Performance Framework, IBCS has outlined the following annual performance and growth goals in the school's Unified Improvement Plan.

Performance Indicators	Measures/Metrics	Priority Performance Challenges	Annual Performance Targets		Interim Measures for 2013-14	Major Improvement Strategy	
			2013-14	2014-15			
Academic Achievement (Status)	TCAP/CS AP, CoAlt/CS APA, Lectura, Escritura	R	Kindergarten: Kindergarten – 95% of students are not at the year-end benchmark; 43% are at the pre-A level for DRA2 1 st Grade: 80% of our 1 st grade students will be at DRA2 Level 16-18 by the end of the year	75% of our K students will be at DRA2 Level 4 by the end of the year 80% of our 1 st grade students will be at DRA2 Level 16-18 by the end of the year	75% of our K students will be at DRA2 Level 4 by the end of the year 50% of newcomer students will be at DRA2 Level 4 by the end of the year. 80% of our 1 st grade students will be at DRA2 Level 16-18 by the end of the year 80% of our 2nd grade students will be at DRA2 Level 28-30 by the end of the year	DRA2 STAR Reading Wilson Foundations Parent/Student/Teacher Conferences, Fall and Spring (portfolios, students work, rubrics)	While the SPF Standard is 50% our goal for students is 75% or above through providing high quality first instruction
		M	30% of K students scored lower than 70% on math interims 47% of 1 st grade students scored lower than 70% on math interims	75% of students will be at or above benchmark	75% of students will be at or above benchmark	DPS Math Interims Parent/Student/Teacher Conferences, Fall and Spring (portfolios, students work, rubrics)	Provide high quality first instruction to all students
		W	N/A	N/A	N/A	N/A	N/A
		S	N/A	N/A	N/A	N/A	N/A
		Academic Growth	Median Growth Percentile (PARCC & ACCESS)	R	DRA2 – 1 st grade 92.3% entered 1 st grade at or above proficient STAR – 1 st grade 94% are at or above proficient		

					students work, rubrics)		
		M	30% of K students scored lower than 70% on math interims 47% of 1 st grade students scored lower than 70% on math interims	75% of students will show growth of one year or more	75% of students will show growth of one year or more	DPS Math Interims	Provide high quality first instruction to all students
		W	N/A	N/A	N/A	N/A	N/A
		ELP	For all five of our ELLs to achieve the Access level of 50 or above	All ELP students will achieve Access level 50 or above	All ELP students will achieve Access level of 50 or above	WIDA/APT	Provide high quality first instruction to all students
Academic Growth Gaps	Median Growth Percentile	R	In our first year we will be noting trend data for the sub-group of FRL students compared with non-FRL students				In our first year we will be noting trend data for the sub-group of FRL students compared with non-FRL students to set the same benchmark standards for all students in reading
		M	30% of K students scored lower than 70% on math interims 47% of 1 st grade students scored lower than 70% on math interims			DPS Math Interims	In our first year we will be noting trend data for the sub-group of FRL students compared with non-FRL students to set the same benchmark standards for all students in mathematics

Performance Goals:

Performance Indicators	Targets for 2013-2014 school year	Performance in 2012-13? Was the target met? How close was the school to meeting the target?
Academic Achievement (Status)	92.3% of K (now 1 st grade) students were at or above proficient levels on DRA2. These students have all come from different schools.	For the 2013-2014 school year 75 % of our K students and 95% of our 1 st grade students will be at or above proficient levels on DRA2.

Performance Indicators	Targets for 2013-2014 school year	Performance in 2012-13? Was the target met? How close was the school to meeting the target?
Academic Growth		For the 2013-2014 school year 75% of students to show growth of one year or more.
Academic Growth Gaps		For the 2013-2014 school year FRL students will show equivalent growth, of one year or more, to the non-FRL students.

Additional school performance goals as a result of innovation:

School Performance Targets (Innovation Years 1-4) ¹							
	Expected PARCC (MGP) (Grades 4-5)	Expected PARCC % Proficient-Reading (Grades 3-5)	Expected PARCC % Proficient- Math (Grades 3-5)	Expected PARCC % Proficient – Writing (Grades 3-5)	Expected CMAS % Proficient - Science (Grades 3-5)	Expected Early Rdg Assmt % on grade level (Grades K-2)	Expected MGP WIDA-Access
Year 1	65	40	50	40	30	40	65
Year 2	65	50	55	50	35	45	65
Year 3	65	55	60	55	40	50	65
Year 4	65	60	65	60	45	55	65

Corrective Actions

At the individual student level, the RtI process identifies when students are not achieving academic expectations and provides increasing levels of support and intervention to address student learning needs. All IBCS teachers, School Leadership and SPED/GT teachers participate in the school’s weekly RtI meeting to provide multiple perspectives and intervention strategies.

Data teams identify when classes of students are not reaching academic expectations, and School Leaders provide increased levels of support and direction to teachers to address professional learning and growth goals.

At the school level, the IBCS Council reviews progress on UIP and SPF goals annually and makes changes to major improvement strategies as necessary. In addition, student performance is used in the evaluation and professional growth plans for School Leaders.

Progress Monitoring: Faculty and staff oversee student performance on a monthly basis during one of the Friday afternoon teacher planning times to ensure that all students, and in particular those who are at risk of failing, are appropriately identified and supported. IBCS teachers and School Leaders monitor individual student’s performance throughout the year according to the

assessment procedures described above. We will use the curriculum-aligned assessments using integrated Units of Inquiry and performance rubrics for interim assessments every six weeks.

In addition, two core structures will ensure that we monitor and address the needs of all students: Whole Child Meeting and Student Success Team.

Whole Child Meetings: Two times per year School Leaders will meet with each classroom teacher to review the progress of every child enrolled at IBCS. In doing so, both the leads and the classroom teacher review the students' performance in the key assessments. During the Whole Child Meeting, the teacher discusses the progress of each student and any changes that have been noticed since the last meeting, focusing on any strengths and areas of concern that may be academic, social, emotional, or physical in nature. The School Leaders and teaching team members listen and ask questions. The information that is requested gives insight both into the students' progress and the teacher's skill at identifying and responding to students' needs. This is an important source of information to guide coaching and professional development and to reinforce the underpinning belief that these are "our" students.

The school leaders keep track of student academic data (assessments and data from daily collaborative planning) in a multi-year Excel spreadsheet that, over time, provides evidence of trends, patterns, or events that have influenced the student's success and can be used to better determine learning needs, individual styles, classroom differentiation strategies, and appropriate interventions. At the beginning of each school year, the notes from the previous year will be provided to each student's teacher so that (s)he is familiar with the student's progress. The School Leaders and teacher engage in a reflective, vigorous conversation, and, when faced with a student who poses a particular challenge, initiate the RtI process/Student Success Team meeting.

Student Success/RtI Meeting: For students identified as needing additional support, a Student Success Team (SST) meeting, our school's RtI process, will be held. Meetings are held weekly. If a parent or teacher has a concern, a special meeting to discuss the student can be held, which can also lead to an SST meeting. The SST always includes a School Leader, Special Education and/or Gifted and Talented teacher, the student's parent/guardian, and all teachers from the grade level team. Additional staff members can be included as needed. The SST will work with parents/guardians, teachers, and the student to identify learning needs and, together, develop a plan for academic and social success.

During the meeting, a School Leader records all relevant information for the student, taking note of all strengths and challenges the child may have. Interventions are established to support the child. Responses might include instructional modifications, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. A follow-up meeting is scheduled so the team can reconvene to discuss student progress. This approach is an effective problem-solving strategy to address issues as they arise although, in some situations, it is the first step for students before a Special Education/504 referral is made if students do not make progress.

Promotion & Retention Policies:

IBCS believes that high expectations are important for all students. Subsequently, our expectation is that all students who attend our school will demonstrate proficiency in skills and knowledge in core content areas. We also believe that students can have challenges in meeting this expectation. For this reason we have put a system in place to provide support. As previously described, these systems include a relationship-based model, a 25:1 teacher/student ratio, an

organized and well-structured school day, data driven instruction, flexible groupings, time for teachers to team, embedded teacher professional development, and systematic intervention. Furthermore, struggling students will be identified, further supported, and monitored.

Students are individuals and we intend to promote or retain at risk students on a case-by-case basis, see Employee Manual in Appendix J: IBCS Non-Promotion or Acceleration Policy. The Promotion/Non-Promotion process includes a comprehensive meeting with parents, teachers, and at least one member of the Leadership Team to determine the readiness of a student. These meetings will be formally conducted in March and then revisited in April.

In April, if a student's promotion remains in doubt, teachers will use a protocol to analyze comprehensive student performance data that includes standardized test results and teacher developed assessments. School Leaders will use the results (including information on student maturity, probability of completing academic work at next grade level, completion of work, and parental feedback) to make recommendations based on the best interests of the student. This recommendation will be shared with parents. Parents/guardians will ultimately be responsible for the decision to promote to the next grade.

E. English Language Learners

The IBCS community is committed to providing all students with the opportunity to learn. English Language Learners will become an integral part of our school with the opening of our Newcomer Program and Welcome Center in the 2015-2016 school year. Accordingly, IBCS is planning for programming that will comply with all federal, state, and district mandates regarding ELL education and re-designation of ELL students, giving particular attention to supporting the intention of the 2012 Consent Decree.

Identification and Assessment

In order to accurately identify English Language Learners (ELL), all incoming families will complete a Home Language Survey upon enrollment/registration at IBCS via DPS Enrollment guidelines. Students whose home language or native language is identified as a language other than English on the Home Language Survey will participate in a formal interview in their native language (when possible) and in English. The IBCS SAL will determine, with the support of the DPS ELA department, whether the student has taken the WAPT and/or WIDA-Access assessments at a previous school. If the student has already taken the assessment(s), IBCS teachers will use the assessment data, combined with the interview, to determine the types of instructional support needed by the student. Supports will include, but are not limited to, Levels 1-5 intensive English Language instruction and English Language Development daily. If a student has not taken the WAPT or WIDA-Access, the IBCS SAL will administer the assessment(s) within the first two weeks of the student's enrollment and determine instructional support needs.

Parents of students identified as English language learners will be contacted regarding services no later than 30 days after the beginning of the school year or the student's enrollment date. Parents who are not proficient in English will be provided appropriate and sufficient information in a language or manner they can understand so that they can make well-informed decisions about participation in school programs and services. When necessary, IBCS teachers and Family and Community Resource Center staff will request assistance from Place Bridge Academy staff when translation services are needed until IBCS has developed its own translator network.

Program Design and Curriculum

IBCS is anticipating the district adoption of a new ELA curriculum. Once it has been adopted, IBCS teachers and school leaders will review and consider it for implementation in the designated ELA classrooms and during all scheduled ELD instructional times, including the 45-minute daily World Languages/ELD block. In addition, IBCS will support student learning using Imagine Learning.

At IBCS, there will be two classrooms dedicated to supporting Levels 1-4 ELA students. Level 5 students will receive services fully integrated in general education classrooms. Student placement in one of the two ELA classrooms will be based upon the language needs determined through WAPT, WIDA/Access, parent information, and classroom teacher observations/data. ELL students who are at a Level 1 will spend the majority of the literacy learning time each day in an ELA classroom. They will integrate with native English-speaking peers for specials (e.g., art, music, and P.E.) as well as recess/outdoor time and lunch to promote social language development. The amount of time students will spend in ELA classrooms will be based on English language needs. Level 1 and Level 2 ELL students will receive a minimum of two hours of targeted ELA/ELD support in the ELA classroom, while Level 3 and 4 students will receive a minimum of one hour of ELA/ELD daily. The IBCS ELA program will provide native language support and an ELA resource teacher whenever possible. The IBCS Leadership Team and the ELL TOSA will continue to develop the school's ELA program with the DPS ELA Department, Place Bridge Academy leaders, and our respective Instructional Supervisors as the Newcomer Program continues to be designed and developed (see Newcomer Center Program section).

One of the IBCS School Leaders, Sonny Zinn, is currently enrolled in the Bueno Center's ELL Certification for Administrators and continues to work with the other School Leaders to make decisions about the school's ELA program. Going forward, IBCS leaders and teaching staff will evaluate the effectiveness of ELA/ELD instruction and student growth through the Student Success Team (SST) utilizing a range of formal and informal assessments, including WIDA, STAR, DRA2, along with daily formative assessments.

Instructional Methodologies Used at IBCS

Specially Designed Academic Instruction in English (SDAIE)

- IBCS will rely on the SDAIE teaching approach. SDAIE is a teaching method that can be used across the curriculum to support ELL students. It emphasizes the importance of supporting ELL students in acquiring academic-related skills and knowledge while at the same time learning English through comprehensible second language input. The practice is based on linguistic theories laid out by a number of researchers, including Dr. Steven Krashen and Dr. James Cummins, who developed Contextual Interaction Theory 5. At the heart of the theory are two major components that impact the SDAIE classroom: comprehensible second language input and a supportive affective environment. SDAIE focuses on content comprehension asserting that language is acquired because of the context in which it is contained. Teachers build vocabulary with their students and have high expectations for success in language acquisition and conceptual development.

Sheltered Instruction Observation Protocol (SIOP)

- IBCS will utilize the SIOP model for instructional delivery. The SIOP model is a research-based and validated model of sheltered learning instruction. This model supports teachers in planning and delivering lessons that allow English learners to acquire academic knowledge as they develop English language proficiency. The SIOP model consists of eight interrelated components: lesson preparation, building background

knowledge, comprehensible input, strategies, interaction, practice & application, lesson delivery and review/assessment.

Program Implementation

The IBCS ELA program will focus on English language development, content instruction, unit vocabulary front loading, sheltered instruction, and survival vocabulary building. The in-class differentiation, small grouping, multi-modality instructional strategies, sheltered learning instruction, supplementary materials, and accommodations of curriculum will support the school's ELL students. In addition, ELL students will participate in RtI when academic/behavior concerns not related to English Language Acquisition exist. The support provided to ELL students in RtI will accommodate students' language levels. Our school culture of compassion and relationship building will assist *all* students in feeling welcomed, included, and supported.

Program implementation will be accomplished through instruction from highly qualified ELA/e or ELA/S teachers. IBCS School Leaders will facilitate the planning, implementation, and assessment of the ELA program through providing ongoing professional development and instructional support in classrooms. The School Leaders will work in partnership with the SST (Student Success Team), which acts as the ISA (Instructional Services Advisory) Team and is responsible to identifying, placing, reviewing progress of, and making recommendations regarding ELA students. The School Leaders will have a strong background in ELA (English Language Acquisition). District ELA personnel will be brought in to deliver professional development as appropriate. We will prioritize hiring teachers who are endorsed in Culturally Linguistically Diverse Education.

Progress Monitoring

Targeted support is provided to all ELA students through Level 5 in order to ensure maximum English language development and, ultimately, school success. Students will be required to complete the WIDA-Access assessment each year until they score at a proficient level. The WIDA-Access is one of the measures used to determine whether students are able to be re-designated. Re-designation will be one of the school's primary goals and measures of program success. Students will be tested in the areas of listening, speaking, reading, and writing. IBCS teachers will examine the results alongside other assessments (e.g., PARCC, DRA2, STAR, and ongoing formative assessments) since the school focuses on providing quality English language development instruction to all ELL students at their proficiency level. Parents will be informed of assessment results in writing within a week of results becoming available and/or during an in-person conference. When needed, parent translation services will be provided.

Coordination between General Education and ELA Services

All school staff will collaborate to guarantee that the needs of each child are met. To ensure that general education teachers and School Leaders are able to collaborate on a consistent basis, the general education teachers and the School Leaders will participate in weekly planning sessions. Once a month, all-staff meetings will be devoted to collaborative planning time. The school schedule has been built to accommodate these priorities. In addition, all classroom teachers will participate in professional development on Friday afternoons during which planning and collaboration will occur. Once a month, Friday afternoons will be devoted to ELA PD and planning.

Professional Development

All ELA teachers will be endorsed in ELA-E and hiring priority will be given to candidates holding CLD (Culturally and Linguistically Diverse) endorsements. Teachers will meet the ELA qualification standards for DPS and will complete all necessary training. At least one member of the IBCS Leadership Team will hold an ELL Administrator's Certificate or have equivalent training within two years of hire. The IBCS Council Board will be responsible for ensuring that one member of the leadership team completes this training.

Teachers will be prepared for teaching in a multilingual environment through training in a variety of instructional strategies to be used specifically with ELL students. IBCS teachers will rely on two primary methods of instructional delivery, SDAIE and SIOP. In addition, teachers will be trained to use the Colorado Accommodations Guide for English Learners. Teachers will be evaluated annually on their implementation and delivery of ELA program services through the use of the LEAP and IBCS Observation Protocols, feedback/coaching sessions, student achievement data, and the Student Perception Survey.

During the weeklong IBCS Summer Institute, IBCS School Leaders will provide training to all teachers on ELA instruction. Specifically, teachers will receive training in ELA theory, the use of ELA strategies, the process for identifying students to receive linguistic services, and the RtI process (Student Success Team.) Additionally, teachers will be provided ongoing monthly, targeted professional development training. IBCS will hire an ELA TOSA/Coordinator to assist in professional development and ELA Program implementation.

Exiting and Redesignation

Students at IBCS will be assessed through WIDA-Access, PARCC (3rd-5th), DRA 2, STAR, and CMAS to determine progress made, and readiness to exit the ELL program. The Student Success Team (SST) will exit students when they have successfully completed Level 5. The School Success Team will monitor exited student progress in alignment with DPS guidelines and the 2012 Consent Decree and provide appropriate support. Should students need renewed support after exiting the program, they will be re-enrolled.

Before and After School Programs

All students attending IBCS will have equal access to after-school and extracurricular programming. No barriers to participation will exist between the opportunities available to English speaking students and ELLs. We will continue to contract with Kaleidoscope Corner for before and after school services. Tutoring services will be included in our after school program to support our struggling/at risk students. We will utilize DPS tutoring resources to enrich this program.

Newcomer Center Program

Both DPS and IBCS share the goal of successfully serving students who are new to this country, may have little or interrupted formal schooling, and who are learning English in a school setting. The Newcomer Center that will open for the 2015-2016 school year at IBCS will be an integral piece of our ELA program. The IBCS Leadership Team is working closely with the DPS ELA Department, as well as the Leadership Team at Place Bridge Academy, our respective Instructional Supervisors, and the Choice/Enrollment department to develop DPS Newcomer Center Program Guidelines. Sonny Zinn is currently enrolled in the Administrator's ELA Certification Program with a cohort of DPS administrators and ELA staff members where she is developing a deep understanding of ELA law, policies, and DPS practices. This work, as well as Jeff and Traci Bushnell's university ELA teaching experience and years of ELA classroom teaching,

will inform the decisions made with our school community about the Newcomer Center. The Newcomer Center at IBCS has been presented during informational meetings and through marketing. It will be included in the 2015-2016 Choice Enrollment literature.

Program design considerations for the Newcomer Center Program include: where students live; numbers of Newcomer students enrolled; prioritization by geographic location and/or primary language; which services to provide and the logistics of provision; and development of relationships with service providers. Further, DPS will fund a full-time TOSA (Teacher on Special Assignment) at IBCS for the 2014-2015 school year. This person will be hired by the IBCS hiring committee and will work in collaboration with IBCS leadership and teachers. This individual's duties will include ELA professional development with IBCS teachers, establishing connections with local service providers and agencies, and assisting with designing and equipping the Family and Community Resource Center and Newcomer classrooms. IBCS Newcomer programming and curriculum will be guided by the successful approaches utilized at Place Bridge Academy, curricular materials identified by the ELA department, alignment with Colorado Academic and Common Core Standards, and IBCS curricular goals.

Family and Community Resource Center

Because it is well documented that students who have their basic needs met will do better in school and remain in school longer, and because families whose needs are met better support their students' regular school attendance, IBCS will have a Family and Community Resource Center. IBCS will work in partnership with C³ (Center for Compassionate Connections), a non-profit organization started in 2008 dedicated to promoting school success through compassionate understanding. C³ will act as a sponsor in helping students and families access a variety of services (e.g., health care, GED completion, English language classes, job application writing, etc). IBCS leadership will work with Place Bridge Academy leadership to ensure the most effective operation of the school's Family and Community Resource Center to provide identified/needed supports for our families.

E. Special Education

Identification

IBCS welcomes all students including students with disabilities. All children have access to IBCS; no student shall be denied admission, nor counseled out of IBCS due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

IBCS strives to find the optimal learning environment for all students on the Least Restrictive Environment Continuum. We aim for every child to be fully integrated into the classroom while recognizing circumstances that preclude this from happening. In the event that students need support provided outside the classroom setting, the following options are made available: 1) small group intensive learning support and 2) SMART Room movement breaks to provide direct support and strategies for self-regulation. The student's IEP determines the most appropriate setting, accommodations, and assistance.

IBCS complies with federal law, which requires all schools to have a process for identifying and evaluating students who are in need of special education and related services. IBCS has the responsibility to identify, refer, and work cooperatively in locating IBCS students who have, or may have, exceptional needs that qualify them to receive special education services. IBCS has adopted and is implementing policies and procedures to align with Colorado Department of

Education's policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. IBCS will refer a pupil to Special Education only after the resources of the regular education program have been considered and, where appropriate, utilized.

IBCS enrolls students with existing Individualized Education Plans (IEPs). In these cases, IBCS requests each student's previous school records to determine whether an IEP is in place. If we find that a student has an existing IEP, IBCS implements their IEP. IBCS will follow Child-Find procedures to identify all ECE students who may require assessment to be considered for Special Education eligibility.

Services Provided by the School District

IBCS collaborates with our school's DPS Special Education partner to ensure that services and settings required by each identified or classified student's IEP are provided. We work with the Special Education Department to conduct initial evaluations of students to determine whether they are eligible to receive special education and related services after the parent or the school has made a referral.

General Education and Special Education Collaboration

All Special Education teachers collaborate with students' classroom instructors to fully implement each IEP. To ensure that general education and Special Education teachers are able to collaborate on a consistent basis, they participate in weekly planning sessions arranged by the Special Education team and classroom teachers. General education teachers will share a weekly lesson overview with special education teachers allowing ample time for Special Education teachers to provide feedback and input.

Monitoring Progress of Students with IEPs

The process of monitoring students with disabilities involves formal and informal assessments measured against the goals identified in the student's IEP. In addition, all students with disabilities participate as appropriate in the state assessments.

On an annual basis, the Special Education team evaluates the effectiveness of the services provided to students with disabilities. Using assessments, they track the progress of students over time and examine the results with the student's parents/guardians during the IEP Annual meeting. Every three years the student will be retested for the Triennial IEP Review. If IEP goals require adjustment, changes will be made accordingly.

Professional Development

IBCS will provide training on various Special Education topics to all teachers during the IBCS Summer Institute. Specifically, teachers will receive training to understand the process for identifying and referring students including the role of the Student Success Team. Additionally, professional development on various Special Education topics is provided throughout the year to all teachers. The School Leaders, with the input of staff who serve students with special needs, will identify potential issues in order to provide appropriate training and schedule professional development.

F. Academic Intervention & Acceleration

At IBCS, every student receives highly engaging, research-based instruction. In the event that a student is in need of intervention and added supports, our Student Support Team

(SST)/Response to Intervention (RtI) process provides this. Our SST/RtI team is comprised of the School Leaders, Special Education coordinator, grade level teachers, additional staff members as appropriate, and the child's parent or guardian. The goal of the SST/RtI team is to identify learning needs and design an intervention plan for academic and social success.

The plan will include specific interventions and the timetable for reviewing their success. During the meeting, the team records all relevant information taking note of all strengths and challenges the child may have. Interventions may include instructional accommodations, new behavioral strategies in the classroom, greater follow-up strategies implemented in the home, or a new approach to differentiation of instruction. A follow-up meeting is scheduled so the team can come together to discuss student progress.

Response to Intervention (RtI)/Student Success Team (SST)

IBCS has a three-tier Response-to-Intervention (RtI) model in compliance with the guidelines provided by the Colorado State Education Department.

Tier 1 (Universal Level): All students receive research-based, high quality general education that incorporates ongoing universal screening, progress monitoring, and prescriptive assessment to design instruction. Expectations are taught, reinforced, and monitored in all settings by all adults. Student behavior and other data inform the design of interventions that are preventative and proactive. Our goal is that at least 80-90% of our student population is learning at the Tier 1 level. Ultimately, we believe that the greatest responsibility for successfully educating students lies within the general education classroom. If sufficient progress is not made, the student will advance to the Tier 2 level.

Tier 2 (Targeted Level): Interventions are provided to students identified as at-risk of academic and/or social challenges and/or students identified as underachieving who require specific supports to make sufficient progress in general education. Gifted and highly gifted students are also identified and provided appropriate interventions as part of the school's Tier 2 support since they too are frequently at-risk of academic and/or social challenge if not suitably served. Parents are notified when their child needs Tier 2 support. If data indicates that students have made necessary growth, they will exit Tier 2 interventions. If sufficient progress is not made, the student will advance to the Tier 3 level. Our goal is that not more than 5-15% of our student population is learning at the Tier 2 level.

Tier 3 (Intensive Level): Interventions are provided to students with intensive/chronic academic and/or behavioral needs based on ongoing process monitoring and/or diagnostic assessment. As with Tier 2 interventions, IBCS teachers will seek to provide all interventions within the general education classroom whenever possible. If data indicates that students have made necessary growth, they will exit Tier 3 interventions. Tier 3 interventions will be provided by school personnel who are highly skilled or trained in the areas of academic need identified by the student assessment results. Our goal is that not more than 5% of our student population is learning at the Tier 3 level.

If Tier 3 interventions are not successful, a student will be considered for Special Education evaluation.

RtI Process Evaluation

On an annual basis, IBCS uses student progress data to evaluate the effectiveness of the RtI process and will make changes as needed to ensure that the needs of our students are met.

G. Gifted and Talented Students

Process for Identification

We offer differentiated instruction for all students, not just those identified as gifted and advanced. However, some students need additional challenges in class to continue to grow academically. This is true for students who are high achieving or designated as gifted and advanced. Although gifted students may present instructional challenges, to the greatest extent possible, Gifted and Talented students will be served in an inclusive environment. However, additional services will be provided based on the unique needs of each student. The school employs a Gifted and Talented (GT) teacher to provide targeted supports and professional development to the school staff. The GT teacher oversees the GT identification process and utilizes the DPS Gifted Identification Guidelines. All students identified for Gifted and Talented services will receive Advanced Learning Plans (ALPs).

High achieving students will be identified via the Student Success Team and/or Whole Child Meetings held two times per year with each teacher. If a parent/guardian requests Gifted and Talented testing for their child and the student demonstrates abilities two or more years above grade level, the student will be identified as Gifted and Talented. IBCS students, families, and teachers are provided information about the characteristics of GT and HGT students.

Strategies, Programs, Personnel, and Resources

IBCS meets the needs of gifted and advanced students through our emphasis on project-based learning and differentiated instruction in the classroom. Our project-based curriculum with a focus on Gardner's Multiple Intelligences is designed to permit all students to pursue their learning in an in-depth way and at a challenging pace. Giftedness involves the interaction of three sets of characteristics: above-average intellectual ability, creativity, and perseverance. IBCS works to ensure that potentially high-achieving students are not simply given additional work but are effectively engaged and supported in their learning at an appropriate level. The Student Success Team works with faculty to make sure that these students are properly identified and that appropriate curriculum and activities are offered.

At IBCS, teachers learn to design curriculum and present instructional strategies that meet the varying needs of all learners, including gifted students. Diversity exists within a gifted population, as demonstrated through the range in relative strengths and challenges, interests, work output, and personality traits of students. The faculty uses a variety of teaching styles and strategies in an effort to encourage all students to reach their potential. Dynamic grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques employed in our classrooms. We are committed to allowing students to move fluidly and suitably in their proximal zone of development.

Students who perform well on assessments but encounter more extensive challenges in project-based work, task completion, and other assignments that require self-regulation may be considered underachieving gifted. Parents are notified of this concern at the earliest opportunity. For these students who are gifted but do not have the task commitment, we apply similar approaches to those we use with our at-risk population. By promoting active student involvement in learning, student interest and enthusiasm is increased. Teaching self-monitoring and self-management skills helps these students set their own goals and persevere when faced with challenges while working on a project. Grouping them with more motivated students –

both gifted and struggling – also provides positive peer models to help engage them in their own learning.

IBCS employs a part-time GT teacher who is trained and qualified to support GT learners. Professional development trainings focused on GT will be offered in the Summer Institute and mid-year and will be conducted by our GT teacher.

H. Supplemental Programming

IBCS offers a variety of supplemental programs to support student engagement and joy-filled educational experiences. IBCS parents, community members, Family and Community Resource (FCRC) personnel, Kaleidoscope Corner staff, and school staff facilitate these programs. These offerings may include enrichment classes, before-and-after-school childcare, summer school, service learning, tutoring, adult education, and school-wide celebrations. The IBCS Family and Community Resource Center, in partnership with Center for Compassionate Connections (C³), will be housed on site. This center will support family education and health and will be partially funded by grant monies. Services will be coordinated by IBCS and C³ staff and will be affordable to all. Research in schools connected with a family resource center has demonstrated supportive advantages that include:

- Improved student achievement
- Reduced behavior issues
- Improved health and reduced absenteeism
- Positive attitudes among students, parents, and staff

Section IV: TEACHING

A. Teacher Recruitment, Hiring, & Retention

At IBCS we recognize the key ingredient in student engagement and success is compassionate, highly qualified teachers who are trusted to use the knowledge and skills they have learned through their educational and classroom experiences to know their students, discover what excites them, and choose the best teaching approaches to help them be successful.

In accordance with section 1119 of NCLB, Colorado defines “Highly Qualified Teachers” as teachers that are fully licensed and able to demonstrate subject matter competency in each core content area to which they are assigned. This general description applies to both general and special education teachers that are responsible for providing instruction in core content subject areas.

At IBCS teachers will be hired on annual contracts. Hiring, developing, sustaining and retaining high-quality teachers who are aligned with our school’s mission, vision, and Five Guiding Principles is essential to our ultimate success. With that in mind, all teachers at IBCS will be highly qualified using state and DPS guidelines. Priority will be given to teachers who speak multiple languages, have Special Education or CLDE endorsement, have experience with curriculum development, and have experience working with diverse populations.

Recognizing that teachers and the quality of their interactions with students is the greatest single determinant of a student’s engagement and school success, we will employ highly qualified, energized, and innovative teachers, who:

- Build strong relationships with students
- Practice culturally responsive pedagogy
- Focus on students first
- Are able to build strong relationships with parents, peers, and community members
- Are knowledgeable, skilled, and passionate about the content they teach
- Focus on learning goals and performance goals
- Measure achievement, analyze data, and determine next steps for learning
- Work with students to develop a love of learning
- Are lifelong learners
- Understand core standards and integrate them across subject areas
- Are able to deliver standards based curriculum and implement progress monitoring strategies
- Use a variety of instructional techniques to meet the needs of diverse learners
- Bring relevance to the curriculum and learning
- Ensure that character education/nurturing a child’s spirit is an essential part of learning
- Have high expectations of themselves and their students
- Commit to do whatever it takes to ensure the success of all students
- Are willing to work an extended day and year
- Have the desire and ability to work as a team
- Demonstrate strong communication and interpersonal skills
- Are open to feedback and willing to coach peers

- Commit to creating a joy-filled, caring, and meaningful learning experience and environment for all
- Have the ability to interpret and apply assessment data to daily instruction
- Possess skill in working collaboratively with teachers, families, and the larger community
- Embody adaptability and perseverance as a learner
- Possess cultural intelligence and awareness, and a capacity to build and maintain supportive relationships with and between all members of a diverse school population
- Have a strong capacity to contribute both within and outside of the team teaching loop
- Possess a sense of humor and are fun

All ECE teachers will be endorsed in Early Childhood Education (ages 3 – 8). In addition, we will prioritize the hiring of ECE teachers trained in *Tools of the Mind* and/or the *Reggio Emilia Approach*.

When a position is available we will review the qualifications for the open teaching position and post the position through DPS, on the school website and Facebook page, on the Stapleton Facebook page, and through the Stapleton Moms listserve.

The IBCS Hiring Process

1. Candidates submit their resume, a letter of interest, and a written response to the prompt, “Why I Want to Work at Isabella Bird Community School”.
2. Submissions are screened by the School Leaders.
3. The Hiring Team is assembled and includes School Leaders, a representative from the teaching team, at least one parent Council Board member, and additional parents in order to balance parent-staff numbers.
4. School Leaders and teachers host an Informational Meeting for all interested candidates.
5. The Hiring Team conducts first round interviews and selects candidates to observe.
6. The Hiring Team observes candidates teaching 30-minute lessons of similar content.
7. The Hiring Team interviews selected candidates for second round interviews.
8. School Leaders check references using the DPS protocol.
9. The Hiring Team decides by concordance which candidate(s) to hire.
10. In the event of a “tie” between two candidates, candidates are asked to analyze a teaching video and present their analysis and coaching suggestions to the Hiring Team, which breaks the tie by concordance.

IBCS expects all staff to possess or be willing to cultivate strong cultural competencies. Our view of having cultural competence is the ability to interact effectively with people of different cultures and socio-economic backgrounds. It includes having awareness and understanding of one’s own culture and worldview, a positive attitude towards cultural difference, knowledge of different cultural practices and worldviews, and cross-cultural skills. We aim for all staff to develop cultural competence that will result in an ability to understand, communicate with, and effectively interact with people across cultures. Cultural competency is especially important at IBCS because of the upcoming addition of a Newcomers Center at our school.

Once teachers are employed at IBCS, we will retain them through:

- **Effective leadership:** We believe in the importance of providing strong and effective leadership. IBCS has hired a strong School Leadership Team which is capable of leading the school to success and providing support and development for teachers.
- **Ongoing professional development:** IBCS will provide teachers with sufficient opportunities for high quality and relevant professional development. Teachers will receive training before the start of the school year through the one-week IBCS Summer Institute. In addition, teachers will participate in job-embedded professional development on a weekly basis (see PD Schedule in Appendix M).
- **An environment of collaboration:** We are developing our teaching faculty as a cooperative and supportive community that values and extends the varied strengths of each member. Together we work to plan units, solicit feedback on lessons, and share instructional techniques. We also celebrate successes and make our way through challenges while encouraging each other to grow as teachers and leaders. IBCS School Leaders support and celebrate their collaboration.
- **Maintaining approximately a 25:1 student to teacher ratio,** with para-educator/intern and trained parent volunteers, will permit teachers to differentiate and fully know each student.
- **Cultivating a safe, professional work environment:** IBCS promotes a compassionate school culture that is relationship-based, supportive, and inclusive of everyone.
- **Offering opportunities for teachers to assume increasing amounts of responsibility in leadership** allows natural leaders to emerge, promotes passion and deepens understanding of the school’s mission, replicates institutional knowledge, and ensures an effective succession plan.
- **Providing competitive compensation:** All employees will be paid according to the negotiated DPS salary scale.

By providing the above-mentioned supports, IBCS is a school that not only attracts and selects high-quality teachers, but also retains at least 90% of our high-quality teachers annually. We are proactive in ensuring the satisfaction of our teachers and work to resolve any issues prior to escalation. Furthermore, IBCS conducts a teacher survey on an annual basis to provide teachers with an opportunity to indicate job satisfaction. School Leaders will utilize the results to make adjustments as necessary.

B. Teacher Coaching and Support

Ongoing coaching and teacher support is fundamental to ensuring that high-quality and suitable instruction is happening in all classrooms throughout the year. In addition to the formal evaluation process, support and guidance is a six-step process:

On-going Informal Observations, Feedback, and Coaching: The School Leaders are in classrooms daily working alongside other teachers and offering feedback. This format provides a broad view of instruction over time and enables the School Leaders to understand how lessons are developed and implemented.

Data Study: The School Leaders and classroom teachers oversee student achievement through both state standardized assessments and the school developed assessments. Through the analysis of student performance data, teacher teams analyze the effectiveness of instruction and adjust instruction and professional development plans as needed.

Whole Child Meeting: As described above in Progress Monitoring and Assessment, School Leaders meet with each teacher two times per year to discuss the progress of each student. These meetings are a key source of information about the success of instruction. School Leaders ask clarifying questions to support teachers' self-reflection.

Faculty Professional Development: Faculty members will collaborate during regularly scheduled professional development sessions (see Appendix M). School Leaders are primarily responsible for ensuring the effectiveness of these sessions; they may present, design the agenda, and/or request the participation of staff.

C. Teacher Evaluation

IBCS employs the DPS Leading Effectiveness Academic Practice Framework (LEAP), classroom observation protocols and feedback instruments, with modifications, allowing IBCS School Leaders to conduct all LEAP observations. The IBCS teacher evaluation system will meet or exceed the requirements of the Educator Effectiveness Act (SB10-191).

Teacher evaluations will use LEAP guidelines: Teachers are formally evaluated at least twice a year using the evaluation system described below that assesses key professional practice domains. School Leaders conduct formal teacher observations. The School Leaders provide a contextual assessment of and feedback regarding each teacher's practice in multiple domains including student outcomes, curriculum design, classroom environment and culture, instruction, and professional responsibilities.

In order to ensure teachers are supported to grow professionally, they will be evaluated in an ongoing way. Our teacher evaluation design will incorporate a variety of indicators, including teacher goal setting and reflection, peer coaching and review, parent and student survey results, student achievement data, and School Leader observations to create a body of evidence that reflects teacher performance. Our teacher evaluation system allows us to retain teachers who are effective.

IBCS teachers will meet annually, in February or March, with School Leaders for a performance review.

Observation Schedule: We will use both formal observations and informal snapshot observations to ensure student success and student growth.

Formal observations:

- Are scheduled by School Leaders and each teacher for 45-60 minutes twice a year
- The School Leaders and teacher schedule a time to meet to debrief the observation
- School Leaders complete the LEAP observation protocol and share it with the teacher
- The teacher shares information and artifacts as needed
- Follow up is done as needed

Informal snapshot observations:

- School Leaders conduct weekly walk-through observations
- School Leaders share observation feedback with each teacher
- If concerns are shared, follow-up is done as needed

If the evaluation process indicates that a teacher's performance is not meeting school and DPS standards, School Leaders will initiate an improvement plan process co-created by the

Leadership Team and the teacher. If the teacher does not show the necessary progress within the specified timeframe, the teacher will be considered for dismissal.

IBCS School Leaders and teachers reflect on the teacher evaluation process in an ongoing way in an effort to make improvements over time.

(Appendix O –Teacher Evaluation Tool adapted from Rich Villa)

D. Professional Development

IBCS’s academic model requires expert teachers and high quality teaching. Our approach to curriculum and instruction requires significant time for teacher collaboration and growth. Because of this, professional development is a key component of the school’s design. Prior to each school year, two to three areas of focus will be collaboratively identified (see Appendix M).

IBCS offers ongoing, research-based, collaborative, job-embedded professional development that is tailored to teachers’ needs in addition to offerings required for all staff. We adjust our professional development plan as needed to support learner needs. When higher levels of support are necessary, we will present information about curricular tools and demonstrations of instructional techniques.

Through professional development, teachers develop:

- An understanding of the theoretical foundation of the school’s philosophical, pedagogical, and curricular approaches
- Skill in analyzing student assessment data to evaluate students’ progress and determine suggestions for future teaching
- Knowledge of and flexibility with using curricular tools to attain student achievement goals
- Ability and ease in reflecting with peers as they aim to become even better teachers
- Cultural competency and facility in serving students who speak English as another language

IBCS Summer Institute: IBCS will hold a weeklong summer institute for all new and returning teachers. The Summer Institute will begin with an in-depth training in Compassionate Communication/Heart Talk. It is essential that staff in a relationship-based environment have strong skills in communication, listening, and reflection. These skills will be practiced throughout the training and school year as teams work together.

Schools Visits/Teacher Institutes: Throughout the year, our faculty will be provided opportunities to visit exemplar schools and attend teacher-training workshops. We will form partnerships with local schools to allow resource sharing, teacher mentoring, and collaboration and discussion of best practices. School Leaders will support teachers in selecting options that best meet their needs.

Professional Library and Reading Groups: School Leaders and teachers are compiling a resource library for the faculty that includes online and hardcopy reference materials, research studies, and sample curriculum and lesson plans. As needs are determined, the staff forms professional reading groups to study topics of interest.

Topic Priorities

While School Leaders will determine the specific agendas, trainers, and materials, etc., for shared professional development, it is expected that our teachers will independently study the following:

- Curricular materials
- Instructional strategies
- Project-based learning
- Understanding by Design

In developing the school’s initial professional development plan, School Leaders will adapt the particular structures and content based on the experience and expertise of the newly hired teachers. In subsequent years, School Leaders will adjust the professional development plan to accommodate the needs of incoming faculty members as well as in response to identified student needs.

Providing Professional Development

School Leaders, together with teachers, will be responsible for creating the professional development plan and determining who leads the sessions. In many cases, it will be one or more of the School Leaders who will facilitate professional development. In other cases, members of the staff, district personnel, or outside consultants will facilitate. This approach will divide the workload and add support to teacher longevity.

Once School Leaders have assessed their own abilities to provide professional development and the ability of individual staff members to take leadership roles, they will determine which elements of the professional development plan will be conducted by outside providers (e.g., DPS professional development opportunities).

Supporting All Teachers

IBCS offers professional development in a variety of forms to allow for differentiation. While some sessions are designed for the entire faculty, others will provide focused learning opportunities at a small group level. Individual professional development will be provided through informal coaching.

We also hope to form strong collaborative partnerships with similar schools and share professional development resources with them. We are particularly interested in inviting their faculty to attend some of our in-house sessions and, in return, attending some of theirs.

Through developing a professional development plan based on the needs and experience levels of all teachers, we ensure that the school is able to meet the needs of all teachers, including those who are new to the teaching profession and those who are master teachers.

With regularly-scheduled and thoughtfully selected professional development and feedback, we trust teachers to use professional learning in creative and innovative ways while collaborating with others who also know their unique group of students. Good teaching is complex and nuanced.

IBCS uses student achievement data and progress monitoring results to drive professional development decisions and identify the areas of greatest need. Professional development will be focused on supporting teachers in meeting these identified needs as well as building capacity in the cultural competencies necessary to effectively serve linguistically and culturally diverse students.

Cultural Competency Development

IBCS will include multicultural and anti-bias training during the IBCS Summer Institute in order to increase teacher understanding and skill in working with a culturally and racially diverse

population of students and families. All hiring decisions are made with the goal of bringing together individuals who possess complementary strengths and skills resulting in a balanced teaching team. The on-going development of cultural competency is integrated into the intentional culture of compassion for students, teachers, staff, and parents on a daily basis.

Professional Development Evaluation

A necessary component of professional development activities is the ongoing and systematic evaluation of the professional development process. Therefore, IBCS employs an evaluation approach that emphasizes that evaluation is: continuous, about improved student outcomes, and targets changes in instructional performance to achieve set goals. The School Leaders use feedback from teachers, observations of instruction, and student performance data in deciding on the specific content and timing of professional development as well as in determining its effectiveness. Should changes need to be made to the professional development plan based on student academic progress, the School Leaders and teachers will make changes to the plan accordingly.

E. Pedagogy

At IBCS, we believe that students learn best when they make connections between the curriculum and their diverse interests and experiences and that the greatest learning takes place when students are nudged slightly beyond the point where they can work without assistance. These points differ for students, some of whom are working below grade level and others who are accelerated in a given area. Instead of simply "teaching to the middle" by providing a single avenue for learning for all students in a class, teachers at our school will use differentiated instruction that matches tasks, activities, and assessments with students' interests, abilities, and learning preferences. Instruction is differentiated based on content, process, and products.

In an effort to effectively deliver our school curriculum, teachers implement a variety of methods and strategies. Teachers:

- Use research and data-driven planning
- Incorporate metacognition modeling and explicit strategy instruction
- Differentiate instruction informed by current brain science and multiple intelligences
- Encourage thinking at various levels of Bloom's taxonomy.
- Use multi-sensory teaching approaches
- Use multiple forms of assessment to inform and guide instruction
- Create sheltered lessons utilizing the SIOP model, 4-way instruction, and multimodality teaching
- Develop differentiated learning blocks during which additional language learning and support are offered
- Use direct and integrated instruction and practice in executive function, self regulation, and learning strategies that support independence
- Utilize self-assessment and goal setting
- Develop digital portfolios of learning with their students
- Offer morning exercise/daily fitness/brain gym/SMART activities/P.E. prior to beginning the literacy block, and again prior to the afternoon math block
- Create regular opportunities for students to share what they are coming to know with peers, the larger school community, and beyond

- Develop personally meaningful service-learning linked to standards and integrated with ongoing classroom instruction
- Create in-depth and ongoing integration of the arts, including performance, across the curriculum and school day

Student Grouping

IBCS teachers use flexible grouping strategies to support students' learning. Students are grouped and regrouped according to need. Sometimes students are grouped by ability (e.g., reading) to allow for different approaches to meet the same goals. At other times they are grouped in mixed-ability groups (e.g., Units of Inquiry). Teachers use these flexible groupings of students to best meet the needs of the diverse student body. Each classroom builds a community that respects different learning needs and, at the same time, holds all students accountable to the same learning goals. Students who require remediation or acceleration will be grouped with students of similar need during certain times of each day in an effort to address clear learning targets.

Planning for Instruction

IBCS teachers will use the Understanding by Design (UbD) template for unit and lesson planning. UbD is a framework for improving student achievement and it works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and develop effective and engaging learning activities.

Lesson Plan Review: Teachers share weekly lesson overviews to assist in team meeting discussions and reviews. The weekly schedule of lessons is shared within team planning sessions that are attended by the School Leaders. This system facilitates the possibility of mixed groups, consistency across classrooms, and co-planning as well connections between classroom and specialty instruction. The Leadership Team, while reviewing and supporting lessons, will use recent student performance data and classroom observations to inform the focus of their review. Feedback will be provided in one-on-one coaching sessions. In some cases, concerns about lessons plans that cover several teachers will inform future professional development.

As a whole, teacher evaluation, informal and formal observations, peer review, data study, Whole Child meetings, faculty professional development, and lesson plan review will provide the Leadership Team with a deeper understanding of the instruction happening throughout the school. As well as serving as the foundation for individual teacher evaluation, the regular monitoring of the quality and suitability of instruction allows the School Leaders to determine patterns in individual classrooms and across the school. Awareness of these patterns, both positive and negative, provides the stimulus for future refinements in the academic program.

Assessments that Inform

Our teachers will use a variety of summative and formative assessments throughout the year to determine whether students are meeting content objectives and developing related skills to demonstrate proficiency across all standards.

The best classroom assessments are those that inform both the student and the teacher. Students can see if they are meeting their goals, making progress, and where they might need to focus attention. They also serve as meaningful sources of information for teachers helping them identify what they taught well and what they need to work on. Once they have given an assessment, teachers will pay special attention to the trouble spots—those items or criteria missed by large numbers of students in the class.

In analyzing the data, the teacher will first consider the quality of the item or criterion. Teachers will determine whether these items adequately address the knowledge, understanding, or skill that they were intended to measure. If there appears to be no obvious problems with the item or criterion, it's a teaching problem. If a teacher is reaching less than half of the students in the class, then the teacher's method of instruction needs improvement. This kind of evidence is helpful in targeting efforts for teacher development.

Assessments will be followed by high-quality, corrective instruction designed to remedy whatever learning errors the assessment identified. At IBCS, assessments will be an integral part of the instructional process and a central ingredient in our efforts to help students learn. With this in place, the benefits of assessment for both students and teachers will be substantial.

Section V: GOVERNANCE & FINANCE

A. School Governance

IBCS is governed by the school Council and Council Board with ultimate accountability to the DPS Board of Education via the Innovation Plan. Parents and guardians, teachers and staff members, students, and community members all have the opportunity to participate in the governance of IBCS through the Council. Council combines the functions of a School Leadership Team and Collaborative School Committee in one governance body. Council has the following charges at the monthly meetings: help develop and approve the Unified Plan (UIP), approve the school budget, approve the fundraising budget, provide budget oversight, and approve the yearly calendar. Additionally the Council supports the long-term vision of the school in order to enhance student success, parent engagement, and school climate through collaboration. The IBCS faculty is responsible for making decisions regarding the educational program and school culture. Monthly meetings of the Council are open to anyone who wishes to attend. Faculty members and Council Board members are expected to attend each meeting.

The Council Board is co-chaired by a School Leader and an elected parent. Co-chairs plan the yearly meeting schedule and agendas and co-facilitate the meetings. Elections for parent and teacher Council Board members for the following year will take place during May's Council Meeting. Board positions are one-year positions, with the exception of co-chair, which is a two-year position. The Council Board is an advisory body. Beginning in the 2014-2015 school year it will be comprised of: an elected parent Co-Chair, three additional elected parents, the three School Leaders, and one elected teacher. Any teacher may be nominated, or may nominate him/herself, for the position. Teachers may serve unlimited consecutive one-year terms. At least one Council Board parent and the School Leaders will participate on the Hiring Team, which will have equal numbers of parents and staff. If there are grievances brought against the school, the Council Board is the body that will hear them. Meeting minutes will be taken, posted on the school's website, and sent out to the community within a week of the meeting. Co-chairs can call "special session" meetings if additional meetings are needed.

In order to include all voices, and empower all school members, the Council will function using a concordant decision-making model (all members indicating agreement with or willingness to support a particular decision). Concordance will be sought in all school decisions. When concordance is not reached, the Council Board will meet to reach a decision. In the event a concordant decision is still not possible, the decision is made by a Council Board majority vote.

All parents will be encouraged to participate in Council meetings and activities. In order to maximize participation, the school will make every effort to provide childcare and transportation to families wishing to participate but who lack transportation. In the event parents are not available to attend at the scheduled time, Council Minutes are posted on the school's website and will be translated whenever possible.

Council meeting agendas will be sent out via the IBCS Journal prior to the meeting date and will identify discussion and decision topics, including any relevant background information, so that parents/guardians interested in participating in a particular discussion or decision can be prepared to attend and join in.

B. Budget & Policy Narrative

Budget

As a new school, IBCS received \$300,000 in district start-up funds in 2013-2014. Additional funds have been allocated for the 2014-2015 school year. These funds, in addition to Mill Levy funds, have allowed IBCS to purchase a variety of curricular materials and instructional technologies that will be necessary to implement the school's integrated, project-based curriculum.

IBCS will budget staff salaries on actuals rather than averages and use the cost savings to provide additional professional development and support to teachers.

IBCS will select central services from the menu of district provided services and professional development based on alignment with the school's vision, mission, and educational program model. Resources that are not expended on district services will be reallocated to ensure that the school can purchase services elsewhere.

When we reach full enrollment in 2017, the Student Based Budget (SBB) will support the ongoing implementation of the Innovation Plan.

School Leaders have a history of successful grant writing and fundraising. Fundraising needs will be determined annually together with Council. Grants will be sought to increase the depth and breadth of curricular materials and project-based learning experiences to be provided to students.

In addition, C³ has committed to partner with IBCS to provide funding and staffing of the IBCS Family and Community Resource Center.

C. Facility

A new school facility has been approved for ICBS at 2701 N. Lima Street in the Stapleton neighborhood. ICBS will relocate to the new facility for the 2014-2015 school year.

Section VI: WAIVERS

Isabella Bird Community School
Request for Innovation Status
May 2014
Waivers Requests and Replacement Policies
DPS, DCTA, and Colorado State Statutes

A. District Policy Waivers

	Policy Waived	Area of Impact
DPS Policy Waivers		
School Proposal	BDFH: Collaborative School Committees	School Governance
Policy	<p>There shall be at each school a collaborative school committee with representation from parents, community, faculty, administrators and classified staff.</p> <p>Purposes and Scope:</p> <ul style="list-style-type: none"> - to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and District's goals. - to provide strategic direction in support of the school's mission and vision as stated in the School Improvement Plan (SIP). The SIP, with the school's program design, should serve as the strategic plan for the school. - to be in compliance with state and federal law, regulations of the Colorado Department of Education, applicable U.S. District Court orders, the District Affirmative Action plan, the DPS/DCTA Agreement, other contracts and District mandates. <p>The collaborative school committee will:</p> <ul style="list-style-type: none"> - work collaboratively with the school community that includes the principal, teachers, staff, students, parents, civic and business leaders, service and neighborhood representatives, and other community members; - focus on the SIP as its primary responsibility at the school; - use Multiple Measures and align resources to support the SIP and the school's program design; - provide guidance, evaluation and approval for the SIP; - provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; - act as the School Improvement and Accountability Council (SIAC) for the building; - establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; - provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; - participate in the principal's selection process by interviewing candidates and recommending candidates to the superintendent; - participate in the principal's annual evaluation by giving input on the principal's involvement in and support of the collaborative committee process; - review, and when appropriate, approve discipline and safety procedures; - review, and when appropriate, revise the school calendar and/or schedule; 	

	<p>- make recommendations regarding any changes to the school design to the District Board of Education through the building principal.</p> <p>The collaborative school committee will not:</p> <ul style="list-style-type: none"> - participate in the day-to-day operations of the school; - be involved in issues relating to individuals (staff, students, or parents) within the school; - be involved in personnel issues.
Replacement Policy	<p>The Isabella Bird Community School Council (IBCS Council) will replace the school’s CSC. The IBCS Council will comply with State Law on School Accountability Committees. The membership of the IBCS Council will be voluntary and any member of the school staff, leadership, or parent/guardian may be a voting members of the decision making body. When the IBCS Council cannot reach concordance, the Council Board, comprised of the School Leaders, additional teachers elected by the school’s teachers, 1 parent co-chair elected by the school’s parent/guardians, and additional parents also elected by the school’s parent/guardians will make a decision using concordance. In the event that the IBCS Council Board cannot reach concordance, the School’s Leadership Team (SLT) consisting of the three School Leaders will make a decision using concordance. In the event that the School’s Leadership Team cannot reach concordance the School Leadership Team will vote and majority will rule.</p> <p><u>The IBCS Council shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the School Leader (Administration) position (when a vacancy exists) • Providing guidance and recommendations to the principal regarding the following areas (as outlined in BDFH): <ul style="list-style-type: none"> ○ focus on the UIP as its primary responsibility at the school; ○ use Multiple Measures and align resources to support the SIP and the school's program design; ○ provide guidance, evaluation and approval for the UIP; ○ provide guidance, evaluation, and approval for the annual school budget to insure its alignment with the SIP and the school's program design; ○ act as the School Improvement and Accountability Council (SIAC) for the building; ○ establish relationships with parents, community members, civic, service and neighborhood organizations to increase involvement in the school and provide a forum for community input; ○ provide guidance, evaluation, and approval for the use of the staffing allocations provided by the District as it relates to the SIP, school budget, and school program design, including consultation regarding adjustments that may be made due to pupil-count issues; ○ participate in the School Leader (Administration)-selection process by interviewing candidates and recommending candidates to the superintendent; ○ participate in the SLA's annual evaluation by giving input on the SLA's involvement in and support of the collaborative committee process; ○ review, and when appropriate, approve discipline and safety procedures; review, and when appropriate, revise the school calendar and/or schedule; ○ make recommendations regarding any changes to the school design to the District Board of Education through the building School Leader (Administration).

School proposal	CFBA: Evaluation of Evaluators	Human Resource Management: Teacher Evaluation
Policy	<p>All persons who evaluate professional staff members shall possess an administrative certificate issued by the Colorado Department of Education and shall have received education and training in evaluation skills approved by the department. Issuance or renewal of an administrative certificate requires that the applicant has received such approved education and training in evaluation skills.</p> <p>Evaluation instruments for all professional staff administrators shall include a section dealing with their evaluation skills. The Superintendent or his/her designee shall review all evaluations done by professional staff administrators and when necessary shall discuss with them procedure and form.</p>	
Replacement Policy	<p>The School Leader (Administration) has the authority to identify, prepare, and designate school administrators to conduct staff evaluations. Administrators who evaluate professional staff members may or may not possess an administrative certificate issued by CDE. All evaluators will receive CDE approved training in evaluation skills by the School Leader (Administration). The school's evaluation system will meet the standards of Colorado Senate Bill 10-191.</p> <p>Evaluation instruments for all non-licensed administrators who evaluate school staff including professional educators shall indicate on the evaluation whether or not the evaluator possesses an administrative certificate. The Superintendent or his/her designee shall review all evaluations conducted by non-licensed administrators and when necessary shall discuss with them procedure and form.</p> <p>The school's School Leader (Administration) shall receive an annual evaluation by the Superintendent or his/her designee.</p>	
School Proposal	IC/ICA: School Year/School Calendar	Calendar and Schedule
Policy	<p>Prior to the end of the school year, the Board of Education shall determine the length of time during which district schools shall be in session during the next school year. The number of days of planned teacher-student instruction and of teacher-student contact shall meet or exceed the requirements of state law.</p> <p>The district calendar for the next school year shall be prepared and presented to the Board for approval in the spring of each year. The Board authorizes the administration in each school building to issue a school calendar based on the district calendar and in accordance with the required number of days (hours) adopted by the Board.</p> <p>All calendars shall include the dates for all staff in-service programs scheduled for the coming school year. The district shall allow public input from parents and teachers prior to scheduling the dates for staff in-service programs.</p> <p>A copy of the calendar shall be provided to all parents/guardians of students enrolled in district schools Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days.</p>	
Replacement Policy	<p>No later than 60 days before the end of the school year, the IBCS Council will determine the following year's school calendar and school day schedule that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar and schedule shall serve as the</p>	

	academic calendar and schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school year calendar and school day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no case shall changes to the schedule or calendar violate teacher rights provided in the replacement policy for Article 8 of the DCTA contract.	
School Proposal	IE: Organization of Instruction	Education Program
Policy	The schools of the district shall be organized to present a unified program of instruction and shall be operated as a single system under the direction of the superintendent.	
Replacement Policy	The Innovation School will present a program of instruction that is consistent with its Innovation Plan, as approved by the DPS Board of Education, under the direction of the Superintendent.	
School Proposal	IGA: Curriculum Development	Educational Program
Policy	<p>Constant adaptation and development of the curriculum is necessary if the district is to meet the needs of the students in its schools.</p> <p>To be successful, curriculum development must be a cooperative enterprise involving all staff members, carried out under the competent leadership of the superintendent, and using all available resources. Carefully conducted and supervised experimentation for curriculum development also is desirable.</p> <p>As standards for student outcomes and performance are adopted, the curriculum shall provide a program of instruction based on and designed to enable students to meet the Board-adopted standards, which meet or exceed state adopted standards.</p> <p>The Board expects its faculty and administration to regularly evaluate the education program and to recommend modifications of practice and changes in curriculum content as well as the addition of new courses to the instructional program.</p>	
Replacement Policy	Curriculum development will be carried out by school personnel, consistent with the school's Innovation Plan, using all available resources. The school curriculum will provide a program of instruction that enables students to meet or exceed the CCSS and CAS. The school will regularly evaluate its education program and make changes to curriculum content, instruction, and assessments. The district will evaluate the impact of the school's education program as part of its 3 year review of the school's innovation plan in addition to the annual UIP review by the IBCS Council.	
School Proposal	IGD: Curriculum Adoption	Educational Program
Policy	The Board of Education is required by state statutes to determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs.	
Replacement Policy	IBCS will carry out an educational program consistent with its approved Innovation Plan and will utilize textbooks and curricular materials at a minimum as outlined in the Innovation Plan.	

School Proposal	IIA/ IIA-R: Instructional Materials	Educational Program
Policy	<p>The District will establish a standard for appropriate textbooks and equivalent learning materials by course and grade level in each academic core area.</p> <p>The departments of Elementary and Secondary Education will review annually each school's three-year plan in conjunction with the School Improvement Planning process to assure that the school is in compliance with Policy IIA, and meets or exceeds the district's standard for textbooks or their equivalent learning materials.</p>	
Replacement Policy	<p>IBCS will utilize textbooks and equivalent learning materials by course and grade level in each academic core area at a minimum as outlined in the Innovation Plan. Textbooks and learning materials will align with the CCSS and CAS and will meet or exceed the district's standards. The district will review the school's education plan every 3 years as part of the school's Innovation Plan review, in addition to the annual UIP review by the IBCS Council.</p>	
School Proposal	IJJ/ IJJ-R: Instructional Materials	Educational Program
Policy	<p>Instructional materials will be adopted by the Board of Education based upon their effectiveness in implementing the instructional program for which they are intended and according to the following criteria:</p> <ol style="list-style-type: none"> 1. The extent to which they are aligned with Denver Public Schools Standards for Success, district goals, and adopted curricula; 2. The extent to which they meet a wide range of needs, interests, and student performance levels; 3. The extent to which they support teaching practices known to positively impact student learning; and 4. The extent to which they reflect diversity in such areas as ethnicity, gender, national origin and handicapping conditions. <p>Spanish and English language materials shall be adopted at the same time, if practicable.</p> <p>Schools shall use the current adopted instructional materials in each subject area, except as otherwise provided by superintendent and/or designee.</p> <p>Supplementary materials generally do not require adoption by the Board of Education.</p> <p>All schools use adopted textbooks for the core subject areas of mathematics, social studies, science, foreign language and language arts;</p> <p>Following subject area adoption, schools purchase new textbooks for the next school year using procedures developed by staff; and</p> <p>The Board of Education grants waivers for purchase and use of non-adopted textbooks in core subject areas, except that non-adopted textbooks may be purchased subject to approval of the Superintendent or his/her designees, prior to the dates below.</p> <p>Principals are encouraged to appoint a committee to review non-adopted textbooks and supplementary materials used in the school prior to considering approval/denial.</p>	
Replacement Policy	<p>Textbooks and instructional materials will be selected by the school based on alignment to the CCSS and CAS and proven results with similar populations of students. The school will utilize DPS curricular resources in addition to purchasing and using non-adopted textbooks in core subject</p>	

	<p>areas. Changes to textbooks and instructional materials will be proposed by teacher teams and approved by the School Leadership Team consistent with the school’s innovation plan. The district will review the school’s education plan every 3 years as part of the school’s Innovation status review, in addition to the annual UIP review by the IBCS Council.</p>	
School Proposal	IKE / IKE-R: Promotion, Retention and Acceleration of Students	
Policy	<p>When grade retention or acceleration of a student is considered as provided for in Policy IKE, procedural guidelines are as follows:</p> <ol style="list-style-type: none"> 1. The teacher will confer with the parents at least four months before the end of the school year about the reasons that grade retention or acceleration may be recommended. 2. The parents, principal, teacher, and other appropriate staff will confer about the student's educational needs at least three months before the end of the school year. If retention or acceleration is to be a consideration, academic interventions to address the student's needs will be developed and implemented. 3. The principal, teacher, and parents will confer prior to the end of the school year about the student's progress. Based on this, the student will be retained or accelerated if the principal and parents concur that it is in the best interests of the student. In such instances, an academic plan will be prepared that includes the following: <ol style="list-style-type: none"> a. A summary of the school's interventions during the current year to meet the student's academic needs b. The interventions to be implemented during the next school year to meet the student's academic needs. 4. If the principal approves the grade retention or acceleration of the student and the parents do not concur, a letter stating the principal's recommendation and rationale will be placed in the student's record, and the student will not be retained or accelerated. 	
Replacement Policy	<p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ ACT. The School Leadership Team members and parents/guardians will confer at least 3 months prior to the end of the school year about the student’s progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the School Leader (Administration), teachers, or parents/guardians.</p> <p>Whenever possible, retention decisions will be made based on the mutual decision of the school’s Leadership Team, parents and teacher. If a mutual decision cannot be reached, and the school’s Leadership Team approves the grade retention of a student, the student will be retained.</p> <p>Parents will be notified of this retention policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>	
School Proposal	GCF: Professional Staff Hiring	Human Resources Management: Hiring
Policy	From the list of available candidates for teaching positions in the Denver Public Schools, the	

	<p>superintendent shall recommend those persons best fitted to serve...Applicants for probationary appointments shall be required to have a bachelor's degree...Teachers in the Denver Public Schools shall hold a...teacher certificate...Exceptions to this certification requirement may be made by the superintendent in cases of teachers of adult vocational education and in other unusual cases.</p> <p>All applicants for probationary appointments shall be interviewed by the executive director for personnel services or his representative.</p> <p>Prior to hiring any person, in accordance with state law the district shall conduct background checks.</p> <p>Reappointment after resignation: Teachers reappointed to teaching positions after resignation shall be employed on probationary appointments. A teacher who has been absent five years or less may be considered for reappointment at the salary to which he was entitled at the time of resignation.</p> <p>Reappointment of probationary teachers: Reappointment of probationary teachers shall be considered annually at a meeting of the Board prior to June 1.</p>	
Replacement Policy	<p>IBCS will have autonomy to recruit staff and make offers to candidates outside of the traditional district hiring calendar. IBCS will work with the district HR office to post teaching positions through the district website. The school will also engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels, but will require that any interested candidates apply through the district site. All eligible applications for posted teaching positions will be provided to the School Leader (Administration) for selection using locally-designed processes.</p> <p>IBCS will receive applications and consider candidates from the direct placement process; however, the school shall not be required to select teachers through direct placement or to alter the hiring schedule or selection process in a way that gives preference to direct placement teachers.</p> <p>The IBCS School Leadership Team will consult with district HR staff and incorporate hiring best practices at the school level where it is found to be appropriate.</p> <p>Teaching positions that are responsible for supplemental or enrichment instruction will not require a teacher certificate but all core content and legally required teaching positions shall be Highly Qualified Teachers. Background checks will be administered using the existing systems and processes for the district.</p>	
School Proposal	GCB: Professional Staff Contracts and Compensation	Human Resources Management: Hiring, Compensation, Job Descriptions
Policy	<p>It is the Board's intent to review all compensation plans annually with representatives of the district's teaching staff. Administrator's salaries shall be determined by Board action with consideration given to the assigned responsibilities and specialized training. Salaries shall be reviewed annually at the regular Board meeting in June, and contracts as appropriate. The school district shall adhere strictly to the employment contract procedures established by Colorado statutes.</p>	
Replacement Policy	<p>The school shall adhere to the employment contract procedures established by Colorado statutes except for any statutory waivers identified by the school's Innovation Plan that are intended to protect the autonomy of the school to: pursue recruitment, selection, and hiring outside of the district hiring calendar; offer annual contracts to employees; prevent the direct placement of teachers from the district; and provide additional compensation based on school specific school roles and responsibilities. The school has the authority to issue its own employment offer letters, using a template approved by District staff, to newly hired teachers.</p>	

	IBCS will offer annual contracts to all employees. The district HR office will work with IBCS to ensure staff contracts are consistent with the approved Innovation Plan.	
School Proposal	GCID: Professional Staff Training, Workshops and Conferences	Human Resources Management: Professional Development
Policy	Attendance by school personnel at professional meetings shall be justified by meaningful guidelines or rationale for such attendance. Such guidelines or rationale may differ by department but shall be well-defined and understood by appropriate personnel. An understanding of reasonable expenses should be developed prior to travel. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
Replacement Policy	For purposes of this policy, the IBCS Leadership Team will determine guidelines and rationale for attendance of school personnel at professional meetings. The school's professional development plan is specified in the Innovation Plan. The school will determine the value of all staff training, workshops, and conferences as it relates to the school's mission and vision. All of the school's professional development shall be approved by the IBCS Leadership Team. IBCS retains the option to participate or not participate in any professional development programs offered by the district. The budgetary allocation of departmental travel accounts shall not be construed as automatic approval for expenditure. Travel outside the continental United States shall be considered only as an exception.	
School Proposal	GDA: Support Staff Positions	Human Resource Management: Hiring of Support Staff
Policy	All support staff positions in the school system shall be established initially by the Board. Support staff members shall be employed for such time as the district is in need of or desirous of the services of such employees. The Board shall approve a statement of job requirements as presented by the superintendent. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. Only the Board may abolish a position that it has created.	
Replacement Policy	The school will use support staff positions that have been identified by the Board, when applicable. When additional or unique support staff roles are needed to effectively implement the Innovation Plan, IBCS will establish new positions and create job descriptions for these roles. The IBCS Leadership Team will consult with the district Human Resources department on the language of the job description. The job description will set forth the qualifications for the job, a detailed list of performance responsibilities and any required physical capabilities. The school may create, revise, or remove any unique job descriptions necessary to implement the school's Innovation Plan	
School Proposal	GDD- Support Staff Vacations	Calendar and Schedule
Policy	Professional technical and nonaffiliated staff: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the officially adopted school calendar. Facility managers: Facility managers shall be granted 15 days of paid vacation per year. Those who have completed 15 years of continuous service...shall be granted an five additional days of vacation for a total of 20 days. Holidays for facility managers shall be those determined by the officially adopted school calendar for 245-day classified employees. GDD will be followed with the following exception: Vacations and holidays for professional	

	technical and nonaffiliated staff members shall be those determined by the DMHS school calendar.	
Replacement Policy	GDD will be followed with the following exception: Vacations and holidays for professional technical and nonaffiliated staff members shall be those determined by the IBCS school calendar.	
School Proposal	GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Human Resources Management: Hiring
Policy	<p>The Board of Education has delegated the authority for appointment of classified employees in the Denver Public Schools to the Superintendent. The Department of Human Resources will convey to the Superintendent on a regular basis a recommended list of candidates for classified positions. The Superintendent's appointment of these classified employees will be on a probationary basis.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>e. Probationary Period. All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>f. Continuing Service. Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or principal, shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less. A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation. Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
Replacement Policy	The school will have the ability to engage in extended outreach for classified positions and have the ability to consider candidates who express a desire to apply for position vacancies. IBCS will work with the district HR office to post classified positions through the district website. The	

	<p>school may also choose to engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels as they deem appropriate.</p> <p>The IBCS Leadership Team will be provided with all applications for classified positions and will make a selection using school-based processes. Background checks will follow the traditional process. The school will not be required to accept an appointment of a classified employee from the district.</p> <p>The term "classified employee" ...shall be deemed to include, each DPS employee assigned to a full-time position listed in the salary and classification schedules for classified employees as maintained by the Department of Human Resources. No position requiring Department of Education certification or license shall be considered a classified position. Employees on the administrative and managerial salary schedules are not subject to the provisions of this policy.</p> <p>Probationary Period: All classified employees must serve a probationary period of at least two (2) continuous years on a full- time basis. A "year" means a continuous period not in excess of twelve (12) months. Employees shall be deemed probationary until they attain continuing service status as provided herein. Probationary employment shall be subject to termination at any time for any lawful reason, pursuant to Policies GDQD and GDQD-R.</p> <p>Continuing Service: Any classified employee who has served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously for two (2) complete years, and for whom the Department of Human Resources has received an appraisal documenting the satisfactory performance of duties and the endorsement of his or her department head or School Leader (Administration), shall be recommended for continuing service by the Board of Education at their next regularly scheduled meeting. Employees granted continuing service shall not be required to be re-appointed on an annual basis. Written notification of continuing service status shall be furnished by the Department of Human Resources.</p> <p>Separation of Five (5) Years or Less: A classified employee who has resigned and within five (5) years thereafter is re-employed by the school district may be considered for re-appointment to the same position at the salary to which he/she would have been entitled at the time of resignation.</p> <p>Notification of Resignation: Classified employees who plan to resign in good standing shall notify their supervisor and the Department of Human Resources at least fourteen (14) calendar days in advance. Notification shall be in writing. Receipt of a resignation in writing by the Department of Human Resources creates an official resignation. Action by the Superintendent is not necessary to effectuate a resignation. A resignation, which has become effective, shall terminate continuing service status. The district has the sole authority to honor a revocation of the resignation.</p>	
School Proposal	GDI: Support Staff Probation, Tenure and Seniority	Human Resources: Hiring and Dismissal
Policy	<p>A full-time classified employee shall serve a probationary period of two years on a full-time basis continuously and without interruption, be employed for the next succeeding or third year, and be notified thereof in writing before attaining the status of continuing service. A "year" shall mean that continuous period not in excess of 12 months during which the job classification involved re-quires the active services of the employee.</p>	

	Any classified employee having served as an employee in active service in the Denver Public Schools on a regular full-time basis continuously and without interruption for two complete years, who has been or shall be re-employed for the third year immediately succeeding, and who has been notified in writing shall have continuing service as a classified employee during efficient performance of duties, good behavior and continuous service without the need for recurring annual appointment.
Replacement Policy	All classified employees hired by IBCS after the approval of the Innovation Plan will be at will and will not be eligible to attain the status of continuing service, and continuous service without the need for recurring annual appointment.

B. State Statute & Rules Waivers

Colorado State Statute Waivers		
School Proposal	Colorado State Statutes: Section 22-9-106: Local Board Duties Concerning Performance Evaluation for Licensed Personnel	Human Resource Management: Teacher Evaluations
Policy	<p>(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>IBCS will implement the district licensed personnel evaluation system (LEAP) with modifications that comply with the requirements established pursuant to this section and the rules promulgated by the state board and Senate Bill 10-191.</p> <p>Evaluation of educators will be the responsibility of the School Leaders. Each teacher will be assigned 2 evaluators from the School Leadership Team. Evaluators of school personnel will receive CDE approved training to conduct evaluations but will not be required to hold a principal or administrator license.</p> <p>The policy will apply evenly to all teachers in the school. All teachers will receive at least one formal evaluation each year. The School Leader (Administration) will continue to be evaluated by the superintendent or his/her designee and will receive feedback on the quality of evaluations being given at the school. The School Leader (Administration) will be responsible for evaluations</p>	

	of other evaluators on campus, but may discuss evaluations with district staff as well to ensure meaningful calibration of scores.	
School Proposal	Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation
Policy	22-32-109. Board of education - specific duties. (1) ...each board of education shall have and perform the following specific duties: (f) (I) To employ all personnel required to maintain the operations and carry out the educational program of the district and to fix and order paid their compensation...A board of a district of innovation...may delegate the duty specified in this paragraph (f) to an innovation school,	
Replacement Policy	Pursuant to state law, the DPS board will delegate the duty specified in this paragraph to the Innovation school. The School Leaders will select classroom teachers directly and rates of pay will be at or above the district schedule. For all unique job descriptions, the SLT and Finance Review Committee will bring recommendations to the IBCS Council to approve the rate of pay during the budget cycle each Spring for the following year, no later than March 15.	
School Proposal	Section 22-32-109(1)(g): Handling of Money	Budget
Policy	(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;	
Replacement Policy	In accordance with the Innovation Plan, IBCS may receive monies and deposit such monies into a school account. IBCS will establish an account with the district 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 IBCS. IBCS will account for all monies that it receives directly and will report to the DPS board.	
School Proposal	Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar and Schedule
Policy	(n) (I) To determine, prior to the end of a school year, the length of time which the schools of the district shall be in session during the next following school year, but in no event shall said schools be scheduled to have fewer than one thousand eighty hours of planned teacher-pupil instruction and teacher-pupil contact during the school year for secondary school pupils in high school, middle school, or junior high school or less than nine hundred ninety hours of such instruction and contact for elementary school pupils or fewer than four hundred fifty hours of such instruction for a half-day kindergarten program or fewer than nine hundred hours of such instruction for a full-day kindergarten program. In no case shall a school be in session for fewer than one hundred sixty days without the specific prior approval of the commissioner of education. In extraordinary circumstances, if it appears to the satisfaction of the commissioner that compliance with the provisions of this subparagraph (I) would require the scheduling of hours of instruction and contact at a time when pupil attendance will be low and the benefits to pupils of holding such hours of instruction will be minimal in relation to the cost thereof, the commissioner may waive the provisions of this subparagraph (I) upon application therefore by the board of education of the district.	
Replacement Policy	In accordance with the Innovation Plan, the IBCS Council shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the	

	DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar and Schedule
Policy	(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.	
Replacement Policy	In accordance with the Innovation Plan, IBCS Council shall determine, prior to the end of a school year, the length of time the school will be in session during the next following school year. The actual hours of teacher-pupil instruction and teacher-pupil contact shall meet or exceed the minimum hours set by the district and state for public instruction. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109 (1)(n)(II)(B): School Calendar	Calendar and Schedule
Policy	(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.	
Replacement Policy	No later than 60 days before the end of the school year, the IBCS Council, will determine the following year's school calendar that meets or exceeds district and state determinations of the length of time during which schools shall be in session during the next school year. Input from parents and teachers will be sought prior to scheduling in-service programs and other non-student contact days. This calendar shall serve as the academic calendar and daily schedule for the school. All calendars shall include planned work dates for required staff in-service programs. Any change in the calendar except for emergency closings or other unforeseen circumstances shall be preceded by adequate and timely notice of no less than 30 days. A copy of the upcoming school-year calendar and school-day schedule shall be provided to all parents/guardians of students who are currently enrolled. The approved upcoming school-year calendar and school-day hours will be placed on the school's website prior to May 1 of the prior academic year and a copy shall be provided to the school's Instructional Superintendent. In no event shall the calendar or schedule violate protections provided to teachers in the replacement policy for Article 8 of the DCTA agreement.	
School Proposal	Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program
Policy	(t) To determine the educational programs to be carried on in the schools of the district and to prescribe the textbooks for any course of instruction or study in such programs;	
Replacement Policy	In accordance with the innovation plan, IBCS will determine its textbooks and curricular materials, including non-adopted textbooks. The DPS Board authorizes IBCS to develop an educational program that aligns to the mission and vision of the school and enables the school to implement the Innovation Plan. All substantial material changes to the district educational program must be	

	communicated to the district office of the CAO for review.	
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	In accordance with the Innovation Plan, IBCS will implement the Colorado Academic Standards and Common Core State Standards. The DPS Board delegates to IBCS the authority to develop a local plan for implementation of the CCSS and the CAS in a way that aligns to the school's Innovation Plan.	
School Proposal	Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	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	In accordance with the Innovation Plan, the School Leader (Administration) in consultation with the district evaluator shall jointly determine the required training or development of the School Leader (Administration). The School Leader (Administration) will not be required to participate in district training not related to the Innovation Plan unless those trainings are agreed upon by the School Leader (Administration) and district evaluator as part of the School Leader's (Administration) professional development plan.	
School Proposal	22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other noncertificated personnel	Human Resource Management: Hiring Teacher Aides
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (ee) To employ on a voluntary or paid basis teachers' aides and other auxiliary, nonlicensed personnel to assist licensed personnel in the provision of services related to instruction or supervision of children and to provide compensation for such services rendered from any funds available for such purpose, notwithstanding the provisions of sections	
Replacement Policy	The DPS board grants autonomy to the IBCS Council Board to make staffing decisions consistent with waivers for district policies GCF and GDF. The school may employ non-licensed personnel to provide instruction or supervision of children that is supplemental to the core academic program.	
School Proposal	22-32-110(1)(h): Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals
Policy	(1) In addition to any other power granted to a board of education of a school district by law, each board of education of a school district shall have the following specific powers, to be exercised in its judgment: (h) To discharge or otherwise terminate the employment of any personnel. A board of a district of innovation, as defined in section 22-32.5-103 (2), may delegate the power specified in this paragraph (h) to an innovation school, as defined in section 22-32.5-103 (3), or to a school in an innovation school zone, as defined in section 22-32.5-103 (4).	

Replacement Policy	(h) To discharge or otherwise terminate the employment of any personnel. The DPS board delegates the power specified in this paragraph (h) to IBCS. All processes for dismissal must meet the minimum standards established in District policy GDQD.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment - License Required – Exception	Human Resource Management: Hiring and Teacher Qualifications
Policy	<p>(1) Except as otherwise provided in subsection (2) of this section, the board of a school district shall not enter into an employment contract with any person as a teacher, except in a junior college district or in an adult education program, unless such person holds an initial or a professional teacher's license or authorization issued pursuant to the provisions of article 60.5 of this title.</p> <p>(2) (a) The general assembly hereby recognizes that many persons with valuable professional expertise in areas other than teaching provide a great benefit to students through their experience and functional knowledge when hired by a school district. To facilitate the employment of these persons and comply with the requirements of federal law, the general assembly has statutory provisions to create an alternative teacher license and alternative teacher programs to enable school districts to employ persons with expertise in professions other than teaching. These provisions enable a school district to employ a person with professional expertise in a particular subject area, while ensuring that the person receives the necessary training and develops the necessary skills to be a highly qualified teacher. The general assembly strongly encourages each school district to hire persons who hold alternative teacher licenses to provide a wide range of experience in teaching and functional subject matter knowledge for the benefit of the students enrolled in the school district.</p> <p>(b) A school district may hire a person who holds an alternative teacher license to teach as an alternative teacher pursuant to an alternative teacher contract as described in section 22-60.5-207.</p> <p>(3) The board of a school district may enter into an employment contract with any person to serve as an administrator based upon qualifications set by the board of the school district. Nothing in this article shall be construed to require that an administrator, as a condition of employment, possess any type of license or authorization issued pursuant to article 60.5 of this title.</p>	
Replacement Policy	IBCS will employ highly qualified and licensed teachers for teaching of core content pursuant to the federal ESEA Act (in conjunction with the District's ESEA Flexibility Request). Teachers of core content will be Highly Qualified. The school may employ non-licensed teachers for supplemental and enrichment instruction consistent with the Innovation Plan. The DPS board may enter into employment contracts with non-licensed teachers and/or School Leaders at IBCS as necessary to implement the school's Innovation Plan.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202: Contracts in Writing Duration Damage Provision	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</p>	

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:

(I) If the teacher or chief administrative officer intends to terminate his or her employment contract for the succeeding academic year, the teacher or chief administrative officer gives written notice to the board of his or her intent no later than thirty days prior to the commencement of the succeeding academic year or, if a school district operates an alternative year program, not less than thirty days before the commencement of services under the employment contract; or

(II) If the teacher or chief administrative officer intends to terminate his or her employment contract for the current academic year after the beginning of the academic year, the teacher or chief administrative officer shall give written notice to the board of his or her intent at least thirty days prior to the date that the teacher or chief administrative officer intends to stop performing the services required by the employment contract.

(b.5) Each employment contract executed pursuant to this section shall contain a provision stating that a teacher or chief administrative officer shall accept the terms of the employment contract for the succeeding academic year within thirty days of receipt of the contract, unless the teacher or chief administrative officer and the district have reached an alternative agreement. If a teacher or chief administrative officer does not accept the terms of the employment contract within thirty days of receipt, the district shall be authorized to open the position to additional candidates.

(c) Each employment contract executed pursuant to this section shall contain a damages provision whereby a teacher or chief administrative officer who violates the provision required by paragraph (b) of this subsection (2) without good cause shall agree to pay damages to the school district, and the board thereof shall be authorized to collect or withhold damages from compensation due or payable to the teacher or chief administrative officer, in an amount equal to the 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 non-probationary 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 non-probationary 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 non-probationary teacher's services are no longer required for the reasons set forth in subparagraph (VII) of this paragraph (c.5), the non-

probationary 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 non-probationary teacher, the school district shall immediately provide the non-probationary 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 non-probationary teacher to the school district. When a principal recommends appointment of a non-probationary teacher applicant to a vacant position, the non-probationary 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 reviser of statutes on or before July 1, 2014, and each July 1 thereafter until statewide implementation occurs.

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

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

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

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

(d) The department of education may suspend the license, endorsement, or authorization of a teacher or chief administrative officer who fails to provide the notice required by paragraph (b) of this subsection (2) and who abandons, fails, or refuses to perform required services pursuant

	<p>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 non-probationary status and the number of years a teacher has been teaching in the school district; except that these criteria may be considered only after the consideration of the criteria described in section 22-9-106 and only if the contract or policy is in the best interest of the students enrolled in the school district.</p> <p>(4) (a) Notwithstanding the provisions of section 24-72-204 (3) (a), C.R.S., upon a request from a school district or a school concerning a person applying for a position as a teacher, a school district may disclose to the requesting school district or school the reason or reasons why a teacher left employment with the original school district. Upon the specific request of a school district at which a teacher has applied for employment, a school district may disclose any pertinent performance record or disciplinary record of a teacher that specifically relates to any negligent action of the teacher that was found to have endangered the safety and security of a student or any disciplinary record that relates to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. The information disclosed pursuant to this paragraph (a) shall only be disclosed to personnel authorized to review the personnel file in the school district or school and to the person applying for a position as a teacher.</p> <p>(b) No employment contract executed pursuant to this section shall contain a provision that restricts or prohibits a school district from disclosing to another school district or school the reason or reasons why a teacher left employment with the original school district or from disclosing to another school district any of the teacher's disciplinary or performance records pursuant to paragraph (a) of this subsection (4).</p>
<p>Replacement Policy</p>	<p>IBCS staff members will be on annual contracts. The annual contract expires at the end of the contract year.</p> <p>All contracts will be in writing. The school will provide contract language to the district for feedback before any initial employment contracts are signed. Mutual terminations will be negotiated between the teacher and the School Leader (Administration).</p> <p>If an employee intends to terminate a contract after the beginning of the academic year, the employee shall give written notice of his or her intent at least thirty days prior to the date that he or she intends to stop performing the services required by the employment contract. The School Leader (Administration) has the authority to make employment offers to qualified candidates. Termination of all staff mid-contract will follow the dismissal procedures outlined in DPS policy GDQD and GDQD-R. IBCS will not provide first opportunity to interview rights to priority hiring pool candidates, but will consider them for employment. The school will not contribute teachers to the district hiring pool. The school has the right to refuse direct assignments or mandatory transfers of teachers from the district.</p>

School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203: Renewal and Nonrenewal of Employment Contract	Human Resources Management: Dismissals
Statute Description	<p>(1) (a) Except as provided for in paragraph (b) of this subsection (1), the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been reemployed for the fourth year, except as provided for in paragraph (a.5) of subsection (4) of this section. This paragraph (a) is repealed, effective July 1, 2014.</p> <p>(b) For any school district that has implemented the performance evaluation system based on quality standards pursuant to section 22-9-106 and the rules adopted by the state board pursuant to section 22-9-105.5, the provisions of this section shall apply only to probationary teachers and shall no longer apply when the teacher has been granted non-probationary status as a result of three consecutive years of demonstrated effectiveness, as determined through his or her performance evaluations and continuous employment.</p> <p>(2) (a) During the first three school years that a teacher is employed on a full-time continuous basis by a school district, such teacher shall be considered to be a probationary teacher whose employment contract may be subject to nonrenewal in accordance with subsection (4) of this section. A school district may also consider a teacher employed on a part-time continuous basis by such district and by a board of cooperative services to be a probationary teacher whose contract may be subject to nonrenewal in accordance with subsection (4) of this section. An employment contract with a probationary teacher shall not exceed one school year.</p>	
School's Replacement Policy	IBCS teachers will be on annual contracts and will not be considered probationary or eligible to earn non-probationary status. Years of service and formal evaluations using DPS systems will be tracked and monitored by the school.	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206: Transfer of Teachers - Compensation	Human Resource Management: Direct Placement of Teachers
Statute Description	<p>(1) A teacher may be transferred upon the recommendation of the chief administrative officer of a school district from one school, position, or grade level to another within the school district, if such transfer does not result in the assignment of the teacher to a position of employment for which he or she is not qualified by virtue of academic preparation and certification and if, during the then current school year, the amount of salary of such teacher is not reduced except as otherwise provided in subsections (2) and (3) of this section. There shall be no discrimination shown toward any teacher in the assignment or transfer of that teacher to a school, position, or grade because of sex, sexual orientation, marital status, race, creed, color, religion, national origin, ancestry, or membership or non-membership 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>IBCS may refuse direct placements or mandatory transfers of teachers from the district. District teachers who are qualified for a vacant position at the school will have an opportunity to apply for the position, and, if hired, will be compensated with a salary corresponding to the position and the years of service.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal</p>	<p>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>All teachers will be employed using an annual contract. This contract can be non-renewed at the end of the contract term for any reason.</p> <p>In all situations related to teacher dismissal except for non-renewal of annual contracts, a teacher may only be dismissed for cause in accordance with the dismissal policies outlined in the replacement policy for 22-63-302.</p>	
School Proposal	<p>Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedure for dismissal - judicial review</p>	<p>Human Resource Management: Dismissals</p>
Policy	<p>(1) Except as otherwise provided in subsection (11) of this section, a teacher shall be dismissed in the manner prescribed by subsections (2) to (10) of this section.</p> <p>(2) The chief administrative officer of the employing school district may recommend that the board dismiss a teacher based upon one or more of the grounds stated in section 22-63-301. If such a recommendation is made to the board, the chief administrative officer, within three days after the board meeting at which the recommendation is made, shall mail a written notice of intent to dismiss to the teacher. The notice of intent to dismiss shall include a copy of the reasons for dismissal, a copy of this article, and all exhibits which the chief administrative officer intends to submit in support of his or her prima facie case against the teacher including a list of witnesses to be called by the chief administrative officer, addresses and telephone numbers of the witnesses, and all pertinent documentation in the possession of the chief administrative officer relative to the circumstances surrounding the charges. Additional witnesses and exhibits in support of the chief administrative officer's prima facie case may be added as provided in subsection (6) of this section. The notice and copy of the charges shall be sent by certified mail to said teacher at his or her address last known to the secretary of the board. The notice shall advise the teacher of his or her rights and the procedures under this section.</p>	

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

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

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

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

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

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

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

(6) (a) Within ten days after selection of the hearing officer, the teacher shall provide to the chief administrative officer a copy of all exhibits to be presented at the hearing and a list of all witnesses to be called, including the addresses and telephone numbers of the witnesses. Within seven days after the teacher submits his or her exhibits and witness list, the chief administrative officer and the teacher may supplement their exhibits and witness lists. After completion of the

seven-day period, additional witnesses and exhibits may not be added except upon a showing of good cause.

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

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

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

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

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

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

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

The findings of fact and the recommendation shall be issued by the hearing officer not later than twenty days after the conclusion of the hearing and shall be forwarded to said teacher and to the board.

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

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

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

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

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

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

(f) Further appeal to the supreme court from a determination of the court of appeals may be made only upon a writ of certiorari issued in the discretion of the supreme court. Upon request of the teacher, if the teacher is ordered reinstated by the supreme court, or upon motion of the

	<p>board, if the board's decision to dismiss is affirmed by the supreme court, the supreme court shall determine whether the non-prevailing party's appeal or defense on appeal to the supreme court lacked substantial justification. If the supreme court determines that the non-prevailing party's appeal or defense on appeal to the supreme court lacked substantial justification, the court shall determine the amount of and enter a judgment against the non-prevailing party for reasonable attorney fees and costs incurred on appeal to the supreme court. Any judgment entered pursuant to this paragraph (f) may be subject to stay as provided in rule 41.1 of the Colorado appellate rules.</p> <p>(11) (a) The board of a school district may take immediate action to dismiss a teacher, without a hearing, notwithstanding subsections (2) to (10) of this section, pending the final outcome of judicial review or when the time for seeking review has elapsed, when the teacher is convicted, pleads nolo contendere, or receives a deferred sentence for:</p> <p>(I) A violation of any law of this state or any counterpart municipal law of this state involving unlawful behavior pursuant to any of the following statutory provisions: Sections 18-3-305, 18-6-302, and 18-6-701, C.R.S., or section 18-6-301, C.R.S., or part 4 of article 3, part 4 of article 6, and part 4 of article 7 of title 18, C.R.S.; or</p> <p>(II) A violation of any law of this state, any municipality of this state, or the United States involving the illegal sale of controlled substances, as defined in section 18-18-102 (5), C.R.S.</p> <p>(b) A certified copy of the judgment of a court of competent jurisdiction of a conviction, the acceptance of a guilty plea, a plea of nolo contendere, or a deferred sentence shall be conclusive evidence for the purposes of this subsection (11).</p>
<p>Replacement Policy</p>	<p>IBCS teachers will be hired on annual contracts. Teacher mid-year dismissal shall be for cause consistent with the process outlined in DPS Policy GDQD/R.</p> <p>Mid-Year Dismissal Procedures For Employees on Annual Contracts:</p> <ul style="list-style-type: none"> -These procedures are an effort to maintain fair and equitable treatment for all school employees. -These procedures do not change the employment status of staff on annual contracts. <p>A. No employee will be dismissed until he/she has been notified by one of his/her supervisors of the supervisor's intent to recommend dismissal to the Superintendent or his/her designee. The supervisor will inform the employee of the grounds for the recommended dismissal pursuant to Colorado State Law 22-63-301 and will give the employee a reasonable opportunity to respond.</p> <p>B. If the supervisor decides to proceed with the dismissal recommendation, the supervisor will provide the employee with written notice of the ground(s) for the dismissal recommendation and the employee may request a post-termination hearing before an administrator (designated by the Superintendent or his/her designee) in the Human Resources Department. The employee must request the post-termination hearing within three (3) scheduled working days of the last day of work.</p> <p>1. If the employee does not request the post-termination hearing within three (3) scheduled working days, the termination will be considered final. The recommendation for dismissal of employees who do not request a post-termination hearing will be forwarded to the Superintendent or his/her designee for final action. If the Superintendent or his/her designee</p>

does not uphold the supervisor's recommendation for dismissal, then the employee shall be entitled to back pay.

2. If the employee makes a timely request for a post-termination hearing, then the Human Resources administrator shall conduct the hearing within ten (10) scheduled working days of the receipt of the request for hearing, unless extraordinary circumstances require additional time.

i. The Human Resources administrator shall review the supervisor's decision in order to determine if there are facts that demonstrate that any of the ground(s) specified in the notice of dismissal recommendation provided the employee are present. The Human Resources administrator shall issue a decision in writing affirming, modifying, or reversing the dismissal recommendation. The decision shall be rendered within five (5) working days of the hearing, unless extraordinary circumstances require additional time.

ii. If the Human Resources administrator affirms the dismissal recommendation, the recommendation will be forwarded to the Superintendent or his / her designee for final action. If the Superintendent or his/her designee does not uphold the recommendation for dismissal, the employee shall be entitled to back pay.

iii. The Human Resources administrator's review concludes the dismissal procedures. If an employee has been employed at the school for three consecutive years or longer, in addition to the above, the employee will be entitled to a hearing before an impartial hearing officer. The following procedures shall apply to the hearing before an impartial hearing officer:

1. When a request for a hearing is received, the Superintendent or his/her designee, shall appoint a hearing officer skilled in the arbitration of labor relations matters and shall notify the Superintendent or his/her designee and the employee of the name of the hearing officer appointed. The hearing officer shall arrange the date and time of the hearing with the employee and a representative of the district.

2. The hearing officer so appointed shall have the authority to establish hearing dates and to make all the necessary procedural rules. The hearing shall be strictly confined to whether any of the ground(s) specified in the dismissal recommendation notice provided to the employee and affirmed by the Human Resources Administrator are present.

3. The parties shall exchange exhibits and witness lists at least five (5) working days prior to the commencement of the hearing.

4. Pertinent information not privileged under law in the possession of the district shall be made available to the employee at his/her request.

5. The employee may be represented by legal counsel at the hearing.

6. The hearing officer will issue a written recommendation to the Superintendent or his/her designee and the employee within fifteen (15) working days after the close of the hearing. The hearing officer's recommendation shall set forth detailed, written findings of fact. If the findings of fact demonstrate that any of the ground(s) specified in the notice for dismissal recommendation provided to the employee are present, the hearing officer is without authority to recommend the reversal of the dismissal recommendation. If the findings of fact demonstrate that none of the ground(s) specified in the notice for dismissal recommendation provided the employee are present, the hearing officer will have authority to recommend reversing the dismissal recommendation. The hearing officer's report shall be advisory only and shall not be binding on the Superintendent or his/her designee.

7. All hearings conducted by the hearing officer shall be confidential.

8. The Superintendent or his/her designee shall act on the hearing officer's report within ten scheduled working days, and his/her decision shall be final and shall terminate any rights of the employee under this policy. If the Superintendent or his/her designee does not affirm a dismissal recommendation, back pay and associated benefits may be restored, if applicable.

	<p>9. The cost associated with employment of the hearing officer shall be paid by the district. The district shall be responsible for its legal costs, and the employee shall be responsible for paying his/her legal costs, if any.</p> <p>10. An official stenographic transcript of the hearing may be made at the request of the district or the employee, and a copy of any request shall be made available to the hearing officer. The person requesting a stenographic transcript shall pay the cost, except, if the other party requests a copy of the transcript, the entire cost of the stenographic transcript shall be shared equally by both parties.</p>	
School Proposal	Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401:Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation
Policy	<p>(1) The board of a school district shall adopt by resolution a salary schedule that may be by job description and job definition, a teacher salary policy based on the level of performance demonstrated by each teacher, or a combination of the salary schedule and salary policy. Such salary schedule, salary policy, or combination schedule and policy shall be adopted in conjunction with or prior to the adoption of the budget for the following fiscal year. The schedule, policy, or combination schedule and policy shall remain in effect until changed or modified by the board. All teachers employed by the district shall be subject to such salary schedule, policy, or combination schedule and policy.</p>	
Replacement Policy	<p>IBCS will adopt a salary schedule that will meet or exceed the district's salary schedule. The School Leaders reserve the right to develop a supplemental compensation system separate from the district policies to reimburse employees for experience or extra duty pay as it may arise for activities that may include, but not necessarily be limited to additional time, additional responsibilities, coaching, tutoring, external professional development or for performance incentive pay.</p>	
School Proposal	22-63-402. Services - disbursements	Human Resource Management: Teacher License
Policy	<p>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.</p>	
Replacement Policy	<p>IBCS may employ either licensed or non-licensed teachers for non-core subject areas. All core subject area teachers will be licensed and highly qualified under the requirements of the ESEA Act. All necessary teachers according to ESEA and the District waiver will be highly qualified. School district moneys will be used to pay both licensed and non-licensed teachers hired to perform services consistent with the Innovation Plan.</p>	
School Proposal	22-7-1207:Advancement – decision – parental involvement	Promotion, Retention and Acceleration of Students
Policy	<p>(1) Within 45 days before the end of the school year prior to the student's fourth grade year, a teacher finds that a student has a significant reading deficiency, personnel of the local education provider shall provide to the student's parent the written notice...</p> <p>(a) except for students with disabilities substantially impacting their progress developing reading</p>	

	<p>skills;</p> <p>(b) the student is a student with limited English proficiency ... and the deficiency is due primarily to the student's language skills;</p> <p>(c) the student is completing a second school year at the same grade level.</p> <p>(2) Written notice to parents shall include:</p> <p>(a) notification of serious implications to a student entering fourth grade with a significant reading deficiency and a meeting request...</p> <p>(b)...work with the parents to schedule a meeting...</p> <p>(c) if the parent does not attend the meeting, the teacher and personnel of the local education provider will decide whether the student will advance to the next grade level in the next school year.</p> <p>(4) specific information that should be discussed with parents: serious implications of attending fourth grade without reading proficiency, importance of achieving reading proficiency by end of third grade, the student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level, the increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level, the potential effects on the student if he or she does not advance to the next grade level,</p> <p>(b) ...the parent, teacher, and other personnel shall decide whether the student will advance to the next grade level in the next school year. If the parent, teacher and other personnel are not in agreement, the parent shall decide whether the student will advance to the next grade level unless otherwise specified in the policy adopted by the local education provider.</p> <p>(5) parents will be given written notification of the decision to retain or not retain the student...</p> <p>(6) ...beginning in 2016-17...if the superintendent, or his or her designee, or the principal... does not approve the decision to advance the student, the student shall not advance to fourth grade in the next school year. ...</p> <p>(7) Each local education provider shall ... oral and written communications to a parent... in a language that the parent understands.</p>
<p>Replacement Policy</p>	<p>Retention decisions for students performing below grade-level in core content areas will be made based on reading and math achievement levels as determined by multiple metrics, including those outlined in the READ ACT. The school leadership team members and parents/guardians will confer at least 3 months prior to the end of the school year about the student's progress, with additional meetings at least every 6 weeks thereafter. If students are making insufficient progress, an academic plan will be prepared and grade retention may be recommended to the School Leadership Team by the principal, teachers, or parents/guardians.</p> <p>Whenever possible, retention decisions will be made based on the mutual decision of the school's Leadership Team, parents and teacher. If a mutual decision cannot be reached, and the school's Leadership Team approves the grade retention of a student, the student will be retained.</p> <p>Parents will be notified of this retention policy at orientation, at the time of registration for all mid-year enrollees. The school will regularly communicate student performance to parents/guardians.</p>

C. Collective Bargaining Agreement Waivers

DCTA CBA Waivers		
School Proposal	DCTA: Article 1-2: Definition of Teacher	Human Resources: Teacher Licensure
Policy	The term "teacher" as used in this Agreement shall mean all non administrative teaching personnel, employed half-time or more, who are licensed by the Colorado Department of Education as teachers, including others who are authorized to teach by statute.	
Replacement Policy	IBCS teachers will include teaching personnel who are licensed by the CDE, as well as teaching personnel who are not licensed and are providing supplemental or enrichment instruction. All necessary teachers shall meet the federal Highly Qualified (HQ) requirements. Core content teachers shall possess a valid Colorado license and subject matter competency for their assignment. (ESEA)	
School Proposal	Article 1-7: Definition of "School Year"	Calendar & Schedule
Policy	The term "school year" as used in these Articles shall mean the officially adopted school calendar.	
Replacement Policy	The term "school year" as use in these Articles shall mean the school calendar as it is established by IBCS. This definition will include both an identification of days and a typical daily schedule. In no case shall the calendar or schedule violate the rights provided to teachers in the replacement policy for DCTA Article 8.	
School Proposal	Article 2-4-1: Waivers from Agreement	Waiver Request Procedure
Policy	2-4 No change, rescission, alteration or modification of this Agreement in whole or in part shall be valid unless the same is ratified by both the Board and the Association. 2-4-1 Unless otherwise provided in this Agreement, requests for waivers from this Agreement shall be made by the principal and the Association Representative to the Board of Education and the Association.	
Replacement Policy	Consistent with the Innovation Schools Act, requests for waivers from the Collective Bargaining Agreement will be made by the School Leadership Team to the Board of Education with documented support from teachers through an amendment or revision of the Innovation Plan.	
School Proposal	Article 5-4: School Leadership Team	Management
Policy	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>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. If consensus cannot be reached, the matter shall be referred to the Instructional Superintendent who shall consult with the Association prior to making a decision. The SLT will meet regularly.</p> <p>Their responsibilities shall include:</p>	

	<p>a. Review data and collaborate in the development of the School Improvement Plans;</p> <p>b. Review and collaborate on the design of and schedule for the professional development plan within the 40 hour work week. The SLT shall take into consideration other professional development and teacher obligations in scheduling this time;</p> <p>c. Review and collaborate on the implementation of the District’s instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week;</p> <p>d. Collaborate to identify strategies for increasing enrollment at the school;</p> <p>e. Collaborate to develop communication strategies for regularly reporting student progress to parents;</p> <p>f. Collaborate to implement best instructional practices;</p> <p>g. Perform additional duties as outlined in Article 8.</p>
<p>Replacement Policy</p>	<p>The Isabella Bird Community School Council (IBCS Council) will replace the school’s CSC. The IBCS Council will comply with State Law on School Accountability Committees. The membership of the IBCS Council will be voluntary and any member of the school staff, leadership, or parent/guardian may be a voting members of the decision making body. When the IBCS Council cannot reach concordance, the Council Board, comprised of the School Leaders, additional teachers elected by the school’s teachers, 1 parent co-chair elected by the school’s parent/guardians, and additional parents also elected by the school’s parent/guardians will make a decision using concordance. In the event that the IBCS Council Board cannot reach concordance, the School’s Leaders will make a decision using concordance. In the event that the School’s Leadership Team cannot reach concordance the School Leadership Team will vote and majority will rule.</p> <p><u>The IBCS Council shall have the following responsibilities:</u></p> <ul style="list-style-type: none"> • Meeting at least once a month • Recommending final candidates to DPS for the School Leader (Administration) position (when a vacancy exists) • Providing guidance and recommendations to the School Leader (Administration) regarding all responsibilities of the CSC detailed in the replacement policy of BDFH and the responsibilities outlined in Article 7 and listed below: <p>a. Review data and collaborate in the development of the School Improvement Plans;</p> <p>b. Review and collaborate on the design of and schedule for the professional development plan within the 40 hour work week. The IBCS Council shall take into consideration other professional development and teacher obligations in scheduling this time;</p> <p>c. Review and collaborate on the implementation of the District’s instructional program as it specifically applies to classrooms and grades at the school including prioritizing and sequencing activities within the teacher work week;</p> <p>d. Collaborate to identify strategies for increasing enrollment at the school;</p> <p>e. Collaborate to develop communication strategies for regularly reporting student progress to parents;</p> <p>f. Collaborate to implement best instructional practices;</p>

	g. Perform additional duties as outlined in Article 8.	
School Proposal	Article 8: Professional Standards Sets Teacher Calendar, Work Year, Work Day, Class Size and Teaching Load	Calendar & Schedule
Policy	<p>Article 8 - Professional Standards</p> <p>School Leadership Team. Each school will have a School Leadership Team as described in 5-4. The SLT will be responsible for making decisions as noted in Article 8. Decisions may be made by the SLT to alter the length of the lunch period (Article 8-2) ...only after conducting a confidential vote of the majority of the faculty. Changes will not be made to the length of the lunch period or secondary teaching load without a positive majority confidential vote of the faculty. Information about such changes will be sent to the Instructional Issues Council for tracking purposes.</p> <p>8-1 Contract year. The contract year shall be one hundred eighty-four (184) days. If a teacher is required to extend his/her contract year...he or she shall be paid at their regular scheduled rate per day. Regular scheduled rate per day is the teacher's salary divided by the number of days in the contract year.</p> <p>8-1-1 In addition to the one hundred eighty-four (184) days, newly hired teachers may be required to attend pre-session orientation meetings and shall be paid in accordance with Article 32...</p> <p>8-1-2 ...non student contact days shall include the equivalent of four and one half (4.5) full self-directed teacher planning days to be distributed in meaningful increments, and three (3) full professional days to be directed by the principal and one parent conference day. If the District continues the benchmark assessment program, three (3) or more days shall be set aside to grade and analyze data from benchmarks and other related assessments...</p> <p>8-1-2-1 The assessment day will be used to administer, grade and analyze data from benchmarks and other related assessments.</p> <p>8-1-2-2 Schools may modify the daily schedule on the parent/teacher conference days.</p> <p>8-1-3 There is an expectation that teachers will attend beyond the contract year for professional development determined by the principal if: a. the program needs to be scheduled outside the contract year, b. no programs will be scheduled for the last two weeks of June and the first two weeks of July, c. written notice is given ninety (90) days prior to the end of the school year, d. the educational reason is sound, e. teachers attending are paid in accordance with Article 32, f. adequate alternate opportunities are provided.</p> <p>8-1-4 Evening Meetings. Each teacher may be required to attend three (3) evening events approved by the SLT per school year, as part of the contracted time.</p> <p>8-1-5 Special Conditions of Employment. Any special conditions regarding the assignment of any teacher will be an addendum to the initial employment contract.</p> <p>8-2 Forty (40) Hour Work Week. The work week shall be forty (40) hours and shall include: 1. Lunch Periods...a minimum standard 45 minute daily lunch...duty free.</p> <p>8-2-1 The principal shall have authority to permit teachers to diverge from the regular school day.</p> <p>8-2-2 The District's scheduled student school contact day will not be extended without applying the due process of collective bargaining.</p> <p>8-3 Planning Time.</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</p>	

	<p>student 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>	
Replacement Policy	<p>SLT: See replacement policy for Article 5-4.</p> <p>8-1-Contract Year: The contract year for teachers will 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 will be extended to provide a summer academy for students who are not yet achieving at grade level. Teachers will be compensated for additional days via a stipend that is determined based on the average rate of pay for similar extended time in other district schools. Non student contact days, planning days, assessment days, and professional development days will be determined by the IBCS Council annually, consistent with the innovation plan, as part of the adoption of the school calendar. Student school contact days will be extended to increase instructional time and the teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time.</p> <p>8-2: The teacher work week may be extended beyond 40 hours to include extended student time as well as additional collaborative planning and professional development time. The School Leaders shall have authority to permit teachers to diverge from the regular school day. Evening meetings will be scheduled, as necessary, to implement the innovation plan. In accordance with the Innovation Plan.</p> <p>8-3: Teachers will be given a minimum of 200 minutes of undirected teacher planning time per week, and an additional 100 minutes of directed common planning time.</p> <p>8-7: IBCS 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. In addition the school calendar will not exceed 200 days without being considered a revision of the Innovation Plan, requiring full staff approval.</p>	
School Proposal	Article 10: Teacher Evaluation: Describes the Evaluation Process for Teachers	Human Resource Management: Teacher Evaluation
Policy	<p>10-1-6 "Evaluator" means school principal or administrative supervisor who is responsible for the evaluation. Principals are responsible for all evaluations in their building, but may designate other qualified administrators to assume evaluation responsibilities. Student Services Managers are responsible for evaluations of their personnel as determined by the District.</p> <p>10-2 Types of Evaluations. The school district has 3 (three) types of evaluation:</p> <p>10-2-1 Probationary Evaluation. Probationary evaluations are conducted on an annual basis during the teacher's probationary employment. Probationary teachers are those contract teachers who hold a valid Colorado teacher license and are in the first three years of teaching or service with the district. Teachers with authorizations or emergency licenses shall follow the probationary evaluation process and shall not be considered probationary until such time as they hold a Colorado professional teaching license. Probationary teachers receive a minimum of two documented observations. At least one of the observations is formal.</p> <p>10-2-2 Non-Probationary Evaluation. Non-probationary evaluations are conducted once every three years for teachers who have successfully completed their probationary period. Non-probationary teachers receive a minimum of one documented observation. At least one of the</p>	

	<p>observations is formal.</p> <p>10-2-3 Special Evaluation. Special evaluations are conducted when a supervisor determines that a teacher requires assistance in a non-evaluation year. Managers can recommend to an evaluator that a Student Services Professional be put on special evaluation.</p> <p>10-3 Timeline for conducting professional evaluation. Probationary teachers are evaluated yearly while designated as probationary and in the first year of non-probationary status. Thereafter, evaluations are to be conducted every three years. The exception to this is special evaluation, see article 10-8.</p> <p>10-3-1 Compensation as it relates to evaluation, Article 31-11 and ProComp Agreement, Articles 7.4.3 and 7.4.4</p> <p>10-4 Evaluators. The school principal is responsible for all evaluations in the school building and to use of the appropriate standards/criteria/rubric and form. When a teacher is assigned to more than one building, the home school principal must coordinate the evaluation with the appropriate principals or qualified managers. As necessary, the principal will identify a designated evaluator for each teacher, as well as other administrators who may be asked to conduct classroom observations. Designated evaluators work at the direction of the principal and they are responsible to the principal. Student Services Personnel are responsible for evaluations of their personnel as determined by the district, using the appropriate evaluation tool.</p> <p>10-4-1 To the extent required by state law, evaluators must hold a state principal/administrator license, be trained in evaluation skills that will enable him or her to make a fair, professional, and credible evaluation of the personnel whom he or she is responsible for evaluating.</p>	
Replacement Policy	<p>10-1: Evaluator refers to supervisor who is responsible for the evaluation of personnel. While the School Leader (Administration) will oversee all evaluations in the building, other School Leaders will have primary evaluation responsibilities for some personnel.</p> <p>10-2: The school has only one type of evaluations which apply to all teachers as all teachers are employed under annual contracts.</p> <p>10-3: Timeline: All teachers will be evaluated at least once annually.</p> <p>10-3-1: The School will participate in District compensation systems.</p> <p>10-4: The School Leader (Administration) will oversee all evaluations to ensure the appropriate standards are being used. As necessary, the School Leader (Administration) will identify a designated evaluator for each teacher from amongst other members of the School Leadership Team.</p> <p>10-4-1: Evaluators will receive CDE approved teacher evaluation training but will not be required to hold a state administrator license.</p>	
School Proposal	Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	Human Resources Management
Policy	<p>11-2 Administrative Leave. If a principal decides to place a teacher on administrative leave for...the principal or designee shall meet with the teacher to give specific allegation(s) and the basic reason why the administrative leave for investigation is necessary, when possible.</p> <p>11-2-1 The meeting shall take place at the end of the school day or whenever it is appropriate.11-2-2 The principal shall provide the teacher a copy of the administrative leave checklist and review it with the teacher. The teacher shall sign the form only as acknowledgement of receipt..11-2-3 At the teacher's request a meeting will be held within three (3) school days...to give the teacher an opportunity to respond. The teacher may have Association representation at the meeting. 11-2-4...If an investigation must extend beyond seven (7) calendar days...the teacher and the Association will be notified by phone calls...[with]...the reasons for the extension and the</p>	

	<p>expected date of completion...11-2-5</p> <p>During the investigation, the teacher...will... receive full pay. 11-2-6 Following completion...the principal or designee shall...share the results...and give the teacher an opportunity to respond...11-2-7 Administrative leave should be considered as an option to be used only when necessary to protect the students or staff or to conduct an appropriate investigation...There will be no record of the leave in a teacher's personnel file...11-2-8 The Agreement Review Committee (ARC) will review on an annual basis administrative leaves for the prior year to ensure that the above procedures have been implemented appropriately.</p> <p>11-3 Corrective Action. Before taking a corrective action against a teacher, the principal shall investigate the situation, meet with the teacher and give the teacher an opportunity to respond.</p>	
Replacement Policy	Teachers at IBCS will be on annual contracts and shall be entitled to the district's basic fairness and due process guidelines related to issuing corrective action.	
School Proposal	Article 13-7 Hiring timelines, 13-8 Personnel Committee	Human Resources Management: Hiring & Staff Assignments
Policy	<p>13-7 Timelines. The Human Resources Department shall determine the start date of the open market staffing cycle as early as practicable after schools have submitted their staffing vacancies and needs...</p> <p>Key dates and activities:</p> <ul style="list-style-type: none"> • Teachers verify consideration group... • Teacher requests for Intent to Vacate, Early Retirement Incentive, move to part time/job share, Extended Leave of Absence, and Return from Leave notice submitted. • Recommendation for non-renewal of probationary teachers. • In-Building Bidding and Reduction in Building Staff interviews conducted by Personnel Committees. (Articles 13-10,13-15) • Schools report vacancies. (Article 13-17) Vacancies are posted. • Teachers apply to transfer for vacancies. (Article 13-18) • Schools review qualified applicants' applications and resumes, schedule interviews, extend offers. Schools notify unsuccessful transfer applicants. (Articles 13-19, 13-20) • Assignment of unassigned non-probationary teachers. (Article 13-194) • End of open market staffing cycle. <p>13-8 Personnel Committee.</p> <p>13-8-1 Each school shall establish a Personnel Committee to select candidates for vacancies and Reduction in Building Staff (RIBS) at the school building.</p> <p>13-8-2 The Personnel Committee will be composed of the principal and three (3) teachers chosen by a vote of the faculty, and may have no more than two (2) parent(s) as member(s) appointed by the Collaborative School Committee.</p> <p>13-8-3 Teacher members will be chosen by the faculty.</p> <p>13-8-4 The Personnel Committee will make decisions by consensus...</p> <p>13-8-5 The decision or results of the Personnel Committee shall not be grievable. The failure to comply with the procedure contained in this Article is subject to grievance...</p> <p>13-8-7 The Personnel Committee shall operate during the school year. Outside of the school year the principal may fill positions without consultation.</p>	
Replacement Policy	<p>IBCS will not adhere to the district staffing cycle; it will post vacancies when they become open. The school will work with the district HR office to post positions through the district website. In addition to this posting, the school will engage in independent outreach efforts to recruit candidates outside of the centralized recruitment channels. The school will consider all eligible</p>	

	<p>applicants, including teachers who apply to transfer for vacancies. Transfer will not receive priority consideration. IBCS will not accept direct placements from the district or assignment of unassigned non-probationary teachers.</p> <p>A hiring committee will be constructed for each specific vacancy, with final determination to be made by the School Leaders. To the extent possible, the hiring committee shall include representatives from all staffing areas that will be affected by the new hire, such as the teaching team, an administrator, special education, and support staff. All candidates must pass a DPS background check, which will be conducted through the district HR process.</p> <p>The SLT and Council Board will make decisions related to Reduction in Building Staff (RIBS) and selection of candidates for vacancies. Once the SLT and Council Board determine that the school will undergo a (RIBS) all candidates currently in the position being reduced will be considered and the SLT and Council Board will make RIBS decisions based on performance, professionalism, and merit.</p>	
School Proposal	Article 14-1: Summer School Teaching Positions	Human Resource Management: Hiring & Staff Assignments
Policy	<p>14-1 Summer School and Evening School. Summer and evening school programs shall be provided flexibility of design and implementation following the guidelines set forth below.</p> <p>14-1-1 Staffing. The purpose of all staffing procedures is to find the most suitable candidates for the teaching positions needed to run the summer school.</p> <p>14-1-1-1 Summer school teaching positions shall be posted.</p> <p>14-1-1-2 Postings shall include the following basic components: descriptions of any teaching position that may be included in the summer school, and an explanation of the selection process.</p> <p>14-1-1-3 All teaching positions in summer school programs will be filled first by teachers currently in the District.</p> <p>14-1-2 Compensation. Teachers will be paid for summer and evening work as provided in Article 32.</p>	
Replacement Policy	<p>In the event that the IBCS offers summer school classes, the SLT will fill summer school positions with its own teachers to the extent possible. Should additional teachers be necessary, the school will fill those positions with the best possible candidates, not necessarily teachers currently in the district. Teachers will be compensated for summer school time as agreed upon in the Innovation Plan.</p>	
School Proposal	Article 20: Procedures for Conducting Reduction in Force	Human Resource Management: Staffing
Policy	<p>20-2 No new staff members shall be employed by the District so long as there remain employees of the District whose contracts have been canceled unless those employees do not have proper certification, endorsement and qualifications to fill the vacancies which may occur. Such priority consideration will be for a period of three (3) years following the reduction.</p> <p>20-2-1 Teachers will be hired in reverse order of reduction provided the teacher is certified and endorsed for the vacancy.</p> <p>20-2-2 The District will send a registered or certified letter to the teacher's last known permanent address. It shall be the teacher's responsibility to notify the District of any change in their permanent address.</p> <p>20-2-3 Teachers must accept the assignment within ten (10) days of the postmark date of the recall notice, or the position will be offered to the next certified and endorsed teacher. The liability of the District to recall employees whose employment contracts have been canceled shall</p>	

	<p>terminate if the employee does not accept reemployment.</p> <p>20-2-4 When the former employee is re-employed, all accrued benefits at the time of the non-renewal shall be restored, including all eligible credit on the salary schedule.</p>	
Replacement Policy	<p>In the event that the school is required to implement a reduction in force process, it shall be done in compliance with federal and state statutes, any existing court orders upon the District, and in a manner that will maintain the school's educational program. RIF determinations will be made by the SLT as deemed appropriate to minimize the impact to the delivery of high quality educational services to students. Determinations will be made in consultation with district staff to ensure compliance with state and federal statutes. IBCS will not be required to accept direct placement of district employees who have had their contracts canceled by the district.</p>	
School Proposal	Article 25: Procedures for Arranging Job Sharing Assignments and Half-Time	Human Resource Management: Staff Assignments
Policy	<p>25-1 Job sharing, or converting from a full-time employee to a half-time employee, may be requested by regularly assigned full-time equivalent non-probationary teachers who wish to work only half-time. Procedures for assignment to a job sharing or half-time position will be available upon request from the Department of Human Resources.</p> <p>25-1-1 Application for a job sharing or half-time position must be made in writing to the Department of Human Resources by the published date.</p> <p>25-1-2 Teachers wishing to job share must find another teacher who also wishes to job share.</p> <p>25-1-3 Job share and half-time assignments, when possible, shall be for one (1) year at a time.</p> <p>25-1-4 Salary, benefits, accrued service and other employment entitlements shall be half their usual value, as applicable.</p> <p>25-1-5 To be effective, the job sharing or half-time assignments must be approved by the CSC at the school to which the teachers are assigned.</p> <p>25-2 Teachers will be notified of placement during the teacher staffing process.</p>	
School's Replacement Policy	<p>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 SLT. The SLT in consultation with the IBCS Council Board shall review and determine whether any requests for job sharing, or converting to half-time positions are approved or denied. All approved job sharing or half-time positions shall be for one (1) year at a time.</p>	
School Proposal	Article 32: Extra Duty Compensation	Human Resources, Compensation, Job Descriptions
Article Summary	See Extra Duty Compensation schedule in Article 32	
School's Replacement Policy	<p>The SLT will bring recommendations to the IBCS Council Board to approve teacher and staff compensation for teachers serving an extended day and year, additional roles and responsibilities. The SLT will bring recommendations to the IBCS Council Board to approve extra duty compensation rates and schedules during the budgeting process each spring for the following school year, in no event shall this determination be made later than March 15th for the following school year.</p>	
School Proposal	Grievance (Article 7): Dispute Resolution Procedures	Establish Dispute Resolution Procedures Human Resource Management: Dispute Resolution
Article Summary	6 pages. Sections include: 1. Definitions, Purpose, Procedure (Level 1, Level 2, Level 3 Mediation/arbitration), Rights of teachers to representation, miscellaneous	

School's
Replacement
Policy

The school shall maintain the following Grievance Policy:

7-1 Definitions.

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

7-1-2 Unless provided otherwise in this Agreement, all administrative procedures, practices and written personnel policies that affect staff are grievable.

7-1-3 The term "grievance" shall not apply to any matter as to which (1) the method of review is prescribed by law, (2) the Board is without authority to act, or (3) a grievance is specifically prohibited or limited by the terms of the Employment Contract or School Handbook.

7-1-4 An "aggrieved person" is a school staff member asserting a grievance.

7-2 Purpose. The purpose of this grievance procedure is to secure equitable solutions at the lowest possible administrative level to problems that may arise. To this end, grievance proceedings will be kept informal and confidential and both parties will work toward a resolution to avoid litigation.

7-3 Procedure. Since it is important that grievances be processed as rapidly as possible, the number of days indicated at each level is a maximum, and every effort should be made to expedite the process. The time limits specified may, however, be extended by mutual agreement.

Information. The School agrees to make available to the aggrieved person and the aggrieved person's representative, all pertinent information not privileged under law, in its possession or control, and which is relevant to the issues raised by the grievance. The grievant agrees to make available to the School and its representatives, all pertinent information not privileged under law in its possession or control, and which is relevant to the issue raised by the grievant.

Timing. No grievance shall be recognized by the District or the School unless it is presented at the appropriate level within fifteen (15) school days after the aggrieved person knew, or should have known, of the act or condition on which the grievance is based. No grievance shall be recognized at Level Two unless it is filed with the Department of Human Resources within at least twenty (20) school days after the act or condition upon which it is based occurred. Grievances not timely presented will be considered as waived.

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

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

	<p>(Administration) response to the Department of Human Resources. All known documentation related to the grievance must be provided prior to the Level Two meeting.</p> <p>7-3-3 Level Two. The Human Resources Director or Instructional Superintendent will go to the school and meet with the teacher and School Leader (Administration) to facilitate a resolution. Such meeting will take place within seven (7) school days after receipt of the written grievance by the Department of Human Resources. Any resolution determined by the Human Resources Director or Instructional Superintendent will be considered final.</p> <p>7-4 Miscellaneous. If the time limits for processing a grievance are not met by the administrator responding to the grievance, the grievance may be moved to the next level at the request of the aggrieved. The Department of Human Resources may take appropriate action on whether to grant the grievant’s requested remedy based on its review of the situation.</p>	
School Proposal	Article 5-4: School Leadership Team	Management
Policy	<p>Each school will have a School Leadership Team (SLT) consisting of the principal, the association representative, a teacher appointed by the principal, and a minimum of 3 teacher representatives who should represent a cross section of the faculty including grade levels, specials, department chairs and special service providers. These (SLT) members are elected annually by a majority of the faculty voting by secret ballot. The SLT will seek to operate in an environment marked by mutual support and respect.</p> <p>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.</p> <p>Their responsibilities shall include: a. Collaborate in the development of the School Improvement Plans; b. Review and collaborate on the design of and schedule for the professional development c. Review and collaborate on the implementation of the District’s instructional program ...including prioritizing and sequencing activities within the work week;...f. Collaborate to implement best instructional practices</p>	
School’s Replacement Policy	<p>Teachers will be active participants in the management of the school through the school Council as it is outlined in the replacement policy for district policy BDFH.</p>	

Appendix B: Evidence of Support from School Administration

April 24, 2014

To the Members of the Denver Public Schools School Board:

After many years of working in the Boulder Valley School District, and in the case of Jeff and Traci Bushnell, in schools around the world, the three of us made a very conscious and deliberate decision to join the many deeply committed people who serve the students of DPS. We were looking for a place where we could make good use of our 75+ years of experience in classrooms and as school leaders, searching for a school district dedicated to the success of each and every child, and to the flexibility that *innovation* provides. When we met Alyssa Whitehead-Bust and the members of her team in OSRI we knew we had found a place we could contribute all of the knowledge that we bring to serve the diverse students of Denver. Now, a year and half later, as the school leaders of the new Isabella Bird Community School (IBCS) in DPS, we are an integral part of DPS and the Stapleton/Near Northeast community. Having had the opportunities of being on the Design Advisory Group and contributing to the design of our new facility, working with our community to create our Innovation Plan, and building a school community from the “ground up” has deepened our appreciation for and commitment to the students, parents, and employees of DPS.

IBCS is currently a thriving school of 89 students/88 families from Stapleton, Park Hill, and Montbello. Our kindergarten and first grade students have grown tremendously this year, as is evidenced by their DRA 2, STAR, and math interim data, as well as their increased ability to be contributing community members. Our parent community, many of them new to the public school experience, have “rolled up their sleeves” and are participating in so many ways, including volunteering and fundraising, to support our students and staff in succeeding. Staff members have risen to the challenge and opportunity that is presented by opening a new school in remarkable ways. One hundred percent of our classroom teachers are returning to IBCS in the fall. Eight talented teachers who also see the extraordinary opportunities that our Innovation Plan will provide for our students, staff and community to learn together will join these founding faculty members next year.

The vibrant learning community that has come together at IBCS is deeply committed to all of our children. We are thrilled about the coming school year when we will move into our new building, expand our student body from K/1 to ECE-5 and 89 students to 272, and put our Innovation Plan into action. Once we have settled in our new building, we will joyfully undertake planning for the Newcomer Center that will open at IBCS in 2015-2016.

As the school leaders, we give our complete support to our Innovation Plan. As the members of the DPS School Board, your support of our Innovation Plan ensures that our students and community will have extraordinary opportunities to succeed.

With gratitude,

Sonny Zinn, Jeff Bushnell, Traci Bushnell

School Leaders

Isabella Bird Community School

Denver Public Schools

**Appendix C: Evidence of Support from School Community (CSC),
Community Groups, and Parents**

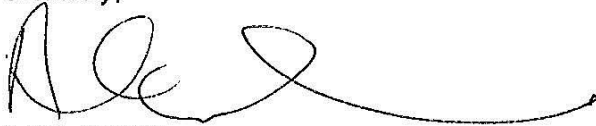
Dear DPS School Board,

This letter is being written on behalf of the Isabella Bird Community School Council, (our CSC,) which recently voted unanimously to approve the Innovation Plan that is being submitted for your approval.

Our Council is open to anyone who wishes to learn about and contribute to our school, which means we often see future as well as current parents at our meetings. Over the last year, there have been numerous opportunities for discussion, questions, input, and clarification regarding the Innovation Plan, with great turnout and response from our community. The support we have gotten has been wonderful, as you can see from the letters that were sent in by some of our parents. On Thursday, April 17th, the Council met to discuss the final draft of the Innovation Plan, ask questions, and get clarification. Afterward, a vote was taken and all in attendance voted yes to approve the plan.

We are thrilled to have such amazing parent and community support and involvement, and such a transparent, hard working, and visionary Leadership Team. Together, the community, the Teachers, and the Leadership Team have created a plan that we feel will provide the best learning environment for our children to be successful as individuals, and as global citizens.

Sincerely,

A handwritten signature in black ink, appearing to read 'Ashley Walsh', with a long, sweeping horizontal line extending to the right.

Ashley Walsh
Isabella Bird Community School Council Co-Chair



C³ - Center for Compassionate Connections

March 14, 2014

To Whom It May Concern:

My name is Neil Nordby and I am the Executive Director of the Center for Compassionate Connections (C³). C³ is a Boulder-based non-profit that intends to open a Family/Community Resource Center (FCRC) in cooperation with the Isabella Bird Community School in order to provide social, emotional and learning resources to families of the immediate school as well as the larger community.

I am writing this letter to voice C³'s support for Isabella Bird's innovation status application with Denver Public Schools as we believe this status will help pave the way for our working alliance to begin and, ultimately, to thrive.

C³ was established as a 501(c)3 non-profit organization in February 2009. During its five-year existence, C³ has written and published Room 2B (an illustrated children's book that introduces compassionate communication to young readers), written Heart Talk for Teachers and Heart Talk for Parents (books that explain and demonstrate the Compassionate Communication process through fun and engaging activities), and successfully implemented a series of 10-month Compassionate Communication workshops for parents in four locations—Horizons K-8 School, Boulder Center for Conscious Living, The Little Gym, and classes at the Boulder Valley Public Schools Education Center sponsored by PEN (Parent Engagement Network).

It is our hope and wish that we are able to share these, and additional resources, with the families of Isabella Bird Community School, as well as the surrounding community, via a Family/Community Resource Center. Among the offerings we would hope to provide include: class offerings for parents (e.g., Compassionate Communication, technology use, language learning, GED preparation, nutrition, effective parenting, path to citizenship, homework support, etc.) as well as funding extended learning opportunities for children who need that.

Please feel free to contact me directly if you have any questions or need additional information.

With appreciation for your time and interest,

Neil Nordby Executive Director

Center for Compassionate Connections

377 Ord Drive, Boulder, Colorado 80303 ~ 303.981.1691

Raul Rodriguez
7760 E 26th Ave
Denver, CO 80238

April 23, 2014

To Whom It May Concern:

As the father of Gabriel Rodriguez, a first grade student at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word, “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



Raul Rodriguez

April 17, 2014

To Whom It May Concern:

As a parent of a child at Isabella Bird Community School, I am writing in support of the Innovation plan our administration is proposing.

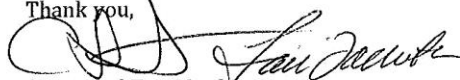
We are a unified, supportive and inclusive community – and the school’s name having the word “community” is no accident. These principles are embodied in the vision the forthcoming Newcomer Welcoming Center which will be a place students and families new to our country. Beyond this, our school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world and cultures around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world.

Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure.

This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



Aaron and Traci Lacheta
(Parents of Calvin Lacheta, Age 6)

To Whom It May Concern:

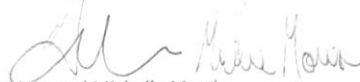
As current parents with two children at Isabella Bird Community School (one at Sewall Child Development Center ECE tied to the school), please consider this letter of support for the administration's Innovation plan.

We are unified, supportive community – and the school's name having the word, "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend. Our family has roots in Colorado, including the last fifteen years in Denver, though we also spent many years overseas. We feel this school, in particular with this plan, highlights well what Denver has to offer in public education. We are encouraged that the school will eventually welcome students and families (many refugees) from all over the world, introducing them to the Denver area, Denver Public Schools (DPS), and great State of Colorado. We want our children, consistent with the school goal, to recognize our school as a jumping point for being active, engaged citizens of the world.

Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community. We believe that this plan best enables our school and community to serve as great ambassadors for DPS.

As you vote on our plan, please consider the passion and broad involvement that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,



Adam and Michelle Morris
[parents of Mateo and Mila Morris]

April 18, 2014

Dear DPS Board Members,

I write today—as both a parent and as an educator—in support of the innovation application submitted by Isabella Bird Community School’s leadership team. By focusing on the whole development of children, the teachers and leaders at Izzy B have created a learning environment where students feel safe, supported, challenged, and heard. I’m thrilled to have my daughters there because I know they will be inspired to grow into the best people they can be while being encouraged to think, create, problem solve, and care.

As a parent, I’ve observed my oldest daughter thrive both socially and academically in the Isabella Bird community. She loves school and says so on a daily basis. We aren’t in the car for more than five minutes Friday afternoons before she says, “I can’t *wait* to go back to school on Monday.” I think that alone could stand as a testimony of effectiveness for this school. At the most essential level, isn’t developing a love for learning what elementary school should be all about? Beyond this anecdotal support, however, I also offer a fact: She’s on track to make more than one year’s growth in one year’s time in both reading and math. Clearly, this school is working for her academically, which is why I was thrilled to learn my youngest had a spot for kindergarten next year. I have found our teacher to responsive to our needs, concerned about our child, and dedicated to her growth. It’s rare to find such a devoted teacher as ours, and rarer yet to discover a school full of such teachers, especially in year one of operation.

Finally, as an educator myself, I know that research supports the kind of real-world explorations used as anchors in the curriculum at Izzy B. The standards-based Units of Inquiry approach being implemented at Isabella Bird encourages students to explore, test, create, problem-solve, and collaborate in ways that traditional text-book based learning cannot. Given the very high effect size of student-centered learning on achievement, I only wish all learners in DPS had the opportunity to engage in such authentic problem-based learning experiences and assessments. This school is clearly ahead of the curve in Denver when it comes embedding 21st-century skills and interdisciplinary learning progressions in the curriculum and should be granted innovation status so they can continue to create and implement this standards-driven rather than textbook-driven curricular model.

In all these ways, I’m thankful to be a parent and partner in the work of Isabella Bird Community School. Please consider these comments when making your decisions about the school’s status within DPS.

Sincerely,

Aimee Corrigan

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink that reads "Amy Murch". The signature is written in a cursive, flowing style.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



ANASTACIA WALL

April 16, 2014

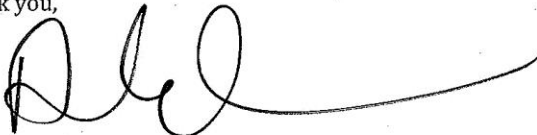
To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



Ashley Walsh

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in cursive script that reads "Begonia Arando".

7909 E. 25th Pl.
Denver CO 80238

April 19, 2014

To Whom It May Concern:

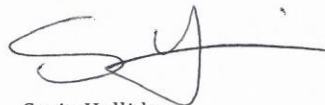
My wife Hitomi and I are Stapleton residents and we met with Sonny, Jeff and Traci last year when deciding on a Kindergarten for our son Thomas. After spending time with Sonny, Jeff and Traci we were absolutely convinced that Izzy B is the right environment for Thomas and he will be joined there by his brother Matthew this coming year.

Hitomi and I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word, “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



Craig Halliday

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink that reads "Dave Sater". The signature is written in a cursive style with a large, prominent initial "D".

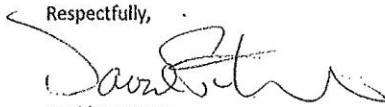
Nicole and David Peterson
10891 E. 28th Place
Denver, Colorado 80238
(303)377-2380

As current parents of a child at Isabella Bird Community School, we write to support the Innovation plan submitted by our administration.

Our school name is Isabella Bird Community School, and we are indeed a unified, supportive community. The school will serve as a hub for the surrounding area and all of its families. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping-off point for active participation in the world as active and engaged citizens. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which innovative status allows proceed.

Respectfully,



David Peterson
Nicole Peterson

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

Diane Linderman

April 15, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school's name having the word "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,

A handwritten signature in cursive script, appearing to read 'Faith Fugazy', written in black ink.

Faith Fugazy

To Whom It May Concern:

April 19, 2014

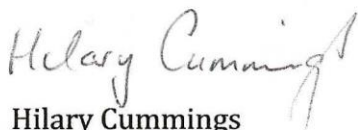
As a parent of a current Kindergarten student at Isabella Bird Community School, I am writing this letter in support of the Innovation plan our administration has worked so diligently and thoughtfully on this year.

Our administrations' vision for our school, community and students is well thought out, purposeful and comes from a place of pure and positive intentions. The propositions in the Innovation plan will allow for the school's vision to become a reality. The school has inspired many current parents this year to become more thoughtful in regards to how we communicate with our children and how we engage them in their own learning. Isabella Bird Community School strives to reach the needs of each individual student, to make students active learners, global citizens and responsible members of the community. Why would you not allow them the accommodations they are requesting in order to make all of this possible?

I could not be happier that my son has found such a wonderful place to learn and grow. As the parent of a child who learns differently and needs to be taught to creatively, I am more than grateful that the staff at Isabella Bird strives to meet the needs of all students. My son has been welcomed into the community and I have seen so much growth and improvement this year as he begins to develop a sense of himself as a learner and as member of a community.

As you review the Innovation plan please be mindful that it's been written with a vision and with the best interest of students at the heart of it all. I am in full support of the Innovation plan proposed by our administration. Thank you for your thoughtful consideration in regards to this proposal.

Sincerely,

A handwritten signature in cursive script that reads "Hilary Cummings". The signature is written in dark ink and is positioned above the printed name.

Hilary Cummings

April 16, 2014


To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

Hitomi Hallidan


April 23, 2014

To Whom It May Concern:

I want to take the time to put into words how supportive I am of the innovation plan Isabella Bird Community School ("IBCS") leadership has worked so hard on this year. In addition to building a school from scratch, teaching children to their maximum potential, and meeting all of their additional professional duties, IBCS staff managed to draft an incredible plan to expand our school growth even more.

My daughter currently attends IBCS. She has grown and flourished beyond my expectations this year. I cannot praise the staff and the leadership at this school enough. They have gone above and beyond meeting her needs. They make it a point to meet each child and really get to know them and understand their individual needs. Establishing this rapport is essential in personal growth, trust, and relationship building. As the teachers get to know their students better, they are able to effortlessly adapt curriculum to meet each child's learning style. The children work harder knowing the expectations are high but the heart of their success is knowing that they are working as a team to better themselves.

I was able to see this first hand during parent teacher conferences. The first parent teacher conference my husband and I attended, my daughter had a very low opinion of her work and abilities. Among other skill sets and life experiences she learned this year, she discovered it is okay to make mistakes, especially when you learn from them. This particular lesson is one my husband and I struggled to teach her prior to IBCS.

When I attended the conference in the spring, my daughter exhibited a much more accurate picture of her abilities. She needed specific encouragement to take ownership over her learning and to set expectations for herself. Had her teacher not taken the approach the IBCS leadership instilled by understanding her individual needs, we believe she may not have excelled the way she is now. Additionally, having extra time during conferences and involving her in parent teacher conferences made everything more meaningful for her and us.

IBCS has many great qualities and I would love to see it have the chance to grow to its fullest. The innovation plan addresses all the ways we can see it reach its maximum potential. As IBCS grows, I predict educators from all over Colorado (and perhaps the nation) will come to witness and learn from this amazing leadership, staff, students, and families. Thank you for your time in considering what is best for my child and the other children attending IBCS.

Thank you,



Elizabeth C. Becze

April 20, 2014

Dear Members of the Board, Denver Public Schools

We write to you today to express our support for the Innovation Plan being proposed by the administration of the Isabella Bird Community School. A great deal of consideration, hard work and leadership has been applied to the plan and our family encourages its timely approval.

Our son is currently at another DPS school, but we have been fortunate to be able to 'choice in' to Isabella Bird. We are certain that this school will provide the best opportunity for our child's learning and success. We are thrilled to have a school such as this in our neighborhood and join with the parents of current students in offering our full support of the Innovation Plan, as drafted.

We are a unified, supportive community – and the school's name having the word, "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Respectfully,

The Sloan Family (Bill, Sarah & Alex)
2833 Clinton Way
Denver, CO 80238

To the members of the Denver Public School Board:

We are writing to you today to show our support for the Isabella Bird Community School Innovation application. Our daughter is currently attending kindergarten at IBCS and we could not be more thrilled. She has grown so much this year as a learner and as a person.

The level of community that has been created in less than one school year at IBCS is amazing. From the beginning (many months before school started) the leadership team, Sonny Zinn, Traci Bushnell, and Jeff Bushnell, have invited and welcomed parents and guardians to play an active role in shaping and growing the school. Their commitment and passion to every child in the school is obvious and inspiring. Because of their vision we already have very involved families who volunteer in a variety of ways as well as a strong and inclusive school culture.

Drawing upon their many years of experience as educators and working with the school community, Sonny, Traci and Jeff have created an Innovation plan to best serve the needs of each child currently attending, as well as all those who will attend, IBCS. The plan provides flexibility in hiring, budgeting, scheduling and curriculum, all to support both students and teachers in a positive and productive learning environment.

This year Kenda was privileged to be a part of the school Council Board and the hiring committee. She was so impressed with how thoughtfully decisions are made and with how deeply Sonny, Traci and Jeff care about what they do. We cannot say enough wonderful things about "Izzi B" and the fantastic leadership team! In the end, all of this is about serving the needs of each and every student in the school, and approval of this Innovation plan will allow teachers and staff at IBCS to do this to the very best of their ability.

Thank you,
Kenda and Jason Keenan
2033 Trenton Street, Denver 80238
303-819-4266

March 26th, 2014

To Whom It May Concern:

This letter is written in support of Isabella Bird Community School's application for innovation school status and its associated waivers.

When we moved to Stapleton in June of 2013, we familiarized ourselves with Westerly Creek, Swigert and Bill Roberts Schools, and were excited about the possibility of our child attending any one of these three quality schools. When we were notified that our child would attend Isabella Bird, we didn't know what to think. We had no idea that the school existed!

Now, nine months later, both my wife and I feel incredibly fortunate to be part of the Izzy B community and our kindergartener, Jackson, is thriving. Every staff member has a passion for truly connecting with every child and family member, and the children at school are genuinely happy because they know the adults at school love and embrace them.

As an educator with over 20 years working in public schools, I can say unequivocally that Isabella Bird is truly unique and special. I believe strongly that in order to maintain its uniqueness, status as an innovation school is absolutely necessary for Izzy B. Flexibility to address the needs of kids and families in ways that make the most sense for children is absolutely crucial. In my opinion, Isabella Bird's extraordinary mission and vision will not come to fruition within the normal confines of every state and district policy.

I hope that the Denver Public Schools can recognize this need for flexibility by granting innovation status to Isabella Bird, as well as waivers in the areas of annual calendar, curriculum, budgeting, governance and, most importantly, the ability to hire teachers to annual contracts.

Thank you for your consideration of this application for innovation status and for putting *children first*.

Sincerely,

Tom & Kim Siegel

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink that reads "Jaime Bower". The signature is written in a cursive style with a large, prominent 'J' and 'B'.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



JAMES BOLLING

April 16, 2014

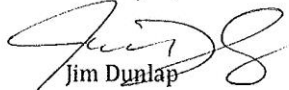
To DPS Board and other
Concerned with Children's
Education:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school's name having the word, "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,



Jim Dunlap

To Whom It May Concern:

This is my letter of **UTMOST** support for the Innovation Plan that has been created by our wonderful leadership team at Isabella Bird Community School. I have been present for many of the community meetings (over the past year +) about planning, curriculum, school design and overall school governance. Participating in these meetings, as well as having a student currently enrolled, it's quite evident to me what flexibility and individualization go into addressing student needs. For example, we just completed the second round of conferences and these directly tie into a 'relationship based' education model. They are 45 minutes long and led by the student (!) and the teacher with thorough heartfelt discussion of specific goals, rationale, and plans to achieve goals. As a community (during our Council Meetings) we've voted on changing our calendar to allow for more individualized conference time to allow for greater individualization and planning for addressing specific needs.

In terms of IBCS's hiring process, it is quite thorough! I agree with our leadership, that much of our school's success is based on finding just the right personnel; thus, applications and interviews are not enough. The hiring team was diverse w/ a high parent participation level. It included essays, applications, interviews and classroom observations. Our administrators have a wonderful and thorough process for hiring and having witnessed their process for assessment I explicitly trust them to pick a great staff that will be able to incorporate our school's values, mission and customized teaching philosophies.

As for budgeting and school calendars (and almost any other issue of importance), we have a monthly Council Meeting. At our most recent Council meetings, we were able to collectively discuss and brainstorm about information related to our specific budget, prioritize those needs and identify specific fundraising goals. This was done with precision and the financials were transparent (vs. glossed over

averages). There is high parent participation at the Council Meetings, as well as directly at school. As a parent who is in the school two mornings a week and one afternoon a week, I'm a regular observer of the high level of parent participation. Participation directly supports classroom needs (particularly literacy and math) as well as extra-curriculars such as our morning movement and our 4-week exploratory classes. Our classroom liaisons help to coordinate the many parent volunteers and there is regular and consistent participation. There is also a high level of participation with various committees throughout school to include fundraising as well.

For being such a young school, it's absolutely amazing the dedication of such a high number of parents to making our school such a success for all kids. It speaks directly to the innovative plans and ideas that our leadership team not only has, but IS implementing. They have built such a wonderful community. Isabella Bird Community School is an amazing school and exemplifies the qualities of an Innovation School status.

Please don't hesitate to contact me with questions or further information.

Best Regards,
Juli Pearson
720-289-7577

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community - and the school's name having the word, "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application - by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,

Stellana Romyau
Verni Alce

04/16/2014

April 16, 2014

To Whom It May Concern:

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As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

Yesly E. Hull
Parent to Madison Hall (1st)
Porter Hall (ECE4)

April 16, 2014

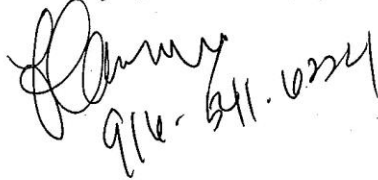
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As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,



Danny
916-341-6224

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,



720.320.4928

April 16, 2014

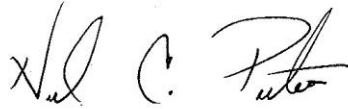
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As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink, appearing to read "N. C. Fisher". The signature is written in a cursive style with a large initial "N" and "F".

808. 276. 5847

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

Veneta Alla
510.684.9761

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community - and the school's name having the word "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

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Thank you,

A handwritten signature in black ink, appearing to read "Sarah E. Linn". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

Chuck - Gil

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in cursive script that reads "Sarah Taylor-Davis".

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

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Thank you,

A handwritten signature in black ink that reads "Kim Hurdley". The signature is written in a cursive style with a large, sweeping flourish at the end.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink, appearing to read 'Isabella Bird', written over the 'Thank you,' text.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

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Thank you

A handwritten signature in black ink, appearing to read "Rhonda Schmidt". The signature is fluid and cursive, with a large initial "R" and "S".

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink, appearing to read "Julie Meyer". The signature is fluid and cursive, with a long, sweeping underline that extends to the right.

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink, appearing to read "Lisa Gary", with a long horizontal flourish extending to the right.

April 16th, 2014

To Whom It May Concern:

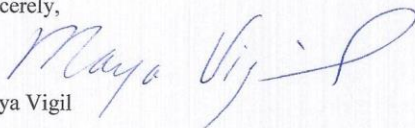
As a current parent of a Kindergartner at Isabella Bird Community School, I would like to write in support of the Innovation Plan.

Our family moved from Broomfield to Stapleton for the sole purpose of having our daughter attend this school whose educational philosophy aligns so closely to our values as parents. It is because of the leadership's vision to be innovative that we are excited to be a part of the IBCS community. Our daughter is a kinesthetic learner and benefits from the daily movement and the multi-intelligence approach of the school. She is above grade level in reading, and thriving in all areas. She gets up excited to go to school every day!

The six guiding principles of the school are all areas that we want our daughter to develop in her academic and personal life. I believe that the Innovation Plan, which gives us flexibility to supplement our curricula, design our assessment, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure, is critical to support all student's learning.

I deeply support the leadership and vision of the school's Innovation Plan. The knowledge, experience and heart that staff bring to the children's learning is inspirational.

Sincerely,


Maya Vigil

April 19, 2014

Superintendent
Denver Public Schools
Denver, Colorado

To Whom It May Concern:

My son Griffin is a kindergartner at Isabella Bird Community School where he is thriving. I write in support of the Innovation plan our administration has worked so hard on this year.

IBCS's emphases on inclusivity, diversity, and innovation are obvious guiding principles. However, as a parent I am struck daily as I witness the school's motto "You can't teach the mind until you first reach the heart." I see the results of IBCS's relationship-based program that integrates all aspects of the learning environment to meet the very diverse needs of its students while challenging them to be their best learners.

Moreover, my husband and I appreciate IBCS's promotion of a holistic view of the human person as body, mind and spirit, which is foundational for optimum health and wellness. We also value the vision and concern for the entire human community as evidenced by the focus on social justice and environmental issues.

The availability, responsiveness and communication of Sonny Zinn, and Jeff and Traci Bushnell are unparalleled in my experience. The hospitality and genuineness of the school's leaders inspire involvement from the parent community. I simply cannot say enough wonderful things about the new innovation plan as I have already seen the ebullience on the part of the staff and know that they will continue to drive student achievement and help students develop their talents and capabilities as they enjoy learning.

The Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,

Morgen Kessler and William Burdick
80000 E. County Road #38
Deer Trail, Colorado 80105

To Whom It May Concern:

19 April 2014

As a current parent of the Isabella Bird Community School, I would like to write in support of the Innovation Plan our administration has worked so eloquently on this year.

Isabella Bird Community School is a community school based on the word community. We believe in the values, ideas and educational commitment, as a parent community, that Isabella Bird represents. We are united as a team to support the innovation that this school is providing in the academic and social-emotional growth of each individual child and for our community. We stand behind this school as an actual starting point and building block to the next stages of life for these students and beyond. Our innovation plan will support this and allow Isabella Bird Community School to elevate our community by churning out the best and brightest of humans and academicians in Colorado.

As you vote on your plan, please consider the heart, love and support that has gone into our application – by teachers, parents, and students. We have all had a voice in this process and want to see Isabella Bird Community School be catapulted into the Innovation School realm to become one of the best and brightest schools in Colorado.

Thank you very much for your time,

Nicole M Dority
Mark A Dority

Isabella Bird Community School Parents and
Members of the IBCS Family Community

April 20, 2014

To Whom It May Concern:

I am a proud parent of a child at Isabella Bird Community School. I believe in the administrators' goal of transforming Isabella Bird Community School into an Innovation School. I am writing in strong support of the Innovation plan that has been put forth by the tireless efforts of the IBCS administration. I have read this document and fully support both the plan and the expert staff that they employ.

We are a unified, supportive community – and the school's name having the word, "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. Moreover, I support the plan to become an inclusive center for outside local and international communities. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go. We trust the direction of this fantastic administration.

Best Regards,

Chad Pearson

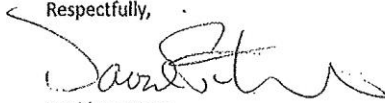
Nicole and David Peterson
10891 E. 28th Place
Denver, Colorado 80238
(303)377-2380

As current parents of a child at Isabella Bird Community School, we write to support the Innovation plan submitted by our administration.

Our school name is Isabella Bird Community School, and we are indeed a unified, supportive community. The school will serve as a hub for the surrounding area and all of its families. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping-off point for active participation in the world as active and engaged citizens. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which innovative status allows proceed.

Respectfully,



David Peterson
Nicole Peterson

April 9, 2014

To whom it may concern,

As a parent of a current Kindergarten student at Isabella Bird Community School (IBCS), I want to express our family's strong support for the school's application for Innovation Status. This community, currently made up of only a few classrooms and a team of very dedicated and skilled administrators, teachers, and support staff, is preparing for a huge leap into our new, beautiful building in the fall of 2014. As we grow as a school community, it is imperative to us that the needs of our children be able to be nimbly met by the DPS staff most intimately aware of those needs: the faculty and staff of IBCS. They are able and motivated to tailor curricula, schedules, enrichment opportunities, and staffing to our particular school. With such able leadership, and excellent support from DPS, I think this team is very deserving of Innovation Status. It is the right fit for this extremely engaged community: a way to have a public school, adherent to the most important DPS regulations for quality and safety, yet with the ability to customize the learning environment with active parent and student engagement. There is certainly a burden of responsibility placed on our community by this freedom, but I think you'll agree given the strength of the overall Innovation application that this community is equal to the challenge and excited to play an active, ongoing role in supporting our school.

Please give your strongest consideration to this worthy application.

Sincerely,

Dr. Kourtney Santucci and Mr. David Santucci
Jack (age 6) and Liam (age 2) Santucci

2388 Xanthia Way, Unit 103
Denver, CO 80238

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink that reads "Sharon Kornberg". The signature is written in a cursive style with a large, looped 'S' and 'K'.

April 20, 2014

April 20, 2014

To Denver Public Schools Board
Members:

I am writing in support of the Innovation Plan for Isabella Bird Community School. I am the parent of a current kindergartner and soon-to-be ECE student at the school. I have been involved in planning meetings and have voted to approve the Innovation Plan as written. I truly subscribe to and am committed to the philosophy of the school.

We are a unified, supportive community, and truly are a community school. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. We feel that the Innovation Plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go. Thank you for your consideration.

Sincerely,
Shauna Flege

April 18, 2014

To whom it may concern,

My family and I are writing to you today to let you know that we are 100% behind Isabella Bird Community School's Innovation plan that is being submitted to you.

We have attended almost all of the monthly council meetings that Izzi B has held since the beginning of the school year. Each and every time, we see a community of Izzi B students' parents and caregivers attending and supporting Sonny, Jeff and Traci's vision for this school. It is simply amazing, it really is. And each and every time, they are very inclusive, really listening to every single person and their ideas and concerns. I get goose bumps even writing this letter to you, thinking about how blessed I feel to have my family be included in Izzi B's community.

In a world that is zooming forward, I feel like they are pressing a much needed pause button for the benefit of our school community. Much thought has been put behind figuring out each and every way to make their students' lives richer, not only from an academic standpoint, but from an emotional standpoint with this Innovation Plan. In order to fulfill this vision, they need flexibility. Flexibility that will help them (and all of us) make this school succeed on all fronts.

As you read their Innovation Plan, I know that you will see their thoughtfulness (not one stone was left unturned in how to make this school as strong as possible) behind each and every sentence, but you also feel their intense passion that not only comes from their hearts, but many, many years of educational experience. (Do you see how lucky we all feel to have these three lead this school?)! I can attest that this passion has already created a very excited learner in our son, in his very first year of school. That immense passion and educational experience is what is going to create a school where all of the students have the opportunity to come to school every day to learn in a way that is in tune to THEIR learning and emotional ability, which doesn't always follow a rigid path.

Our student's future to become lifelong thinkers, learners and citizens of the world are depending on you today to vote YES for Isabella Bird Community School's Innovation Plan. Let's do things differently this time, not to just do something different for the sake of being different, but for the sake of creating a school where the rewards will be endless.

Thank you for your time and consideration in this matter.

Best,



Stephanie Wynes and Keith Sanders
(parents of an Izzi B kindergartner)

April 16, 2014

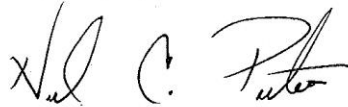
To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this “innovative status” allows us to go.

Thank you,

A handwritten signature in black ink, appearing to read "N. C. Fisher". The signature is written in a cursive style with a large initial "N" and "F".

808. 276. 5847

April 16, 2014

To Whom It May Concern:

As a current parent with a child at Isabella Bird Community School, I would like to write in support of the Innovation plan our administration has worked so hard on this year.

We are a unified, supportive community – and the school’s name having the word “community” is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

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Thank you,



720-320-4928

April 16, 2014

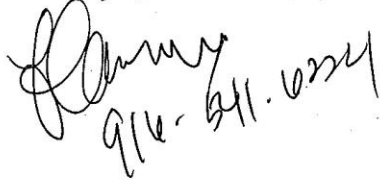
To Whom It May Concern:

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We are a unified, supportive community – and the school's name having the word "community" is no accident. This school will serve as a hub for the surrounding area and all families who attend there. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan gives us a great amount of flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan allows us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application – by teachers, parent, and students. We have a voice in this process and fully support the direction in which this "innovative status" allows us to go.

Thank you,



Danny
916-341-6224

Dear Denver Public Schools Board Members,

My name is Suzanne Tonini, and I am a parent of two students at Isabella Bird Community School. I am writing this letter to share my excitement and enthusiasm for IBCS' application to become a DPS Innovation School. The process truly has been a community effort, and I can confidently speak for fellow IBCS parents in expressing my support for all aspects of the Innovation Application submitted for your approval.

In addition to being a parent, I am also an early childhood educator with a Master's degree of Education in Early Childhood Education with endorsements in Special Education and English as a Second Language. IBCS lives and breathes all the philosophies I hold dear, and the innovations proposed by IBCS will create the framework it needs to help every child reach his or her fullest potential.

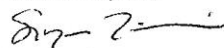
The IBCS approach of first teaching the heart to teach the child requires a unique breed of educator, which is why I believe it is essential for IBCS to be able to hire before the DPS hiring timeline, and hire on annual contracts. I volunteer at the school on a weekly basis, and I am so impressed by the respect the staff have for one another and how freely they share their talents for the good of the whole. This waiver will facilitate the leadership team's ability to continue building this very special teaching community.

Similarly, other aspects of the Innovation Application will support IBCS' mission. The ability to create a school budget based on actual amounts rather than averages will allow our school community to target our funds to address our specific needs. The school governance structure, with Council at its core, encourages family participation, communication, and teamwork.

Of all the waivers addressed by the Innovation Application, the most paramount to me as both a parent and educator are those that give IBCS the flexibility to address student needs as our community chooses. I want IBCS to capitalize on the staff's educational wisdom and creativity and supplement DPS curriculum with their own ideas and approaches to meeting instructional goals. I want to enjoy a 45 minute conference led by my own child, as she confidently demonstrates both how and what she has learned. I want to have a say in the school calendar, and if our community so chooses, adapt the DPS calendar to allow for events like additional conference days and staff development days. And most of all, I want my children to be evaluated through multiple windows of assessment that provide the staff, parents and child with a comprehensive understanding of where she is as a learner in all curricular areas.

Thank you in advance for your consideration of IBCS' Innovation Application. My children's education means so much to me, and approval of IBCS' plan will bring me peace of mind that I am doing what all parents want to do—providing the best that I can for my children.

Warmest regards,



Suzanne Tonini
suzanne_tonini@yahoo.com
303-328-1932

Tim Hampton
11049 E. 28th Place
Denver, CO 80238

C: 207-807-8400 | H: 720-949-2062
E: timahampton@gmail.com



April 21, 2014

To Whom it May Concern:

As a current parent with our son Dominic Hampton at Isabella Bird Community School, We would like to write in support of the Innovation Plan our administration has worked on so hard this year.

My wife Kerry Hampton and I stand united with our community in supporting the Innovation Plan. Having "Community" as a part of our school's name is no accident! We have talked with our neighbors and the parents of fellow students and we all agree that this is in the best interest of our school and the community surrounding the school. We, as a community, want the very best for our students, teachers, parents and neighbors. We are relationship-based, and truly want the school to encourage students to seek knowledge in the world around them. We want students to recognize our school as a jumping point for being active, engaged citizens of the world. Our Innovation plan provides us and our beloved leadership team the flexibility to supplement our curricula, design our assessments, lengthen our student conferences, arrange our calendar, hire our teachers, and develop our school governance structure. This plan will allow us to meet the individual needs of all students in a way that works best for our community.

As you vote on our plan, please consider the heart that has gone into our application - by teachers, parents and the schools students. We have a voice in this process and fully support the direction in which this "innovative status" allows us as a community to go and grow!

Sincerely,

A handwritten signature in black ink that reads 'Tim Hampton'.

Tim Hampton

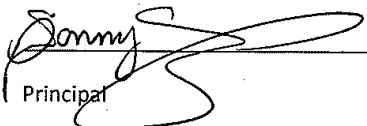
Appendix D: Evidence of Support from Teachers and Staff

On April 30th the school held a secret ballot vote overseen by staff from DPS in OSRI and DCTA. 100% of teachers voted in favor of the innovation plan as evidenced in the following documentation. The vote was overseen by district officials and the president of the DCTA.

Principal Attestation Template

I, Sonny Zinn (principal) attest as follows:

1. I am employed at Denver Public Schools (the "District" or "DPS") as the Principal of Isabella Bird Community School.
2. In April 2014, Isabella Bird Community School submitted an Innovation Plan to DPS.
3. Prior to submitting the Innovation Plan to the District Board, school leadership engaged in substantive outreach and community engagement efforts to share information and receive feedback on the proposed Innovation Plan. Activities included, but were not limited to, the following:
 - a. Community Meetings beginning in the Spring of 2013 with potential families. Meetings focused on each section of the Innovation Plan.
 - b. Engagement in monthly strategic school planning activities beginning in August 2013, which included establishing a budget, and adapting the school plan to best serve the local community needs.
 - c. Hosting meetings with school administrators, staff, and community members to evaluate the need for innovation status and to discuss policy waivers that would be needed to implement the school model consistent with the proposed design.
 - d. Stapleton survey of families indicating strong preference for an innovation school in Fall of 2012.
4. Prior to the District Board's vote approving the Innovation Plan, all school administrators provided letters of support for designation as an innovation school.
5. During the hiring cycle, all employees were provided access to the school's Innovation Plan or were made aware of the school's innovation status, and were also made aware that the Innovation Plan contained waivers to specific types of employment policies including waivers from the DCTA collective bargaining agreement.
6. DCTA-covered employees were also made aware that prior to the start of the school year, they would be provided with an opportunity to vote via secret ballot to waive provisions of the collective bargaining agreement as they are outlined in the innovation plan. It was also made clear that how they voted was not a condition of their employment.
7. Isabella Bird Community School leadership made provisions for the administration of this vote on April 29th and April 30th, ensured that adequate notice was provided, and ensured that proper protocol was followed so that it was clear there was no real or perceived pressure from administrators or other third parties related to how a person voted.


Principal

4-29-14

Date

Election Administrator Attestation Template

Date of Vote: Wednesday, April 30, 2014

School: Isabella Bird Community School

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

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

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

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

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

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

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

- **# of eligible participants on list** 9
- o # of votes cast 9
 - # of votes to approve: 9
 - # of votes to deny: 0
 - # of blank ballots cast: 0
- o # of participants on the list that did not vote: 0

Tabetha Methnerd
Name

Tabetha Methnerd
Signature

Name

Signature

Name

Signature

Appendix G: Job Descriptions for all Leadership Team Positions

JOB DESCRIPTION: School Leader (Education)

School: Isabella Bird Community School	Location: 11200 E. 45 th St., Denver, CO,
Job title: School Leader (Education)	Salary range: DPS Assistant Principal salary range

Job Purpose
To provide leadership in the school's educational program, including curriculum development and assessment, teacher evaluation and coaching, and parent education. In addition, the School Leader (Education) will support the professional development and effectiveness of teachers.

Job Qualifications & Responsibilities Include:
Qualifications: <ul style="list-style-type: none">• A current valid State of Colorado Teacher License• At least 2 years of school leadership and/or teacher leadership experience• At least 10 years of classroom teaching experience Responsibilities: <ul style="list-style-type: none">• upholding the school's vision, mission, and strategic goals• helping to build a culturally responsive and equitable school culture• implementing collaborative processes• collaborative teacher supervision, coaching, evaluation• building capacity with teachers for high-quality, data-driven instruction• overseeing student assessment planning and training• curriculum development and over-site• division of teacher duties• monitoring student learning & wellness; ensuring academic & personal success for all• overseeing on-going communication with the families and parent/guardian involvement• ensuring academic success of all students• social/emotional well being for all students and staff• supporting inclusion• strong District relationships• strong parent engagement• emergency/crisis planning & training• effective change• professional development• scheduling• the safety and welfare of the pupils• strong communication and inter-personal skills

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Review.

JOB DESCRIPTION: School Leader (Lead Teacher)

School: Isabella Bird Community School	Location: 11200 E. 45 th St., Denver, CO,
Job title: School Leader (Education)	Salary range: DPS Lead Teacher salary range

Job Purpose
To provide leadership in the school's educational program, including curriculum development and assessment, teacher evaluation and coaching, and parent education. In addition, the School Leader (Lead Teacher) will have classroom duties and support the professional development and effectiveness of teachers.

Job Qualifications & Responsibilities Include:
Qualifications: <ul style="list-style-type: none">• A current valid State of Colorado Teacher License• At least 2 years of school leadership and/or teacher leadership experience• At least 10 years of classroom teaching experience Responsibilities: <ul style="list-style-type: none">• upholding the school's vision, mission, and strategic goals• helping to build a culturally responsive and equitable school culture• implementing collaborative processes• all the responsibilities and qualifications of a classroom teacher• teacher coaching• building capacity with teachers for high-quality, data-driven instruction• student assessment planning and training• curriculum development• monitoring student learning & wellness; ensuring academic & personal success for all• overseeing on-going communication with the families and parent/guardian involvement• ensuring academic success of all students• social/emotional well being for all students and staff• supporting inclusion• strong parent engagement• effective change• professional development• the safety and welfare of the pupils• parent education• strong communication and inter-personal skills

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Review.

Job Descriptions/Teacher Qualifications

IBCS 2014-2015

Teachers must be able to:

- identify and assess student's strengths and challenges/gaps/next steps
- design curriculum using Backwards Design (UBD)
- write lesson plans based on student data
- Able to differentiate learning based on student needs
- Strong understanding of child development
- Relationship-based approach to teaching
- Strong communication skills- with students, parents, staff members
- Able to take direction/be coached, get support, and ask for help
- Life-long learner
- Strong Executive Functioning skills, organization, follow through
- Willingness to make mistakes, learn and grow
- Strong collaboration skills, team player
- Able to organize and re-arrange student groups, small group instruction to meet needs
- Able to monitor student progress
- Flexible and reflective
- Sense of humor
- Able to set and assess student goals
- Able to set and assess professional goals for self
- Willing to peer coach and to be coached
- Strong understanding of early theories and approaches that influence education today including Dewey, Piaget, Froebel, Steiner, Montessori, Maslow, and constructivism
- Able to meet students at their level (physically and developmentally)
- Willing and able to lift/carry materials, children (in an emergency)
- Willing to get messy
- Understands the primacy of self-discovery, creating meaning, and applying that discovery and meaning to learning
- Perseverance and commitment to doing what is needed in order to ensure program and instructional continuity and success

Additionally, preference is given to candidates who possess the above qualifications and who also have:

- * ELA/CLDE and/or SpEd endorsement
- * Basic to advanced Spanish proficiency skills

Lead Teacher

To qualify as a Lead Teacher, a practicing Mentor teacher will have at least two years of experience in teacher leadership, and ideally at least 10 years of teaching experience. A Lead Teacher will demonstrate a high level of pedagogical expertise and be able to advance teacher development. There will be one Lead Teacher per looping House.

Each looping House will have a Lead Teacher who will hold ultimate responsibility for

- curriculum development
- the division of teacher duties
- guaranteeing the quality of instruction
- monitoring student learning
- serving as an active member of the School Leadership Team (SLT)
- coaching the other teachers in their teaming Family and looping House
- overseeing ongoing communication with the families and parental/guardian involvement
- exemplifying and maintaining the school's mission, intention, and core values

Mentor Teacher

To qualify as a Mentor Teacher, a teacher must have a minimum of 5 years of teaching experience, show a high level of teaching knowledge and skill and be able to promote adult development.

Each teaming Family will have a Mentor Teacher who will:

- support the development of curriculum
- oversee the division of teacher duties on their team
- ensure the quality of instruction
- monitor student learning
- coach the other members of their own teaming Family
- help to establish ongoing communication with the families and parent/guardian involvement
- uphold and carry forward the school's mission, intention, and core values

Partner Teacher

To qualify for a Partner Teacher position, a candidate must have a minimum of three years of teaching experience, show a high level of instructional skill, and demonstrate a history of student growth. Being in a teaming cohort will allow the Partner Teacher to build upon his or her leadership skills and, if interested, to be considered for future Mentor Teacher positions.

Each teaming Family will have a Partner Teacher who will:

- provide support to the Mentor Teacher
- contribute a high degree of curricular, instructional, and classroom management knowledge to their teaming Family
- uphold and carry forward the school's mission, intention and core values

Associate Teacher

The entry level for a certified teacher in their first or second year of teaching will be as an Associate Teacher. To qualify for Partner Teacher, Associates will demonstrate a higher degree of expertise. A potential candidate must exemplify the schools mission, intention, and core values and have record of a successful teaching practice.

Associate Teachers will be coached by the team's Mentor Teacher and will be supported by the other members of the cohort.

Each teaming Family will have an Associate Teacher who will:

- be responsible for daily instruction and differentiation to support student learning
- work with small groups of students and one-on-one direct instruction
- uphold and carry forward the school's mission, intention and core values

Assistant Teacher

The Assistant Teacher is a non-certified teaching position. This person will have prior experience working with children. Assistant Teachers have the opportunity to be considered for Associate Teacher upon completion of a teacher license and demonstration of a high level of competence. A potential candidate for an Associate Teacher position must demonstrate support of the school's mission, intention, and core values and a history of and commitment to professional development. The Assistant Teacher will be coached, supervised and supported by the other members of the team.

Each teaming Family will have an Assistant Teacher who will:

- provide daily instruction in small groups and one-on-one direct instruction
- provide support to all teachers in the teaming Family
- uphold and carry forward the school's mission, intention and core values

JOB DESCRIPTION: School Leader (Administration)

School: Isabella Bird Community School	Location: 11200 E. 45 th St., Denver, CO,
Job title: School Leader (Administration)	Salary range: DPS Principal salary range

Job Purpose
To carry out professional duties and to have responsibility for the leading and overseeing the school's administration, providing guidance to office personnel, in order to ensure smooth day-to-day school operations. Additionally, the School Leader (Administration) will support teacher hiring and development as well as effective parent, community and district relations. High quality administrative, collaborative, and instructional skills are imperative.

Job Qualifications & Responsibilities Include:
Qualifications: <ul style="list-style-type: none">• A current valid State of Colorado Principal License• At least 5 years of school leadership and/or teacher leadership experience• At least 5 years of classroom teaching experience Responsibilities: <ul style="list-style-type: none">• upholding the school's vision, mission, and strategic goals• helping to build a culturally responsive and equitable school culture• implementing collaborative processes• teacher supervision and evaluation• building capacity with teachers for high-quality, data-driven instruction• ensuring academic success of all students• social/emotional well being for all students and staff• supporting inclusion• supervision and evaluation of custodial, office, Special Education, para-educators• strong District relationships• strong parent engagement• efficiency of facilities/operations• transparent and effective budgeting• grants/fundraising• emergency/crisis planning & training• effective change• professional growth opportunities for all staff members• the day-to-day work and management of the school• the safety and welfare of the pupils• to promote the aims and objectives of the school and maintain its philosophy of education• strong communication and inter-personal skills

An annual review of this job description and allocation of particular responsibilities will take place as part of the Performance Review.

Appendix H: Resumes for all Leadership Team Members

Teaching Experience

* Two years (from summer 2006 – summer 2008) at **American International School of Wuxi**, an entrepreneurial international K-5 school in Wuxi, Jiangsu, China. Along with the four other teachers and one administrator, I helped to design and create this school on the Guanghua Chinese School campus. I worked with a student population that was comprised exclusively of EAL learners, and regularly employed second language acquisition/learning strategies. I created curriculum, and/or adapted curriculum to meet the learning needs of the Kindergarten through third graders with whom I worked. As is true within my past teaching experiences, I emphasized the primacy of self-discovery within all of the open-ended and inquiry-based subject matter I offered. Additionally, I implemented units of inquiry that my husband, Jeff, and I had designed with our students following a teacher training in the International Baccalaureate Organization’s Primary Years Program (PYP). We taught art, music and physical education to the K-5 students as well.

* Ten years (from fall 1998—spring 2006 and 2008-2010) at **Horizons Alternative K - 8**, a public charter school in Boulder, Colorado. For eight years I taught the first grade in a combined classroom with another teacher, my husband, Jeff. Together, we planned and implemented individualized curricula in language arts, mathematics, scientific inquiry, studies of societies, technology and the arts. Students were active participants in project-based learning, making their own meaning through the work they did. In addition to the first grade curricula, we taught other students in the school (from 2nd - 8th grade) throughout the year. This teaching occurred during Arts and Sciences, a ten-hour class (offered one hour a day) when the school’s students choose from a variety of scientific, movement, and artistic offerings. As I have in the other schools in which I have worked, I participated in a shared leadership model of governance and served on the school’s teacher board for three years. I was a substitute and worked part time for two years after my return from teaching in China. During that time I worked with classes of children on developing compassionate communication skills and building supportive friendships.

* Four years at **Bontang International School**, a small school in Indonesia with multi-age, multi-ethnic, multilingual classroom populations. I taught grades 3 - 5, and 4 - 6 as well. Teaching responsibilities included designing and implementing developmentally-appropriate and relevant curricula which grow out of students’ and teachers’ joined interests and expertise. Students’ active participation in and directing of their own learning was an important piece of classroom functioning. Teaching responsibilities included integrating essential concepts into evolving curricula and within scientific and social themes of study. Strong emphasis was placed on whole language learnings, active problem-solving in mathematics and science and technology, social studies and the arts. Additional teaching responsibilities included planning daily fitness activities for all of the school’s children and providing computer, physical education, music, as well as visual and performing arts instruction daily for the entire school population (ages 4-16). I also co-facilitated after-school clubs in the visual arts and dance.

* **Friends’ British Primary School**, Boulder, Colorado, from August, 1992 to June, 1994 Teacher of multi-age Kindergarten-first grade class. Created and implemented curricula that included whole language, anti-bias, multicultural, and contemporary mathematics problem-solving techniques and strategies. The

scientific and social studies curricula, which arose from children's interests and prior conceptual understanding, were taught through active exploration of the world and its workings.

Other relevant teaching/learning experiences

Adjunct professor at **Regis University (fall 2009 and spring 2010)**, I taught a course in the education department for two semesters entitled, Theories and Strategies for Teaching Linguistically Diverse Learners K-12.

CPR and First Aid Certification

Master of Arts degree from Lesley University in 2000 (emphasis in the arts.)

North Central Accreditation writing for Horizons review in 2000.

SEATCCO workshop presentation--Integration of a Theme Immersion and a Significant Arts Event—"A Festival of the Arts" 1996

Bontang International School content area curriculum writing 1994 - 1998

Bontang International School Philosophy and Goals statements writing 1996

WASC accreditation review writing for Bontang International School 1997

Two years study of Spanish

Jazzercise, Inc., Instructor of dance, fitness, and health skills to adults and children (including Special Olympics participants); also instructor, area manager, and member of International Certification Team, 1980 to 1989

Choreographer, Boulder Dinner Theater, 1984 to 1986

Actress/ dancer at Boulder Dinner Theater, 1978 to 1979

Courses and Workshops taken:

Whole language workshop (Lucy Caukins)

Poetry workshop (Georgia Heard)

Colorado storytelling conferences (x2)

Class Management workshop

A Portfolio Workshop (three day workshop with Raye Wentworth from Singapore American School) Focus on student self-evaluation and student-led conferences

Maximising on Potential (three-day workshop with Lorraine Davidson from Tasmania) Focus on challenging all types of learners in the regular classroom and on teaching to the seven intelligences (maximizing whole-brain learning)

2 First Steps courses (with Midge Humphries from Western Australia) including all four components of First Steps—Writing, Spelling, Reading, Oral Language Development—focus on assessment, evaluation and planning using First Steps developmental continua.

Math Solutions course (one week course with Marilyn Burns) Focus on mathematical problem-solving and student participation in describing their own thinking and learning as the core of mathematics education

4 SEATCCO (South East Asia Teachers' and Counselors' Conference) Conferences— Jakarta, Singapore, Bangkok and Kuala Lumpur

Literacy Learning in the Classroom (one week course with Jan Duncan) Focus on the New Zealand literacy learning model

Developing Autonomous Learners (three-day workshop with Julia Atkin from Australia) Focus on ways of thinking and knowing, brain science, and learning to learn

Master of Arts degree received from Lesley University in August 2000. All of the course work was based in curriculum and instruction with arts integration.

Three Nonviolent Communication workshops with Marshall Rosenberg (3 days each)

Economics in Education Workshop (4-day) focus on integrating themes of production, and informed and responsible consuming for young children

An International Intensive Training (IIT) in Budapest, Hungary with Marshall Rosenberg—10-day intensive training in the principles and practice of Nonviolent (Compassionate) Communication with trainers and participants from 23 countries

Linguistic Remedies (a multisensory articulatory phonemic awareness approach to working with children with specific reading disabilities)--beginning and intermediate courses, 60 hours of instruction and practice)

How's It Going— two-day course with Carl Anderson focused on conferencing with student writers in a writers workshop setting

Wilson Reading System workshops—reading/writing curriculum for working with emergent and/or at-risk students (spring 2006)

International Baccalaureate Primary Years Program—three-day training in Shanghai, China (fall 2006) on implementing the IB's Primary Years Program

Everyday Maths training (University of Chicago maths program, spring 2007)

FOSS Science training (spring 2007)

Social Networking as an Educational Tool (fall 2007)

Economics in Education—two one-day classes focusing on “Principles of Economics for Educators” and “Ethics in Economics Education” (fall 2008)

PeaceJam Teacher Training—curriculum for Juniors (5-11 years) and Leaders (11-14 years)—students and Nobel Peace Prize laureates working together (spring 2009)

Restorative Justice Training—Boulder Valley School District two-day class on understanding restorative justice, and implementing restorative justice curriculum (spring 2009)

Symposium with Pachamama Alliance—one-day symposium on living and educating for environmental sustainability, personal fulfillment, and social justice (spring 2009)

Pachamama Alliance Leadership Training—two-day facilitator training for leading educational symposia for environmental sustainability, personal fulfillment, and social justice efforts (summer 2009)

Leading Groups: Effective Strategies for Building Professional Community—two-day seminar through the Boulder Valley School District on educational leadership and facilitating effective groups (fall 2009)

AISA (Association of International Schools of Africa)—attended two four-day conferences for leaders and teachers held in Nairobi, Kenya (fall 2010, fall 2011)

Learning and the Brain—full-day workshop with Judy Willis on exploring effective teaching strategies supported by neuroscience

Understanding by Design Meets Neuroscience—day-long class with Judy Willis and Jay McTighe, integrating brain science and the backward design unit planning model

International Schools Service: attended two four-day summer Educational Leadership conferences

Mainstreaming—Special Education in the General Education Classroom, University of San Diego, 3 credits

Executive Functioning Skills: full day workshop with Sarah Ward

Honors

Recipient of Boulder Arts Association grant for ceramic tile (mosaic) mural project

Recipient of 2002 Colorado Mediation Project award—Colorado Peacebuilder of the Year

Recipient of 2005 Impact on Education grant for community garden project

Publications/Presentations/Classes Taught

The Arts As A Vehicle To Community Service, *NewsLinks*: an overseas schools news publication, Spring 1998.

“The Arts As A Vehicle to Community Service”, a 2-hour workshop at SEATCCO conference in Kuala Lumpur, Malaysia in 1997.

“Peace Productions Unlimited—an Arts Production Company” presentation at the June 2003 Colorado Mediation Center Conference

“Creating Compassionate Learning Communities”, 2-hour keynote for the 2005 Soul in Education Conference in Boulder, Colorado

“Heart to Heart: Compassionate Communication in the Classroom”—half credit course for Horizons K-8 teachers based in the work of Marshall Rosenberg (spring 2009)

“Creating Compassionate Learning Communities”—a two-and-a-half hour presentation

at Boulder Journey School, for University of Colorado graduate students in Early Childhood Education (spring 2009)

“Heart to Heart: Compassionate Communication in the Family”—two-day parent workshop based in the work of Marshall Rosenberg (spring 2009)

Compassionate Communication in the Home—monthly two-and-a-half-hour workshops (from August 2009 until May 2010) for parents and teachers within three different communities, Horizons K-8, Boulder Center for Conscious Living, and The Little Gym. All workshop topics focus on building communication skills.

Travel

United States, Mexico, Central America, South America, South Africa, Italy, France, Germany, England, Scotland, Ireland, Czech Republic, Hungary, New Zealand, Australia, and South Korea

Four years living and teaching in Bontang, Indonesia, with extended travel to South Korea, China, Thailand, Malaysia, Australia, New Zealand and throughout much of Indonesia.

Two years living and teaching in Wuxi, Jiangsu, China, with travel to Laos, Cambodia, Viet Nam, South Korea, Australia, throughout much of China.

Two years living in Republic of Congo, with personal and professional travel to Kenya and South Africa

Personal Interests

reading, fitness, yoga, dance, running, hiking, travel, poetry, art

Sonya "Sonny" Zinn

7437 South Boulder Rd.
Boulder, CO 80303
303-818-9149

EDUCATION

University of Denver, Denver CO
Type D Certification; 2006
Regis University, Denver CO
Master's Degree Coursework; 2000-2001
The Colorado College, Colorado Springs CO
Bachelor of Fine Arts/Theater; 1980
Colorado Elementary Certificate; 1980
University of Colorado, Boulder CO
Graduate/Undergraduate Coursework; 1976-present
Bogazici University, Istanbul, Turkey
Undergraduate Coursework; 1980

ADMINISTRATIVE EXPERIENCE

Isabella Bird Community School, Denver Public Schools,
Denver CO
Principal, February 2013 - present
Boulder Explore, Boulder Valley Schools, Boulder CO
Head of School; 2012-2013
Horizons K-8 School, Boulder Valley Schools, Boulder CO

- Principal; 2006-2012
- Acting Principal/Lead Teacher; 2005
- Leadership Team; 2003-2005

TEACHING EXPERIENCE

Horizons K-8 School, Boulder CO
Middle School Language Arts, Mathematics, History, Outdoor Education,
Homeroom/Advisory; 2001-2006

Homeschool Teacher, Asolo, Italy

5th grade and 9th grade, all content areas

Horizons K-8 School, Boulder CO

- Middle School Language Arts, Mathematics, History, Outdoor Education, Homeroom/Advisory; 1997-2000
- 5th/6th Grades; 1996-1997
- Kindergarten; 1995-1996

University Hill Elementary School, Boulder CO

- Kindergarten/1st/2nd grades; 1987-1995
- Gifted and Talented Program; 1987

RECENT RELATED EDUCATIONAL EXPERIENCE

Boulder Valley School District

District Leadership Team; 2007-present

Horizons K-8 School, Boulder CO

- Charter Negotiation Team; 2010, 2005, 2000
- Curriculum Development – Language Arts, Mathematics, History, Science, Service Learning, Outdoor Education, Physical Education/Active Recreation; 1995-2012
- Council Board Member; 2001-2012
- School Governance; 1995-2012
- Emergency Response Team; 1995-2000, 2001-2012
- First Aid/CPR Training current
- Student Teacher Supervision; 1992-1995, 1997-1998, 1999-2000, 2002-2003
- Alternative Licensure Candidate Supervision; 2005-2012
- Restorative Justice Training
- PeaceJam/PeaceJam Juniors Training
- Conference Presenter, Soul In Education, Boulder CO; 2004
- Conference Presenter, Soul In Education, Budapest Hungary; 2005
- Conference Presenter, Experiential Education, Vancouver Canada; 1997

AWARDS & GRANTS

- BEST (Building Excellent Schools Today), \$5.04 million; 2011
- Red Empress Grants; 2005, 2008, 2009, 2010

- Fulbright Teaching Scholar, Japan; 1999
- Foundation for Boulder Valley Schools Impact Grants; 1998, 1990, 1992, 1995, 1999
- Naomi Grothjan Foundation Writing Project; 1992
- University Hill School Grants; 1990, 1991, 1992, 1993

PROFILE

- Member, Phi Delta Kappa; 2004-present
- Member, Association for Supervision and Curriculum Development; 2004-present
- Member, Rocky Mountain Dressage Society; 2008-present
- Member, United States Dressage Society; 2009-present
- Member, United States Equestrian Foundation; 2009-present
- Extensive travel in Europe, China, Turkey, Mexico, Canada, Uganda, Australia, New Zealand
- Lived in Asolo, Italy; 200-2001
- Enjoy horseback riding (dressage), cycling, hiking, whitewater rafting, skiing, gardening, cooking, reading, art, music

REFERENCES

Letters of reference available upon request

Jeffery Stevens Bushnell

7765 Fairview Road

Boulder, Colorado 80303

303-981-1691

e-mail: jeffery_bushnell@dpsk12.org

Education

University of Colorado, Boulder

B.A. with distinction in Psychology/Pre-Med (May 1977)

Elementary Certification K-6 (January 1984, 1989, 1994, 1999, 2004, 2009)

Lesley University, Cambridge, Massachusetts

M. Ed. in Curriculum and Instruction—Arts Integration (August 2000)

Employment History:

Isabella Bird Community School (IBCS), from 2013 – present

I have served as a member of the school's three-person Leadership Team, participating in the creation of all relevant educational program documents, participating in each phase of the facility design process, FFE ordering, staff hiring, and community and new school family outreach and marketing, for the opening of Isabella Bird Community School. In addition to continuing in a leadership role for half of my school day, I have taught half of a full-day Kindergarten class since August 2013 as a mentor teacher, implementing best instructional practices while helping to develop a compassionate learning environment within the classroom and school.

International School Pointe-Noire (ISPN), from 2010-2012 I was both co-principal and teacher in a culturally, racially and linguistically diverse preK – 6th grade international school in Republic of Congo. Under difficult circumstances my wife and I, as school leaders, managed the school's budget; attended and wrote follow-up reports of monthly board meetings; communicated regularly with and wrote reports for our home office at ISS in Princeton, NJ; designed, built and equipped a for-purpose school; wrote operating policies; created day-to-day school forms and documents; wrote and designed a school website; wrote the student-parent handbook, as well as all standards and benchmarks documents; created standards-based report cards tied to a standards-based curriculum we designed and implemented to connect with the school's IB-, EL- and Arts-based focus on social justice, environmental sustainability and spiritual fulfillment; and created and offered monthly parent education classes to school families. In addition to managing the school's predictable day-to-day administrative functioning and my full-time teaching duties with 2nd through 6th grade students, I was often called upon to deal with the unpredictable, notably electrical and internet outages, sewage challenges, and covering for staff with malaria who were unable to work. I co-led monthly parent/community workshops on topics of educational and/or parenting significance for students and families.

Regis University Fall 2009 and Spring 2010 I was adjunct professor at Regis University, teaching two semesters of a 3-credit required course for pre-service education students—Theories and Strategies for Linguistically Diverse Learners K-12. The two courses were taught in large part at Anunciation School where the Regis students could benefit from applying and integrating classroom instruction on ELA sheltering strategies directly into their practicum experiences with the school's culturally- and linguistically-rich student population.

Center for Compassionate Connections (C3)—2008 to the present With a team of four, I established an educational non-profit in February 2008, dedicated to advancing compassionate thought, communication and action within all communities: living, working and learning. I co-wrote curriculum for “Heart Talk: Compassionate Communication in the Classroom and Home, both of which were successfully piloted at Horizons K-8, a charter school in Boulder. I co-designed and presented monthly Compassionate Communication parent and community workshops during the 2009-2010 school year in three venues including Boulder Valley Public Schools Education Center sponsored by PEN. In addition I carried out ongoing fundraising duties. (Please see my non-profit work history and testimonials at C3-NOW.org).

American International School of Wuxi (AISW), from 2006-2008 Along with the four other teachers and one administrator, I helped to design, equip, and grow this entrepreneurial international K-5 school on the Guanghua Chinese School campus in Wuxi, China. I worked with a student population comprised exclusively of EAL learners (primarily South Korean), and used second language acquisition/learning strategies regularly while implementing a project-based curriculum rooted in the primacy of self discovery and creative expression. I co-authored operating principles and policies, and an integrated K-5 IB curriculum following my training in the International Baccalaureate Organization's Primary Years Program (PYP). I also taught art, music and physical education to the K-5 students. I designed and adapted curriculum in an ongoing way to meet the diverse learning needs of the Kindergarten through third graders with whom I worked.

Horizons K – 8, from 1998-2006 In this public charter school in Boulder, Colorado, I taught the first grade in a combined classroom with another teacher, my wife Traci. Together, we planned and implemented differentiated heart-based curricula in language arts, mathematics, scientific inquiry, studies of societies, technology, and the arts. Our 34 students were active participants in project-based learning, constructing their own meaning through the work they did. In addition to the first grade curricula, we taught other students in the school (from 2nd - 8th grade) throughout the year, during Arts and Sciences, a ten-hour class (one hour a day) when the school's students chose from a variety of scientific, movement and artistic offerings. I participated in Horizons shared leadership model of governance and I served on the school's teacher board for 5 of my 8 years of employment. I returned to Horizons from **2008-2010**, and was responsible for providing part-time social-emotional program support to students and teachers in effective communication and problem solving strategies.

Bontang International School, from 1994-1998 I worked in a small pre-K-10 international school in Indonesia with multi-age, multi-ethnic, multi-lingual (EAL) classroom populations. I taught K-2, and as wide a range as Pre-K-3. Teaching responsibilities included designing and implementing developmentally-appropriate and relevant curricula which reflected the shared experience, interests,

and expertise of students and teachers working together. Students participated actively as concepts were integrated into the evolving curricula and within scientific and social themes of study. Issues of multi-culturalism, social justice and equity interwove the curricula. Strong emphasis was placed on whole language learnings, active problem-solving in mathematics, science and technology, social studies and the arts. Additional teaching responsibilities included co-planning daily fitness activities for all of the school's children and providing computer, physical education, music, as well as visual and performing arts instruction in an ongoing way to the entire school population (ages 4-16). I also co-facilitated after-school clubs in the visual arts and dance.

University Hill Elementary School, from 1984-1994 For 11 years I worked in a Kindergarten and combination Kindergarten-first grade bilingual (Spanish/English) classroom at an alternative, child-centered public school of choice in Boulder. I worked in the Follow Through Program with students primarily from local Head Start programs. Teaching responsibilities included designing and implementing ever-changing multicultural, bilingual curricula that originate from children's meaningful experiences and interests. Content areas were integrated within in-depth themes of study. Strong emphasis was placed on whole language literacy learning, active problem-solving in mathematics, inquiry-based approaches to science, social studies and the arts, as well as on mediation training and on developing an understanding of global interdependence. ESL and SSL instruction was embedded within the context of all other learning. Teachers and parents worked together in all-school governance and decision-making as well as in classroom functioning. Additional responsibilities included serving as chair and preschool liaison for the school's Enrollment Committee, and as an active participant in parent and community education.

Significant Post Certification Classes and Workshops

While teaching at University Hill (1984-1994)

Increasing Teacher Effectiveness—principles of Madeline Hunter

Discipline with Love and Logic—effective classroom management practices (one-week course with Jim Fay)

Increasing Success with Parents: Working Effectively with Parents—one-week course with Jim Fay

Spanish conversation and comprehension for educators (one-semester course)

Portfolio Assessment—alternative forms of evaluation (two-day workshop with Jane Hansen)

Aesthetics Education Institute of Colorado (two-week intensive arts education course focusing on dance, theater, poetry, visual arts and music)

Integrated Curriculum in the British Primary School (two-week, 3-credit course at Stanley British Primary School)

Interactive Learning (INREAL) specialist training (two-week course INREAL language learning, conversation, and questioning techniques for working with students)

Anti-bias curriculum (ABC Taskforce) workshop with Louise Derman Sparks (3-day workshop)

Studying Writing with Writers with Lucy Caukins, Donald Graves, Shelley Harwayne and Georgia Heard

Math Solutions Seminars (based in the work of Marilyn Burns)

University of Colorado Storytelling Conferences (three, three-day workshops)

Colorado Council of the International Reading Association conferences (three-day workshops—yearly)

Enhancing Multicultural Studies in the Classroom (three-day workshop with Louise Derman Sparks)

Colorado Mediation Project workshop (one-week workshop focusing on effective mediation and problem solving strategies)

Ethnographic writing course as support to Naomi C. Grothjan Foundation grant writing (semester)

Integrating Mathematics Problem Solving (one-week course offered by the Public Education Coalition of Colorado)

While teaching at Bontang International School (1994-1998)

A Portfolio Workshop (three day workshop with Raye Wentworth of Singapore American School) Focus on student self-evaluation and student-led conferences

Maximising on Potential (three-day workshop with Lorraine Davidson from Tasmania) Focus on reaching and challenging all types of learners in the regular classroom (maximizing whole brain learning) and using knowledge of the seven intelligences to accomplish this

2 First Steps courses (with Midge Humphries from Western Australia) including all four components of First Steps—Writing, Spelling, Reading, Oral Language Development—focus on assessment, evaluation and planning using First Steps developmental continua.

Literacy Learning in the Classroom (two 3-credit classes taken during successive summers with Jan Duncan (from New Zealand) in the implementation of New Zealand’s literacy model) Focus on individualized, theory-based literacy assessment, evaluation, planning and instruction)

Math Solutions course (one week course with Marilyn Burns) with a focus on meaningful mathematical problem-solving as the core of mathematics education (including open-ended problem solving)

4 SEATCCO Conferences (South East Asian Teachers' and Counselors' Conference) a week of workshops and classes with experts in a variety of educational fields—Jakarta, Singapore, Bangkok and Kuala Lumpur

Developing Autonomous Learners (three day workshop with Julia Atkin from Australia) Focus on ways of thinking and knowing, and learning to learn

While teaching at Horizons K-8 (1998-2006)

Poetry and Learning—a three-day workshop with Georgia Heard (summer 1998)

PEPS (Practicing Educator's Professional Support) award recipient for the 1999-2000 school year. This opportunity to learn with other district educators was received from the Naomi Grothjan Foundation, a foundation that supports progressive ideas and practices in education

Master of Arts degree received from Lesley University in August 2000. Thirty-three hours of coursework was based in integrating the arts into curriculum and instruction

Three Nonviolent Communication workshops with Marshall Rosenberg (3 days each—2003, 2004, 2005))

Economics in Education course (4-day) focus on integrating themes of production, and informed and responsible consuming for young children (2002)

An International Intensive Training (IIT) in Budapest, Hungary with Marshall Rosenberg—10-day intensive training in the principles and practice of Nonviolent (Compassionate) Communication with Marshall Rosenberg, and trainers and participants from 23 countries (summer 2004)

Linguistic Remedies (a multisensory articulatory phonemic awareness approach to working with children with specific reading disabilities)—beginning, intermediate, and advanced courses (90 hours of instruction, plus practice—2003- 2005)

Investigations—a 2-day training in the implementation of the TERC's Investigations math curriculum (2004)

How's It Going—a two-day course with Carl Anderson focused on conferring with student writers in a writers workshop setting (January 2005)

Language! A Literacy Intervention Curriculum—a systematic reading/writing curriculum for emergent and/or at-risk students (5-day course—summer 2005)

Wilson Reading Systems workshops—a reading/writing curriculum for working with emergent and/or at-risk students (spring 2006)

While teaching at American International School of Wuxi (2006-2008)

International Baccalaureate Primary Years Program three-day PYP training (Shanghai, China, fall 2006)

Everyday Maths training (University of Chicago maths program, spring 2007)

FOSS Science training (spring 2007)

Social Networking as an Educational Tool (fall 2007)

While working at Center for Compassionate Connections,

Horizons K-8, and Regis University (2008-2010)

Art Matters workshop—a two-day class focused on integrating the arts within all subject areas (August 2008)

Economics in Education—two one-day classes focusing on “Principles of Economics for Educators” and “Ethics in Economics Education” (fall 2008)

PeaceJam Teacher Training—curriculum for Juniors (5-11 years) and Leaders (11-14 years)—students and Nobel Peace Prize laureates working together (spring 2009)

Restorative Justice Training—Boulder Valley School District two-day class on understanding restorative justice, and implementing restorative justice curriculum

Symposium with Pachamama Alliance—one-day symposium on living and educating for environmental sustainability, personal fulfillment, and social justice (spring 2009)

Pachamama Alliance Leadership Training—two-day facilitator training for leading educational symposia for environmental sustainability, personal fulfillment, and social justice efforts (summer 2009)

Practical Strategies for Teaching Executive Function Skills—one day course on helping students to learn effective ways to manage tasks, time, space and materials (fall 2009)

Autism and My Sensory Based World—three-hour workshop with Temple Grandin (spring 2010)

While leading/teaching at International School Pointe-Noire in Republic of Congo (2010-2012)

AISA (Association of International Schools of Africa)—attended two four-day conferences for leaders and teachers held in Nairobi, Kenya (fall 2010, fall 2011)

Understanding by Design—Stages 1 and 2—two full-day classes with Jay McTighe on understanding and implementing the principles of UBD

Understanding by Design Meets Neuroscience—day-long class with Judy Willis and Jay McTighe, integrating brain science and the backward design unit planning model

International Schools Services: attended two four-day summer Educational Leadership conferences

Executive Functioning Skills: two full-day workshops with Sarah Ward

While leading/teaching at Isabella Bird Community School (2013 to present)

Daily 5 and Café Workshop—two-day workshop focusing on implementation of the structure and instructional approaches of the Daily 5 and Café models

Rocky Mountain Early Childhood Education Conference—three-day conference with break-out workshops on a variety of topics in leadership and teaching related to Early Childhood Education

Multiple District Sponsored Workshops/Courses in ELA, LEAP,

Relevant adult teaching experiences

Colorado Association for Health, Physical Education and Recreation conflict management and resolution workshops for district educators (in conjunction with the University of Colorado Physical Education Department)

Paths to Potential educational conferences for parents
University Hill School's Family Resource conferences for parents
Effective Management workshops for staff
Colorado Mediation Project workshops for staff
Monthly Nonviolent Communication workshops for community members interested in learning the process and practice of nonviolent communication (from the work of Marshall Rosenberg)
Parenting workshops with families (twice yearly)—focus on communication, supporting children's movement toward autonomy, natural consequences, and more
Monthly Family Workshops for ISPN school families—on topics of executive function, brain science and learning, homework support, international transitions, compassionate communication, and others

Additional district level/administrative work

Co-writer of Boulder Valley Public Schools Bilingual Program Guidelines 1989
Kindergarten curriculum writing and Early Childhood District Program Design (1989- 1994)
Bontang International School content area curriculum writing (1994 - 1998)
Bontang International School Philosophy and Goals statements writing (1996)
WASC accreditation review writing for Bontang International School (1997)
North Central Accreditation writing for Horizons review in 2000
Member of accreditation review team for Boulder Community School of Integrated Studies (January 2005)
Teacher Board member for Horizons K-8 from 2000-2006—duties included interviewing, hiring, helping to reach concordance when it could not be reached in the larger group. I also served as a leadership team member when needed.
Horizons School shared-governance model support (1998-2006)
American International School of Wuxi units of inquiry writing for International Baccalaureate curriculum (2006-2008)
International School Pointe-Noire—school leadership creating/revising all operating, marketing, informational, instructional/curricular, and assessment documents (2010-2012)
Random Acts of Kindness (RAK) curriculum review—member of 6 person CU Boulder team review of RAK K-8 curriculum (fall 2012-spring 2013)
First Aid/CPR Training current
Student Teacher Supervision (1987, 1989, 1992, 1993, 2001)
Alternative Licensure Candidate Supervision (2003-2004, 2005-2006, 2013)

Other relevant employment

Boulder Psychiatric Institute (Adolescent Unit), Boulder, Colorado

Mental Health Worker III (April 1979 to August 1985)

Responsibilities included one-on-one therapy/intervention with adolescents (12 – 18 years old), maintaining safe and predictable therapeutic milieu, informal and formal group and family therapies, teaching emergency procedures and effective management strategies to other staff members.

Honors and Awards

Phi Beta Kappa from University of Colorado (1977)

Recipient of two Naomi C. Grothjan Foundation Writing Grants (1992, 1993)

Recipient of the 1993 Colorado Governor's Award for Excellence in Education

Recipient of Boulder Arts Association grants for ceramic tile (mosaic) mural project in our classroom garden (1999, 2000, 2001)

Recipient of the 2002 Colorado Mediation Project award—Colorado Peacebuilder of the Year

Recipient of 2005 Impact on Education grant for community garden project

Publications/Presentations/Classes

Co-Panelist for a KGNU radio call-in program focusing on "War Toys and Children"

Children as Powerful and Peaceful Teachers, *Pathways: A Forum for Progressive Educators*, October, 1993.

Other writings, including introduction and one chapter for *You Know How to Teach Me*, an ethnographic study of University Hill School, published by the Naomi C. Grothjan Foundation

The Arts As A Vehicle To Community Service, *NewsLinks*: an overseas schools news publication, Spring 1998.

"The Arts As A Vehicle to Community Service", 2-hour workshop at SEATCCO conference in Kuala Lumpur, Malaysia in 1997.

"Peace Productions Unlimited—an Arts Production Company" presentation at the June 2003 Colorado Mediation Center Conference

"Creating Compassionate Learning Communities"—a two-hour keynote for the 2005 Soul in Education Conference in Boulder, Colorado

"Heart to Heart: Compassionate Communication in the Classroom"—half-credit course for Horizons K-8 teachers based in the work of Marshall Rosenberg (spring 2009)

"Creating Compassionate Learning Communities"—a two-and-a-half hour presentation at Boulder Journey School, for University of Colorado graduate students in Early Childhood Education (spring 2009)

Contributed writing to Liz Grassi and Heidi Barker's book, *Culturally and Linguistically Diverse Exceptional Students: Strategies for Teaching and Assessment* (Sage, 2009)

"Heart to Heart: Compassionate Communication in the Family"—two-day parent workshop based in the work of Marshall Rosenberg (spring 2009)

Compassionate Communication in the Home—2-hour presentation to teachers and families at BVSD education center, arranged by Boulder's Parent Engagement Network (PEN)

Compassionate Communication in the Home—monthly two-and-a-half-hour workshops (from August 2009 until May 2010) for parents and teachers within three different communities—Horizons K-8, Boulder Center for Conscious Living, and The Little Gym. All workshop topics focused on building communication skills.

Languages with skill in basic speaking, reading, writing

Spanish and German

Significant Travel

Extensive travel throughout continental U.S., Canada, Mexico, Guatemala, Honduras, Nicaragua, Costa Rica, El Salvador, Portugal, Spain, France, Italy, Hungary, Austria, Switzerland, Germany, Netherlands, England, Scotland, Ireland

Three-week stay in Prague, and in Budapest (where I participated in a 10-day intensive international training in non-violent communication with Marshall Rosenberg)

Working and Traveling Abroad

Nearly a year spent living in Panajachel, Guatemala (and traveling around all of Central America (1975)

Four years living and teaching in Bontang, Indonesia (East Kalimantan), with travel to South Korea, China, Thailand, Malaysia, Singapore, Australia, New Zealand and throughout much of Indonesia (Sumatra, Sulawesi, Bali, Lombok, Borneo, Java)—from 1994 - 1998

Two years living and teaching in Wuxi, Jiangsu, China, with travel to Laos, Cambodia, Viet Nam, South Korea, Australia, and throughout much of China (Jiangsu, Anhui, Guizhou, Shandong, Guangdong, Guangxi, Henan, Chongqing, Shaanxi, Hubei, Beijing, Zhejiang, Xinjiang, Sichuan, Yunnan provinces)—from 2006 – 2008

Two years living and teaching in Pointe-Noire, Republic of Congo, with travel to Kenya and South Africa.

Personal Interests

Children's literature, reading, writing poetry, travel, piano, watercolor painting, drawing, running, language learning, racquet sports, basketball

References available upon request

Traci A. Bushnell

7765 Fairview Road
Boulder, CO 80303
traci_bushnell@dpsk12.org

Certificate Colorado Type A, University of Colorado, 1992
Renewal May 1997, 2002, 2007, 2012

Education **College of Marin**, Kentfield, CA
Front Range Community College, Westminster, CO
University of Colorado, B.A., Psychology (May, 1992)
Lesley University, Masters of Education, Curriculum and Instruction with
an Emphasis in the Arts (August, 2000)

Honors Phi Beta Kappa, Dean’s Scholarship

Current Employment

Kindergarten Teacher and member of the Leadership Team, Isabella Bird Community School, Denver Public Schools

Leadership Experience

Two years (from summer 2010—summer 2012) at **International School Pointe-Noire** in the Republic of Congo as co-principal and teacher. My husband and I served as school leaders, directing this Pre-K-6th grade school in a developing country of West Central Africa. In addition to my K-2 teaching duties, I helped to develop the governance for this small and very diverse school, and actively moved it to a new for-purpose building. I worked with a population that was mostly EAL students and families from 5 continents and ten countries. My husband and I led a staff of five and worked in often less than ideal circumstances. We had to use “every tool in our tool box” to ensure this school, and the students, were very successful. It was a challenging and extremely rewarding experience.

Co-director of **Center for Compassionate Connections**, a non-profit I helped to establish in 2008 that is dedicated to advancing compassionate thought, communication and action within all living, working and learning communities. My responsibilities at the Center included book/article-writing, curriculum-writing, and workshop and class design and delivery. Writing and workshops focused on “Creating Compassionate Learning Communities,” “Compassionate Communication in the Classroom,” and “Compassionate Communication in the Family.” I participated in all of the organization’s meetings and decision-making.

Appendix I & J: School Organization Chart & Staff Roster

IBCS Staff Roster & Organizational Chart – Updated 3-25-14

Position/Title	Name	13-14	14-15	15-16	16-17	17-18
School Leadership	Sonny Zinn	1.0	1.0	1.0	1.0	1.0
School Leadership	Traci Bushnell	1.0	1.0	1.0	1.0	1.0
School Leadership, 1 st / 2 nd Teacher	Jeff Bushnell	1.0	1.0	1.0	1.0	1.0
**Newcomer/ ELA Teacher	TBD		1.0	1.0 (?)	1.0 (?)	1.0 (?)
Secretary II	T. Metherd	1.0	1.0	1.0	1.0	1.0
Office Support (hourly)			16 hrs/w k	16 hrs/w k	.5	.5
*ECE Teacher $\frac{3}{4}$ (Sewall budget)	TBD	1.0	1.0	1.0	1.0	1.0
ECE 4 Teacher	TBD	1.0	1.0	1.0	1.0	1.0
ECE 4 Teacher	TBD	1.0	1.0	1.0	1.0	1.0
K Teacher	E. Decalo	1.0	1.0	1.0	1.0	1.0
K Teacher	C. Sutton	1.0	1.0	1.0	1.0	1.0
K Teacher	J. Bushnell /TBD		1.0	1.0	1.0	1.0
1 st Teacher	D. Levin	1.0	1.0	1.0	1.0	1.0
1 st Teacher	TBD	1.0	1.0	1.0	1.0	1.0
1 st Teacher	TBD	1.0	1.0	1.0	1.0	1.0
2 nd Teacher			1.0	1.0	1.0	1.0
2 nd Teacher				1.0	1.0	1.0
2 nd Teacher					1.0	1.0
3 rd Teacher			1.0	1.0	1.0	1.0
3 rd Teacher				1.0	1.0	1.0
3 rd Teacher					1.0	1.0
4 th Teacher			1.0	1.0	1.0	1.0
4 th Teacher				1.0	1.0	1.0
4 th Teacher					1.0	1.0

5 th Teacher			1.0	1.0	1.0	1.0
5 th Teacher				1.0	1.0	1.0
5 th Teacher					1.0	1.0
Special Ed Teacher	S. McBroom	.50	1.0	1.0	1.0	1.0
G/T Teacher	TBD	.25	.25	.25	.25	.50
School Psychologist	M.Camfield/ TBD	.2	.2	.2	.4	.4
School Social Worker	TBD		.4	.4	.5	.5
Art Teacher	P.Delgado/ TBD	.5	.5	1.0	1.0	1.0
PE Teacher	K. Ross III	1.0	1.0	1.0	1.0	1.0
Music Teacher	I. Lusk/TBD	.5	1.0	1.0	1.0	1.0
**** Spanish Teacher	TBD		.5	1.0	1.0	1.0
ECE Para	TBD		1.0	1.0	1.0	1.0
ECE Para	TBD		1.0	1.0	1.0	1.0
Para-educator K	J.Courtney- Keyse/TBD	1.0	1.0	1.0	1.0	1.0
Para K	Stacy Doyle /TBD	1.0	1.0	1.0	1.0	1.0
***Intern 1st	D. Brown/ TBD	1.0	1.0	1.0	1.0	1.0
***Para K	AlexisWalke r / TBD	1.0	1.0	1.0	1.0	1.0
***Para 1 st			1.0	1.0	1.0	1.0
***Intern 1 st			1.0	1.0	1.0	1.0
***Para 2 nd			.5	.5	.5	.5
***Para 2 nd					.5	.5
***Intern 2 nd			1.0	1.0	1.0	1.0
***Para 3 rd			.25	.25	.25	.25
***Para 3 rd					.25	.25
***Intern 3 rd				1.0	1.0	1.0
***Para 4 th			.25	.25	.25	.25

***Para 4th					.25	.25
***Intern 4th				1.0	1.0	1.0
***Para 5th			.25	.25	.25	.25
***Para 5th				.25	.25	.25
***Intern 5th				1.0	1.0	1.0
School Nurse	Katherine Hale/TBD	.2	.2	.2	.4	.4
Speech/ Language	E. Begel/ TBD	.2	.4	.4	.4	.4
Interventionist	TBD			.5	.5	.5
Technology/ Library	TBD			.5	.5	.5
****FM	TBD					
****Custodian	TBD					
****Kitchen staff	TBD					

* Sewall Budget is separate

- ECE budget is separate

**Newcomer/ELA position for '14-15 is funded by DPS

*** Interns, as well as number of interns, can change annually

*** In the 2014-2015 School Budget, four full-time paras are budgeted. The remaining para and intern positions will be funded by fund-raised monies.

**** The 2014-2015 School Budget does not include a Spanish Teacher – the funding for this position will be fund-raised.

***** FM, Custodians, Kitchen staff come out of a different budget

Appendix K: Personnel Policies or Employment Manual

Isabella Bird Community School
Employee Handbook
2013-2014



Revised 3-25-14

ABSENCES

When it becomes necessary to be absent from school for illness (for you or your student), you are able to request a substitute through the Sub Finder System. Please call the Sub Finder **at least two hours prior to the start of the school day, and let the school secretary, Tabetha, know.** The Sub Finder will provide access for certified teachers, as well as for Special Ed and ECE paraprofessionals. (This system is not available for General Assignment Para's). Tabetha can help you arrange substitutes in advance. There is a tremendous advantage to this as Tabetha keeps a list of subs who have been successful in our building.

Requesting a Substitute

You may request a substitute in the following ways:

- **Sub Finder phone number:** 720-423-3231
- **Sub Finder Website:** <https://sems.dpsk12.org/logOnInitAction.do>
 - Please add this URL to your bookmarks menu on your work and home computers.

In addition to calling the Sub Finder, either call the main number, 720-423-9900 or send an e-mail to Tabetha to report your absence.

PLEASE ASSIST US IN CALLING IN WITH ENOUGH TIME FOR SOMEONE TO COVER YOUR ABSENCE. In the case of absence, please call the school office by 2:00 p.m. to report your intention of returning to work or continuing to be absent. The sooner you report an absence, the sooner we can secure a substitute.

Only subs requested through Sub Finder will be paid. If you personally contact a sub they ***must also*** be officially requested through Sub finder in order to be paid.

School Business

If you will be attending professional development for School Business, such absences require the appropriate form filled out, submitted to Tabetha ***and approved*** by the a School Leader ***prior*** to a sub being requested (at least one week in advance). Tabetha will secure a substitute for your school business-related absence.

Lesson Plans

Lesson plans for the Guest Teacher/substitute can be e-mailed with attention to Tabetha, Sonny, Jeff or Traci. Emergency substitute plans must be submitted and will be held in the main office. ***It is your responsibility*** to provide quality lesson plans so that the Guest Teacher has the most successful day possible with your students and is interested in returning to your classroom and our school.

ASSESSMENT

Throughout the school year, there are a variety of assessments that are required for each grade level. It is your responsibility as a professional to ensure that test administration is conducted in a responsible and ethical manner. Our school's Site Assessment Leader (SAL) is Traci Bushnell. Please contact Traci for additional information and/or questions.

ASSISTANCE

Should any teacher/ staff member need assistance during the day, call Tabetha or Sonny in the main office at 39900 (Tabetha) or 39905 (Sonny). Sonny's cell phone number is 303-921-7568. Please call whenever you need assistance!

ATTENDANCE

Employees

IBCS follows the DPS guidelines regarding attendance policies for employees. Teachers are expected to report on time (to school and for supervision). Sick days are used for the illness of self or family. Personal leave is to be requested, with permission from School Leaders, no less than 10 days in advance of expected leave. Personal Days may not be used prior to extend Holiday Breaks or Fall/Spring Breaks.

Students

The IBCS attendance procedure requires every teacher check carefully on student absences. **Attendance is to be completed within the first fifteen (15) minutes of the class period.** The teacher's electronic record is the official school register. It is essential that teacher note students who arrive late to school so that parents are not incorrectly notified of an absence.

BUILDING USE

- ☆ All scheduling of community use areas, i.e.: cafeteria and auditorium, stage, gym, library, tech lab, etc., must be done through the main office.
- ☆ Use of any area outside of normal class times/schedule should be scheduled with the facility manager (FM) and the school secretary.
- ☆ A master calendar is kept in the main office and on the Outlook calendar for the school year.
- ☆ Any outside group wishing to use any part of the IBCS School facility must reserve the space through District Facility Planning and the IBCS office.

CARS

Parking at the Samsonite Facility, 2013-2014, is on the North West side of the campus. Parking areas at the new building, 2014-2015, for 1st-5th grade faculty/staff, parents and visitors are provided on the east side of the building, and for ECE and Kindergarten on the west side of the building. Cars staying for more than drop-off/pick-up are to be registered in the office. It is recommended that you do not leave your car in the parking lot overnight.

Teachers/Staff Members will support the emotional and physical health and safety of all IBCS students by:

- Guiding students to value individual differences
- Practicing Heart Talk
- Receiving training in CPR/First Aid procedures on a regular basis
- Participating in supervision of students during recess, lunch and student drop-off and pick-up
- Guiding students to participate in cleaning their classrooms, the school, and the grounds
- Understanding and supporting student and family life changes and transitions

Teachers will guide students to become community contributors by:

- Modeling service as they support the operation of the school through a contribution of two hours per week of school service and regular participation in the IBCS Council
- Communicating the value of service learning to students and parents, and helping students identify opportunities for community service experiences

Teachers will demonstrate a commitment toward professional growth by:

- Attending all faculty and team meetings, in-services, and IBCS Council meetings
- Taking risks, and working in an open and supportive manner with each other to continuously improve the IBCS program
- Modeling life-long learning through individual professional development activities
- Participating in the IBCS Evaluation and Peer Review processes

Parents:

Parents will support the IBCS Vision and Mission by:

- Educating themselves about the IBCS Vision and Mission, which guide the learning activities at the school
- Strengthening the IBCS climate of trust, respect, and shared problem-solving by practicing the IBCS Communications Agreements
- Providing direct feedback, in a timely fashion
- Participating in shared decision-making
- Thinking positively and critically about IBCS, and contributing ideas that will help the school continue to flourish
- Attending at least one school event and Council meeting every year to build an understanding of and connection to the IBCS community

Parents will support their children in becoming successful learners by:

- Supporting their children to attend school regularly
- Planning vacations to coincide with school vacations
- Sending only healthy children to school
- Providing their children with nutritious food
- Helping children arrive at school on time on a consistent basis
- Participating in the development and evaluation of their child's learning goals at Family Conferences

- Notifying teachers of significant changes or events in their children's lives that may affect their school performance
- Letting their children know, in word and action, that education is important
- Helping their children develop good study habits and pride in producing accurate, complete, quality work
- Providing necessary supplies at home and at school to complete tasks, or requesting financial aid in order to do so
- Providing a suitable time and place at home for their children to work on assignments
- Letting their children know that homework is important and an extension of school
- Supporting their children in completing their assignments on time by adjusting family activity schedules as appropriate
- Planning alternative learning activities if children must unavoidably miss school

Parents will develop effective communication links with the school by:

- Modeling the IBCS Communication Agreements
- Practicing Heart Talk
- Communicating information, questions and/or concerns to teachers about instructional styles, student needs/interests, and classroom procedures as they arise
- Regularly reading the classroom and/or school newsletters, and checking the IBCS website: isabellabirddpsk12.org
- Helping other parents to understand and to practice the IBCS Communication Agreements

Parents will support the health and safety of all IBCS students by:

- Following the parking rules at morning drop-off and dismissal times
- Dropping off and picking their children up to/from school in a timely fashion
- Supervising their own children at events held outside of regular school hours
- Supporting efforts to clean and maintain our school building

Parents model being community contributors who support the operation of the school by:

- Assisting in the classroom, the office, the lunchroom, or on the playground
- Participating in the IBCS Council
- Participating on a Council Committee
- Coordinating or volunteering at a school activity or function

Students:

Students will show respect for themselves, other people, and property by:

- Maintaining good attendance
- Arriving at school and getting to classes on time
- Practicing appropriate hygiene and taking pride in their appearance and health
- Dressing appropriately for school activities
- Cleaning up after themselves
- Respecting the property of others
- Respecting school environment, equipment, and materials

- Willingly participating in service learning
- Honoring their commitments (keeping their promises)

Students will demonstrate effective communication by:

- Practicing the Communication Agreements
- Practicing Heart Talk
- Appreciating and interacting successfully with people of all ages
- Sharing their knowledge, ideas, and successes
- Respecting each other's truths and points of view
- Demonstrating empathy, kindness, and inclusiveness
- Using appropriate language
- Offering their individual perceptions and assessments as a unique thinker

Students will become self-directed learners by collaborating with teachers, staff members, and parents to:

- Recognize and produce quality work
- Set goals for themselves, and then reflecting and evaluating their progress toward achieving those goals
- Make responsible choices about their learning
- Organize time and materials to meet their learning goals
- Plan, initiating, and following through with activities
- Take risks and challenge themselves

IBCS Staff Roster 2013-2014

Name	Position	Room Number	Phone Extension
Tabetha Metherd	School Secretary	C150	39900
Sonny Zinn	School Leader	C150	39905
Jeff Bushnell	School Leader	C153	39911
Traci Bushnell	School Leader	C153	39910
Corey Sutton	K Teacher	C152	39912
Emma Decalo	K Teacher	C154	39913
Dana Levin	1 st Teacher	C155	39914
Alexis Walker	Para – Corey's Class	C152	
Stacy	Paras –	C154	

Doyle/Julie Jarvis	Jeff/Traci's class		
Dan Brown	Intern – Dana's class	C155	
Sue McBroom	Special Education & GT Teacher	C157	39917
Emily Begel	Speech/Language	C157	39917
Michael Camfield	School Psychologist	C157	39917
Jane Jensen	Occupational Therapist	C157	39917
Kevin Ross II	PE Teacher	C156	39915
Isaac Lusk	Music Teacher	C156	39915
Patty DelGreco	Visual Arts Teacher	Commons Area	39915
Quinn Pacheco	Facility Manager	N/A	720-315-6639

CELL PHONES

Please keep your cell phone on and with you, on silent, during the school day for emergencies. Cell phones should not be used (including texting) while students are present, both in the classroom and while on duty, unless it is an emergency.

CHAIN OF COMMAND

During times when School Leader Sonny Zinn, is out of the building, the administrative chain of command shall be in the following order:

- ☆ Traci Bushnell, School Leader
- ☆ Jeff Bushnell, School Leader
- ☆ Tabetha Metherd, School Secretary

CLASSROOM

Care and Housekeeping

- ☆ Each teacher is responsible for the condition of the classroom. At the end of the day, please check for the following:
 - ☆ Paper, food, and other debris on the floor and under the desks,
 - ☆ Tables arranged neatly
 - ☆ Chairs stacked
 - ☆ Window closed (when applicable)
- ☆ The teacher is responsible for the care and appearance of the classroom, which includes desks, equipment, and decorations. The classroom should be locked when no one is present, and should be locked when the teacher leaves for the day.
- ☆ Do not use scotch tape or duct tape to attach papers to the walls or bookshelves in classrooms. This tape leaves permanent residue on woodwork and painted areas. Please use blue masking/painter's tape! If you need to mark carpet with tape, you will be responsible for cleaning tape residue off the carpet when the tape is no longer needed, or at the end of the school year.

Denver Public School Policy 3200.1

Surfaces: No nails or screws may be used on any surface. **Staples and thumbtacks may be used on tack boards only.** No adhesive materials should be used on any varnished, painted, or enameled surface. Marvelous Tape is the best to use when putting things on your walls. If you are unsure how to attach or hang materials in your classroom, please contact our Facility Manager for clarification. Thank you for helping us to keep our school looking its best!

Classroom Organization - Teacher Responsibilities

- ☆ Teachers are responsible for supervision of students at all times. Teachers must transition with students throughout their day to ensure adequate supervision. If it becomes necessary to leave your duty assignment, another teacher should be made responsible for the duty before leaving.
- ☆ Student management is essentially a teacher responsibility. Providing structure and expectations for student behavior, as well as instruction in Heart Talk supports everyone in your classroom and serves to strengthen student-teacher relationships.

- ☆ Teachers are expected to have a daily schedule posted in the classroom to indicate times and activities of learning. If for any reason a teacher takes his/her class from the scheduled classroom (tech lab, library, etc.), please leave a note on the daily schedule indicating where the class can be located. Please inform the office as well, in the event that students need to be signed out early by parents.

CLINIC/ NURSE'S OFFICE

- ☆ . When the school nurse is in the building, ill/injured students may go to the Clinic when accompanied by an adult.
- ☆ The office personnel cannot dispense medication of any kind, including Tylenol or Ibuprofen without parent permission and a written doctor's orders. In the absence of the nurse, Tabetha and Sonny, who are trained to administer medications, will assist.
- ☆ Teachers, please do not to allow students to call home from the classroom if they are ill. Send them to the office so appropriate steps are taken!

COMMITTEES & OPPORTUNITIES!

There are a variety of faculty committees & opportunities that support students, programing, activities and initiatives at IBCS. It is an expectation that every teacher serve on at least one committee. Committees/Opportunities will be determined in August of each school year. At least the following opportunities will be available each year:

- ☆ Council Board
- ☆ Finance Review
- ☆ Fundraising/Community Building Events
- ☆ Technology
- ☆ Parent Workshops
- ☆ Grant Writing
- ☆ Staff Social Events

COMMUNICATION and COMMUNICATION AGREEMENTS

- ☆ Parent communications are highly encouraged – the more you communicate with parents the more they will become your ally!
- ☆ Teachers are asked to send a class newsletter at least every two weeks. Community newsletters will be sent by the IBCS School Leaders every other week.
- ☆ The IBCS Journal will be posted weekly by office staff. If you have something to be included in the Journal, please submit it to Tabetha by the prior Friday.
- ☆ The Week In Review for staff will be emailed on Mondays. Please read it!

- ☆ [Isabella Bird Community School Communication Agreements](#)

- ☆ The IBCS Communication Agreements, posted in every classroom, guide interpersonal communication at our school for adults and students. These guidelines reflect the values of parents, teachers, and students.

We agree to...

- ☆ Be direct and discuss our concern/problem with the person(s) involved
- ☆ Be clear about our concern(s) and keep the issue specific to our personal experience, trusting we will be received in a nonjudgmental way
- ☆ Ask for help of staff members for communication assistance if needed
- ☆ Listen without judgment to understand the speaker's message and concerns and paraphrase to ensure and demonstrate accurate understanding
- ☆ Be respectful
- ☆ Believe other people's messages/views are real for them
- ☆ Work together to meet challenges
...in a way that...
- ☆ Builds our relationships through honesty and empathy
- ☆ Works to find win/win outcomes
- ☆ Keeps a disagreement problem-based
- ☆ Is blame-free
- ☆ Keeps the well-being of the children first
- ☆ Supports/upholds the goals and philosophies of IBCS
- ☆ Creates a shared solution

COMPUTERS

Each teacher is supplied a district owned laptop computer and an iPad or Chromebook as necessary. District policies shall be honored by each user of a district computer. The district filter software will govern internet sites allowed, even on staff computers. *It is strongly recommended* that faculty/staff do not access personal outside/web-based e-mail accounts on district computers.

Email

All DPS employees are assigned a district e-mail address with an assigned user name and a personal password. Remember that all emails can be requested during any investigations – use care and professionalism with all emails! Staff members are expected to check their email daily as email is a significant source of school communications. Please make every effort to return emails in a timely manner – within 48 hours if at all possible.

Accessing Benefits Information

Every district employee can access his/her employee benefits information on the DPS website with their user name and password. Employees are responsible for knowing your benefit information.

COPY MACHINES

Copy machines are for teacher and staff use. The number of copies made by teachers may be monitored. Students are not to use these machines unless they have been appropriately trained.

Each teacher is provided one ream of paper per week for classroom use. Please use as little paper as possible and double-side copies when possible.

RECYCLE WHENEVER POSSIBLE! Paper ream covers are not recyclable – they are lined with plastic and need to be put in the trash.

CUSTODIAL ASSISTANCE

All requests for custodial services, unless in the case of emergency, are to be submitted in writing to our FM and to the office. Written request forms are located in the main office. If you need emergency service, contact Sonny or Tabetha.

STUDENT BEHAVIOR SUPPORT

- ☆ Build relationships. Get to know your students and their families. This is the most important work you do at school. It provides extraordinary opportunities for learning on every level.
- ☆ If one of your students has a significant behavior issue, it must be documented in IC. Tabetha can help you with this if you need assistance.
- ☆ Parent communication is very important when working with students about behavior issues. Please contact parents the day the issue takes place!

Please keep the following guidelines in mind:

- ☆ All staff members are responsible for following the same expectations, and it is expected that communication with classroom teachers will take place the same day as the student behaviors take place.
- ☆ It's helpful for office staff to know if a student is having a particularly difficult time.
- ☆ A behavior plan is the responsibility of the staff to support, maintain and monitor.

Office Referrals (Only after steps above have been followed)

Persistent disruption and/or defiant behavior:

- ☆ Immediate Referral
 - Continuous disruption of the learning environment
 - Substance abuse or possession, possession of cigarettes
 - Assault, Fighting or (sexual) behavior (push/shove is not a fight)
 - Willful destruction or defacing of school property
 - Weapons, knives, or any object that can be used as a weapon
 - Use of profanity, verbal threats, or racial slurs directed at students or adults
 - Behavior detrimental to the safety of others

Isabella Bird Community School Student Behavior Support Ladder

<p>Level F—Additional Suspension Option</p> <p>1. Same as Level E except that School Leadership may give ISS of 1-3 days and/or OSS for 1-3 days</p>
<p>Level E—Restorative Circle/Suspension Option</p> <p>1. Steps "1" through "6" from Level D are repeated 2. School Leadership may give ISS of 1-3 days and/or a one-day out-of-school suspension (OSS), but if OSS is used, then maximum ISS is one day 3. Elementary school students shall not receive OSS for Type One Offenses 4. Consider use of Restorative Circle</p>
<p>Level D—In-School Suspension/Behavior Plan Option</p> <p>1. Steps "1" through "6" from Level C are repeated 7. If necessary, in-school suspension (ISS) of up to three days may be utilized 8. Consider use of Behavior Plan</p>
<p>Level C—Teacher/School Leader/Support Staff/Student/Parent</p> <p>1. Teacher/designated staff notifies school leadership, and together they determine whether and whom to involve: social worker, nurse, guidance counselor, psychologist, or other member of support staff 2. All students involved work through the Heart Talk problem solving process 3. Teacher/designated staff facilitates Heart Talk process 4. One or more restorative actions initiated as appropriate 5. Document all interactions and restorative actions in IC Behavior section 6. Conference with parents/guardians</p>
<p>Level B—Teacher/Student/Parent/Guardian</p> <p>1. All students involved work through the Heart Talk problem solving process 2. Teacher/designated staff facilitates Heart Talk process 3. One or more restorative actions initiated as appropriate 4. Document all interactions and restorative actions in IC Conference section 5. Conference with parents/guardians</p>
<p>Level A—Teacher/Student</p> <p>1. All students involved work through the Heart Talk problem solving process 2. Teacher/designated staff facilitates Heart Talk process 3. One or more restorative actions initiated as appropriate 4. Document all interactions and restorative actions</p>

DRESS CODE

In accordance with IBCS's expectations, during the work day and any time employees attend work-related activities, employees shall appear in appropriate dress that supports student safety. Please do not wear flip-flops to work.

EMERGENCIES

All classrooms are equipped with an outside line telephone.

- ☆ In a life threatening emergency, call **911**.
 - **Inform the office immediately** (give specifics). The office will then contact District Safety & Security if necessary at 3-**3911**.
- ☆ If emergency is not life threatening, call office for instructions on how to proceed.
- ☆ Each faculty/staff member is provided with a 'quick tips' guide on procedures during an emergency. Your guest teacher emergency folder must be easily accessible and have a list of your schedule and class roster. If an emergency alarm sounds, follow established procedures for type of drill/emergency.
- ☆ If you discover a fire at any place in the building, you are to pull the nearest fire alarm and evacuate immediately. Everyone will evacuate at the sound of the fire alarm.
- ☆ Fire drills will be practiced monthly throughout the school year.
- ☆ Lockdown and Shelter-in-Place drills will be practiced once per semester.
- ☆ Retention of medical records and medications is a priority following safety of students.
- ☆ **Remember, safety of students/staff members is our top priority!**

ELEMENTS OF COMMITMENT

Evening events

- ☆ Attending evening and other outside of school hours events and showing your support and commitment to the community and our students is essential. Full participation in events and not just making an appearance is important, as well! Use of personal technology, ie cell phone, is not an example of full participation!

Before and After-School Programs

- ☆ Kaleidoscope Corner provides Before and After-School programming at IBCS. Staff members who are present during Before After-School programs are expected to provide support when needed.

Attendance

- ☆ Teachers are to report to school one hour before school begins. Teacher work-days end eight hours later. Weekly staff meetings and planning may extend this time.

Home Visits

- ☆ At IBCS we recognize the importance of home visits for students. Each teacher may be expected to visit the home of each of their students, enabling them to make a special connection with families outside of school. Specials teachers may be asked to team up with classroom teachers.

Assigned Duties

- ☆ Make sure you are reporting on time to your assigned duties, ie recess/outdoor time and lunch, on time. If you are running late or are not able to be there, it is your responsibility to get someone to cover your duties in order to provide sufficient student support.

Team Planning

- ☆ Team planning is intended to create and refine student objectives and lessons, and support teacher collaborative planning. Once a week teaching teams will come together to plan. Teachers will be in charge of curriculum mapping and student assessment plans.

EXCURSIONS/FIELD TRIPS

Excursions/Field Trips are scheduled Monday thru Friday. Daily trips ought to be scheduled during regular school hours. Departure/return times from will vary depending on transportation needs.

The entry of the request, which will be done by Tabetha, as well as approved and signed by one of the School Leaders, must be received by the Transportation Department **at least ten (10) student/teacher contact days** prior to the anticipated excursion date. It is a teacher's responsibility to:

- make sure your class excursion is marked on the Master Calendar in the office
- to notify the Cafeteria Manager at least 72 hours in advance
- to notify the Cafeteria Manager of all students needing a sack lunch at least **2 weeks in advance** of your excursion/field trip
- to notify all specials teachers of the trip

The Transportation Department will provide an excursion calendar identifying "closed excursion dates" at the beginning of the school year. These calendars should be reviewed by each school's staff to allow for effective excursion/field trip planning. Contact the excursion coordinator for further information (720-423-4621). More information is at the web-site: <http://transportation.dpsk12.org/departments/routing/excursions.htm>

EXCUSING STUDENTS FROM CLASS

- ☆ Students are not to be sent off the school grounds during regular school hours unless the student's parent/guardian signs the student out in the main office.
- ☆ Students are not to be out of their regular classes to work on projects anywhere in the building unless teacher approval has been given and adult supervision is arranged.
- ☆ All teachers and the office must be notified of students going on a field trip **seventy-two (72)** hours prior to leaving. This is a professional courtesy and expectation.
- ☆ A teacher is not to detain a student from attending his/her regular class unless that teacher has previously made such arrangements with the teacher whose class the student is to miss. If for some reason a student or your class is being retained, you are responsible for communication with their next teacher.

• **FILM AND VIDEO USE**

Films ordered from the Denver Public Schools catalog are approved and available for use through the IMC. Films ordered from outside of the school (video tapes and special orders) must be carefully considered. Films rated G are appropriate for students. PG-13 films may not be used with our students unless specific parent permission has been granted. Instructional time is short, so movies should not be used in lieu of instruction, and used only to enhance instruction.

FUNDRAISING

The IBCS Council must approve all fundraising efforts.

- ☆ All Fundraising events must adhere to the IBCS fundraising guidelines and approved by the IBCS Council.
- ☆ Fundraisers need to be scheduled with the Leadership team and Tabetha, and added to the school calendar.
- ☆ While a specific fundraiser may only enhance one program, the sponsor(s) must be aware how **all** fundraising affects our students/ families/ school.
- ☆ Student participation in fundraising is encouraged **ONLY** when it is a part of student learning.
- ☆ Students will not be asked to go "door-to-door" to solicit funds.

STUDENT RECORDS

- ☆ The teacher's daily electronic record is the **only legal** record of attendance for each student. The attendance record can be subpoenaed into court.
- ☆ It is imperative that your records are kept in an orderly, readable and concise way for each school day.
- ☆ At any given time, a request can be made to see student records. Be sure they are in good order.
- ☆ **WE want ALL students to succeed.** Therefore, if students are not meeting expectations, it is our professional responsibility to contact/work with the parent and student, so they ARE successful.
- ☆ Through the 'parent portal' in IC, parents can access their child's progress, 24/7. Parents will be seeing your actual records. Assignments are to be recorded within a timely manner.

BEFORE AND AFTER-SCHOOL DUTIES

All staff will participate in before & after-school duties, i.e. drop-off and pick-up, throughout the year. It is imperative that you report to your duty on time! If for some reason you cannot, it is your responsibility to make sure your duty is being covered until you are able to arrive.

HOLIDAYS / BREAKS

Refer to the IBCS/DPS School Calendar for designated and observed holidays, and scheduled breaks. Per district policy **personal leave may not be used to extend a period of school intermission or used in conjunction with the observance of a Federal Holiday**. If you extend a holiday/break, you may be required to provide a Doctor's note. If you extend a holiday/break, you may be docked pay for the time you are absent from your professional responsibilities.

HOMEWORK POLICY

One goal of teachers at IBCS is to enable each student to reach a high level of academic achievement. This goal is supported through homework assignments. The work that students are expected to complete at home is designed to be developmentally appropriate and to extend current classroom curriculum. Homework is given to develop study habits, personal responsibility, and organization, and to foster the home-school connection. Reading is an essential component of homework at all grade levels. The use of planners begins in 2nd grade and continues through the grades. As students become more self-directed in their learning, we expect increased independence in the completion of homework.

Parents are asked to show their commitment to their child's education by setting expectations that students complete their homework, and bring their homework folders, planners, materials, and/or books with them to school every day. This allows teachers to receive and evaluate student work, to monitor progress, and to provide feedback and support.

Kindergarten, 1st and 2nd Grade

Homework in Kindergarten, 1st and 2nd grade serves two purposes: to promote daily reading at home, and to provide purposeful learning opportunities connecting school to home.

Daily reading (15 minutes or more) will look different for individual children. For some it is letter recognition, matching sounds to letters or sounding out words. For others it will be reading books chosen to provide practice at their appropriate level. Some children may be reading independently. Daily reading may also include family read-a-louds.

Other homework may integrate math, science or social studies to support classroom learning in a way that involves the child with his or her world through discovery, play and community.

3rd, 4th and 5th grade

Homework is an extension of in-class learning and includes a mixture of practice, review, and creative projects. Students will use planners to organize assignments. Homework is sent home on Friday and is usually due the following Friday. Parents are asked to look at planners with their child and help students organize their week. The expectation is that once the habit is formed, students will work independently, unless otherwise specified. Reading for a minimum of 15 minutes daily is expected. Homework may also include: spelling, math, writing, science, social

studies, or research. Homework is designed to take no more than five hours per week, including 2 hours of reading per week.

At IBCS, homework expectations will be reviewed and updated as needed on an annual basis by teachers. **Extra-curricular activities are not homework.**

INFINITE CAMPUS and PARENT PORTAL

Infinite Campus is the district's web-based student record software. This program records all student records (i.e. attendance, address, contact information, grades, etc.). This information will follow the student throughout his/her enrollment in the district. When documenting in the "conference" and "behavior referral" tab, be sure to note correct dates and to write using professional and precise language, since parents have access and rights to view all student records.

INJURIES, ACCIDENTS, AND ILLNESS

Injury to an employee

- ☆ An injury to an employee incurred while at work should be reported to the nurse or secretary immediately. All injuries must be reported within 24 hours for Workman's Compensation.

Injury to a student

- ☆ Minor injuries should be given first aid in the area where they occur if first aid supplies are available and then referred to the nurse immediately. If the nurse is not available, students are to be referred to the Main Office.

Students who are ill

- ☆ Any student who appears ill should be sent to the clinic immediately. Someone should accompany the sick student. If the nurse is not available, students should go to the Main Office. **Do not allow students to call parents from your classroom! If the office staff is unaware that a student is going home it may not be properly documented.**
- ☆ Students who have seizures or other serious illnesses or injuries should not be moved. The nurse and the school ERT Team should be sent for and other students evacuated from the area.

Medication

- ☆ Teachers must never give student aspirin or any other medication and must not allow anyone else to do so. District policy allows trained/authorized personnel to dispense Tylenol or Advil with a signed consent form on file. Prescription and/or Over-The-Counter medication may only be dispensed by trained/authorized personnel AND only with approved written documentation from the student's physician.

INVENTORY

All furniture, equipment, and materials purchased with school funds or received through grant funding are the property of DPS and IBCS. Before moving furniture from room to room, please ask a School Leader. At the end of each school year, all DPS/IBCS property is to be securely locked for safe-keeping until the next school year. If materials/resources are taken off of school property, it is your responsibility to return it in the same condition, or replace it if damaged, lost, or stolen.

KEYS

Teachers/staff have one set of keys to their assigned area allocated for their use. Keys are district property.

- ☆ Teachers are responsible for keys at all times.
- ☆ **Lost keys will be charged to the teacher/staff member at the cost charged by the district, currently \$10 per key for locksmith fees.**

LAMINATING

Plan in advance what you will want laminated. Only staff members who have been trained are to use the laminator. The laminator is absolutely not to be operated by a student.

LESSON PLANS

All teachers are expected to plan using the Common Core State Standards using Backward Design. Collaborative team planning is expected.

COMMON AREAS

Please treat all common areas respectfully. Clean up after yourself. Replace materials where they belong. **Notify Tabetha is materials need to be re-ordered.** Turn off any appliances after use.

MAIL – Student/ School

- ☆ Please check your mailbox daily (in the morning and the afternoon).
- ☆ Copies of all items sent home need to be given to office personnel with date of distribution, as an FYI.
- ☆ All classes at IBCS will send home Friday Folders to parents with announcements, flyers, and information from the administration, as well as other district/community information. It is the responsibility of the teacher to help students/families be accountable for bringing the folders back to school.
- ☆

MAILBOXES AND TEACHERS' INFORMATION

- ☆ **Teachers are NOT to send students to get mail from their mailboxes**, as it is the teacher's responsibility to check the mailbox before, after, and during the school day. There may be confidential information that should only be viewed by the teacher.

MASTER CALENDAR

A master calendar shall be maintained and updated throughout the year in the Main Office and will list all activities, events, fundraisers, etc. for the current school year.

Staff members are expected to check the master calendar prior to scheduling events!

TEACHER PERFORMANCE

IBCS and the Denver Public Schools have the right to terminate your employment from IBCS at any time in accordance with personnel policies in the IBCS Offer Letter, the IBCS Innovation Plan, and the IBCS Employee Handbook. At any time when it is determined that a teacher is not meeting performance expectations through classroom observations conducted by the School Leaders, the teacher will be placed on a Plan of Improvement. The duration of the plan of improvement will be no less than thirty (30) days, but may not be limited to thirty (30) days as determined by the School Leaders. The teacher will be required to show improvement under the School Leaders' supervision within the designated period of time. The plan of improvement will list the performance deficiencies that the teacher will be required to improve on to the satisfaction of the School Leaders or be terminated from employment from IBCS. Resources and supports will be made available to the teacher in an effort to assist the teacher in correcting the performance concerns by the School Leaders. The teacher will be provided written feedback of all observation and status meetings conducted during the plan of improvement timeframe.

IBCS will use the DPS LEAP Framework. Beginning in 2014-2015, the IBCS LEAP Peer Observers will all be chosen from qualified IBCS staff members.

OUTSIDE SPEAKERS/PRESENTERS

IBCS supports the idea of bringing speakers/presenters/visitors to the building to speak with our students. **Please inform Tabetha, the school secretary, and the School Leaders of presentations.** If the class is discussing a controversial issue, ensure that both sides of an issue are equally presented.

PARAPROFESSIONALS

- ☆ Paraprofessionals are to follow the policies of IBCS and are responsible first to providing additional support to students. Clerical needs are secondary to student needs.
- ☆ School Leaders are responsible for a para's final evaluation. However, teacher input is highly encouraged for specific feedback on performance.
- ☆ Paraprofessionals are to report to their assigned duties outside of the classroom **promptly** (example: crossing guard, lunch duty, recess duty).
- ☆ Weekly time sheets are to be turned into the Tabetha each Friday afternoon.

PAYROLL

It is the responsibility of employees to contact Tabetha regarding use of Sick leave, Personal leave, Flex time, Vacation time, etc. Tabetha will begin work on school payroll around the 11th of each month. Persons who do not specify preference for absences are to expect that absences are credited to Sick Leave account. Payroll is submitted by the 15th of every month and paid to employees on the last working day of each month, via direct deposit into the employee's bank account. Custodial and Lunchroom payroll is paid differently.

PERSONAL VALUABLES

Purses and any personal valuables should always be secured and locked in your classroom. Each individual is responsible for all personal items brought to school. Recovery of lost or stolen items is difficult and the school is not responsible. Should personal items be stolen, it is the responsibility of the owner to make a report to the Denver Police Department. Office personnel will make every attempt to support staff members involved in this process. When you are not in your room, lock your door!

POSITIVE WORKING ENVIRONMENT

At IBCS, we strive to make our school a pleasant environment, not only for our students to learn, but also a great place for adults to work. Even though each person has a different responsibility to serve, it takes all of us to make this school a great place. Honor the expertise of your co-workers, respect the challenges of each person's role, and support each other in our work.

E-mail communication is a public record, so therefore, ensure your e-mail communications are professional. Should there be conflict amongst colleagues, use the IBCS Communication Agreements and address any concerns directly. Involved parties are encouraged to seek a School Leader to mediate a conversation if needed to resolve the conflict.

In addition, please know at IBCS the School Leaders believe in open, honest communication and welcomes the opportunity for all staff to share ideas/concerns that they may have at any time!

PUBLIC RELATIONS

All written information distributed to students and/or adults must be approved by one of the School Leaders. Exceptions would be items of a personal nature to include homework assignments, classroom activities and student progress reports. Teachers are expected to submit items to be released to the local news media and classroom newsletters to the IBCS Leadership Team. Submission to DPS for posting on the district and/or school website must also be approved by the IBCS Leadership Team prior to submission.

SCHOOL FORMS AND SUPPLIES

Please see Tabetha concerning procedures for ordering supplies. At least three weeks should be given for items in the warehouse, and often a longer time for articles not in the warehouse. Please allow for this delivery time!

SEATING CHARTS

Seating charts are optional at IBCS. Any seating charts for classes must be updated and available for substitute/guest teachers. Please leave a copy of any seating charts in your Emergency Substitute Folder and on your desk.

SMALL GROUP and DIFFERENTIATED INSTRUCTION

Small Group and Differentiated Instruction are essential components of our daily classroom expectations and an integral factor in student instruction and intervention. Within your daily literacy and mathematics blocks, evidence of well-established instructional norms that included small-group and differentiated instruction in reading, writing, and math should be visible to any observer.

SOCIAL COMMITTEE

IBCS's Social Committee manages social activities and communications (i.e. birthdays, weddings, births). Dues are nominal and all staff members are encouraged to contribute annually. Dues for 2013-2014 are \$20.

STUDENTS AFTER SCHOOL

Teachers are encouraged to give special help to students in their work whenever possible. Students in the building before or after school must be under the supervision of a teacher. Students who ride the DPS buses should not be kept unless their parents are contacted and arrangements are made for transportation home.

If it is necessary to keep students after-school as a consequence for behavior during class, note that individual teachers can hold students up to 15 minutes after-school. Parents should be involved and contacted regarding such decisions. Please inform a School Leader as well.

STUDENT SERVICES, SPECIAL EDUCATION

Isabella Bird Community School ensures that all children have access to a free and appropriate public education (FAPE), including students who are identified with disabilities. Special Education services are designed to meet students' unique needs and prepare them for employment and independent living. In compliance with the Individuals with Disabilities Education Act (IDEA), each child identified with a disability has an Individualized Education Plan (IEP) developed to outline specific educational goals and objectives for achievement. Our special education faculty and support staff works in conjunction with

all staff to ensure that students have the most appropriate education, so that each student with an IEP can reach his/her highest potential.

IBCS offers Mild/Moderate Special Education support for all grade levels. The Student Services support staff includes our Speech Language Pathologist, Nurse, Physical/Occupational Therapist and School Psychologist. Beginning in 2014-2015, the school will also have a School Psychologist.

Isabella Bird Community School does not discriminate against students with special needs. Parents/guardians are encouraged to communicate with faculty and administration. Through collaboration, we strive to provide appropriate accommodations and modifications so that each student can be successful.

STUDENT RECORDS

All student records are maintained and located in the main office or online. The cumulative record is comprised of test data. Additionally, any special education information or pertinent information to the student can be found in this file. Teachers who require access to a student's cumulative records from the office must only view the records in the office during the regular school day. If you need to take the record out of the office, you need to have the authorization of a Leadership Team member. **Cumulative records are not to be removed from the office without prior consent, nor are they to be removed from the school building.**

STUDENT WITHDRAWAL

Withdrawal slips are issued by Tabetha. Please fill these out and list any financial obligations as requested.

SUBSTITUTE/GUEST TEACHERS

In the event of illness, substitutes are to be secured through use of the Sub-Finder System. **The number for Sub Finder is: 720-423-3231.** Substitutes needed for reasons other than illness or illness in the family are to be secured by Tabetha. When a teacher will be out for more than one day, they should call Tabetha by 2:00 p.m.

Para Substitutes

Some special education paraprofessionals are authorized to have substitutes. The same procedures as outlined above apply for requesting a substitute.

Plans for Substitutes

Each teacher is required to have a set of emergency plans in a folder that is kept in the main office by Tabetha. Please return the folder to the main office after an absence. All plans for substitutes, AND the emergency plans folder should contain:

- Class rosters, up-to-date seating charts if applicable, and complete lesson plans, as well as up-to-date program schedule and special duties must be available.
- Information regarding classroom expectations as well as consequences.
- Basic information for both regular and special school activities.
- The names of students having special health concerns such as seizures, diabetes, and allergies should be available to the substitute teacher. Instructions regarding such emergencies should accompany these names.
- Any necessary instructional materials should be readily accessible.
- Emergency Procedures folder (for fire drills, lockdown, etc.) should be visible.
- Students should know what assistance they can give to a substitute teacher. There should be some note to the substitute teacher regarding students who can be depended upon for reliable help.
- LESSON PLANS WILL NOT BE TAKEN OVER THE TELEPHONE BY ANY OFFICE STAFF WHEN IT IS NECESSARY TO BE ABSENT FROM SCHOOL. Please email plans as necessary.
- Please do not expect that copies to be made by the substitute/guest teacher, nor the office staff. We will help when we can – and it's not always possible.
- You can send your plans by e-mail to Tabetha and the School Leaders.

SUPERVISION

Dismissal

The teacher dismisses the class. Teachers are to dismiss and follow students out of the school building for supervision. Students that you are keeping after school must walk with you and are not to be left alone in your classroom!

Classroom

Teachers must not leave a class or other groups unsupervised at any time. Supervision must be continuous regardless of the circumstance. Students are to be supervised at all times! In the event the teacher must leave the classroom or group, as in an emergency, notify the office and another staff member will be sent to replace you. Leaving a class unattended is placing your job in jeopardy.

Strangers in the Building or on the Grounds

If you see a questionable visitor or **do not notice** a badge/visitor pass on someone, call the office immediately. Please ask any unfamiliar visitors what you can do to help them.

Assigned Duties

Teachers on lunchroom/recess duty should report on time, move about their assigned areas, and remain the entire period until relieved by the next person on duty. Active supervision means you can engage in conversation with students, but not for a long period of time, in order to allow you to constantly scan and move on to another area. **When supervising students outside, both at recess and after school, teachers need to be located in their assigned stations for complete visible coverage of students. While on duty, teachers and staff members must not be standing in a group visiting.**

TARDY POLICY

Definition of Tardy

A student will be considered tardy when he/she is present when class begins. Students who arrive late to school are expected to check in at the office with their parent, and will receive a “late pass” to give to their teacher. The “late pass” informs the teacher that the child’s arrival has been noted in the office.

Tardy Policy

All students are expected to get to school and to class on time. Students who are continuously tardy miss significant instructional time. Families will be contacted by a School Leader if their child is repeatedly tardy. If necessary, a collaborative plan will be made to support the student in arriving at school on time.

TEACHER BUDGET AND SUPPLIES

Each teacher will be given an annual budget for supplies and resources. The budget amount will vary by year according to the school budget, and be determined by the Finance Review Committee (FRC). Teachers can discuss whether they want to pool monies as a grade-level or team for additional resources, combine to pay for transportation for a field trip, etc.

Teachers are responsible for keeping track of their classroom budgets, and for not spending more than they are allotted. Forms for recording purchases are available from Tabetha.

Teachers may request standard office supplies (paper, tape, markers for boards, etc.) from Tabetha. These supplies will not be a component of the classroom budget you have for the year, based on a professional understanding that supply and demand from the office supply room will not be misused. If you take the last of a supply, please inform Tabetha so materials can be reordered!

Tabetha can place orders for you. This makes the process as efficient as possible!

If you purchase supplies/materials on your own, you cannot be reimbursed for taxes – **DO NOT PAY TAX!** Receipts for any purchases must be given to Tabetha within a month of purchase in order to be reimbursed.

TEACHER WORK WEEK

Work Hours

Teachers report to work by 8:00 am and leave no earlier than 4:00 pm, except on Thursdays when the weekly Staff Meeting takes place from 4:00-5:00 pm. It is your professional obligation to arrive to school on time daily. Failure to meet these expectations could result in administrative action. Classes begin promptly at 8:45 a.m. and end at 3:45 p.m. Teachers are expected to be on the playground or in the parking lot by 8:30 am. At the end of the day, teachers are to walk their students outside and actively

monitor until all students are heading home or to After School programs. All teachers will be responsible for student supervision before and after school.

Checking Out and Back In During the School Day

Teachers are to check out and back in at the Main Office when leaving the building at any time during the school day.

Meetings

PLEASE do not make appointments (doctor, dentist, etc.) on days/times that we have scheduled meetings.

- **Staff Meetings** are held on Thursdays from 4:00-5:00.
 - **Faculty Meetings & PD** will be held every Friday during Exploratory classes, 1:15-2:45. Some PD will be scheduled at other times TBD with faculty.
 - **Teacher Planning Time** is 8:00-9:15 M-F during Morning Movement.
 - **Teacher Collaborative Planning Time** is Tuesday, 4:00-5:00.
 - **IBCS Council Meetings** are held on the 3rd Thursday of the month from 6:00-7:30. Teachers are expected to attend all Council Meetings.
 - **Committee meetings** will be scheduled with committee members.

TELEPHONE USE

Students should use the main office telephone to call home so office personnel can document any pertinent information.

Teachers should limit their own personal phone calls (school phone or personal cell phone) to planning, lunch or post-school hours, unless it is an emergency. It is not professional to take personal phone calls or text during instructional time or during duty.

TEXTBOOKS and BOOKS

Individual teachers are responsible for the accounting of all classroom books and student textbooks. Students should be assigned a book number by their teacher for any books used long-term. Teachers are encouraged to make periodic checks on the loss and damage to books and textbooks and notify office personnel as appropriate.

TIME SHEETS

Hourly employees need to complete their time sheets weekly. Tabetha will use time sheets to prepare hourly employees payroll each week.

UNIFORMS

IBCS does not have a school uniform at this time. Staff members are expected to dress professionally, and appropriately for the weather and safety. The IBCS Council may revisit this decision not more than annually.

VOICE MAIL

It is expected that you will record a greeting for your voice mail. It is essential to check your voice mail at least once every school day, and strive for a timely response time to messages. If you have any questions, please see Tabettha.

VISITOR PASSES

All visitors must check-in the main office and will receive a visitor's pass. If visitors are in your classroom and do not have on visitor's pass, please ask them to return to the main office immediately. If there is a fire or disturbance in the building, the office staff must account for all visitors in the building and the office log is the only record.

WEEKLY IBCS Journal

Every week, Tabettha and Sonny will post the IBCS Journal detailing the week's events on the IBCS website and email families to check the website posting. It is your responsibility to mark your field trips and classroom events on the master calendar, so that everyone is aware of your excursions.

Expectations for IBCS Community Members

Education at IBCS is a team effort that involves students, staff members, and parents working together to implement the school's vision. Teachers and parents are expected to share the responsibility for ensuring successful learning experiences for our students by:

- Creating and maintaining a respectful school climate
- Collaboratively developing, refining, and implementing the vision of the school through the work of the IBCS Council

Expectations for Teachers & Staff Members:

Teachers/Staff Members will support the IBCS Vision and Mission by:

- Educating themselves about the IBCS Vision and Mission, which guide the learning at the school
- Working together to develop and implement curriculum, activities, procedures, and policies that support the IBCS Vision and Mission
- Advocating for the social and academic growth and development of students

- Strengthening the climate of trust, respect, and shared problem-solving by practicing the IBCS Communications Agreements
- Providing constructive feedback, in a timely fashion, to the faculty and/or the IBCS Council to assist in the resolution of school issues
- Facilitating shared decision-making
- Thinking positively and critically about IBCS and contributing ideas that will help the school continue to become more successful
- Regularly attending IBCS Council meetings to participate in the school governance process
- Regularly attending school events to build and strengthen the IBCS community
- Regularly attending and contributing to faculty and team meetings
- Reading all Community Newsletters, the IBCS Journal, and Weekly Staff Updates

Teachers/Staff Members will support students in becoming successful learners by:

- Maintaining high standards for student academic performance
- Maintaining high standards for student behavior
- Guiding students to become self-directed learners through conferencing with students and their families in order to identify and evaluate individual learning goals
- Responding to the needs of individual students and differentiating instruction to reflect abilities, needs, and interests
- Maintaining organized, attractive, eco-friendly classroom environments conducive to learning
- Offering appropriate learning activities for all students to facilitate student progress
- Supporting students in completing their assignments on time
- Developing and implementing clear and consistent classroom procedures
- Allowing students to express their ideas and make choices in their learning
- Helping students appreciate and value different opinions and points of view
- Planning for and utilizing classroom volunteer time effectively
- Helping students develop good study habits
- Communicating to students that homework is important, is an opportunity to improve skills, and is an extension of the school learning process
- Evaluating student learning using formative and summative assessments, portfolios, observations, and standardized assessments
- Providing natural/suitable consequences to students when necessary
- Holding students accountable for quality work and suitable behavior

Teachers/Staff Members will develop effective communication links with families by:

- Modeling the IBCS Communication Agreements in word and example
- Explaining and modeling classroom expectations and procedures to students and parents
- Being clear about homework expectations and school requirements
- Providing on-going, timely feedback about student progress to students and parents
- Communicating information, questions, and/or concerns to parents in a timely fashion
- Responding to and/or requesting meetings with parents to clarify information and concerns, and to participate in joint problem-solving

Appendix L: Course Scope and Sequence for One Grade and IBCS Report Card

APPENDIX L – COURSE SCOPE AND SEQUENCE

STAGE 1 – DESIRED RESULTS	
Common Core Standards/Colorado Academic Standards/DPS Content Standards	
<p>Central Idea, Scope of Inquiry and Essential Questions:</p> <p>Central idea:</p> <p>An inquiry into:</p> <p>Essential/Inquiry questions:</p>	<p>Understandings (“big idea” concepts): <i>Students will understand that...</i></p>
<p>Knowledge (factual information): Students will know:</p>	<p>Skill(s): Students will be able to:</p>

Academic language:	Technical language:
Fluency Expectations (as applicable from CCSS):	Multiple Intelligences of focus:
Learner Characteristics of focus:	Learner Attitudes of focus:

STAGE 2 – ASSESSMENT EVIDENCE	
Performance Task(s) Summative Performance Task(s): Formative Performance Task(s):	Other Evidence (e.g. tests, quizzes, Performance/Learning Tasks, opportunities for transfer, etc.):
Teacher Reflections: <i>Consider the WHERETO elements. These questions are/can be directed as....</i> <i>What the teacher and/or the student does in regards to the WHERETO? questions to be answered as we move through the unit</i>	

Yearly Learner Attitudes of Focus: Appreciation, Commitment, Confidence, Cooperation, Enthusiasm, Creativity,
Curiosity, Empathy, Independence, Integrity, Respect, Acceptance/Tolerance

Electronic resources

Student literature/trade books—assorted books for students at a variety of reading levels

Audio-visual/information/computer technologies

Visual, Performing, Musical, Movement Arts

Fieldtrips/Guest Speakers

Design Standards

and on STAGE 1—To what extent does the design: **focus on the “big ideas” of targeted standards and content transfer?**

the STAGE 2—To what extent do the assessments provide: **fair, valid, reliable, and sufficient measures of desired results of Stage One?**

the STAGE 3—To what extent is the learning plan likely to be: **effective and engaging?**

the OVERALL DESIGN—To what extent is the entire unit: **coherent across all standards and aligned with elements of all 3 stages? To what extent does this unit: align with and create coherence across all the year's units?**

To what extent are: **the Multiple Intelligences (Ways of Being Smart), Learner Characteristics, and Learner Attitudes integrated into the unit plan?**

Multiple Intelligences: Verbal-Linguistic (Word Smart); Logical-Mathematical (Number/Logic Smart); Visual-Spatial (Picture Smart); Bodily-Kinesthetic (Body Smart); Musical-Rhythmic (Music Smart); Naturalist (Nature Smart); Interpersonal (People Smart); Intrapersonal (Self Smart)

Yearly Learner Characteristics of Focus: Risk-taker, Inquirer, Open-minded, Thinker, Knowledgeable, Communicator, Well-Balanced, Principled, Caring, Reflective, Collaborative, Resilient

Appendix M: School Calendar and School Day Schedule

IBCS School Year Calendar 2014-2015

July 2014	August 2014	September 2014																																																																																																																																					
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Isabella Bird Community School Daily Schedule K-5

	Monday	Tuesday	Wednesday	Thursday	Friday
8:45	<u>Morning Fitness:</u> p.e., exercise, rope jumping, mindful movement, dance, SMART room	<u>Morning Fitness:</u> p.e., exercise, rope jumping, mindful movement, dance, SMART room	<u>Morning Fitness:</u> p.e., exercise, rope jumping, mindful movement, dance, SMART room	<u>Morning Fitness:</u> p.e., exercise, rope jumping, mindful movement, dance, SMART room	<u>Morning Fitness:</u> p.e., exercise, rope jumping, mindful movement, dance, SMART room
9:15	Breakfast/Snack/Social	Breakfast/Snack/Social	Breakfast/Snack/Social	Breakfast/Snack/Social	Breakfast/Snack/Social
9:30	Class/Community Circle	Class/Community Circle	Class/Community Circle	Class/Community Circle	Class/Community Circle
9:45	<u>Literacy Inquiries:</u> Readers and Writers Workshop (The Daily 5) with Movement Break	<u>Literacy Inquiries:</u> Readers and Writers Workshop (The Daily 5) with Movement Break	<u>Literacy Inquiries:</u> Readers and Writers Workshop (The Daily 5) with Movement Break	<u>Literacy Inquiries:</u> Readers and Writers Workshop (The Daily 5) with Movement Break	<u>Literacy Inquiries:</u> Readers and Writers Workshop (The Daily 5) with Movement Break
11:30	<u>World Language</u> Spanish or ELL support	<u>World Language</u> Spanish or ELL support	<u>World Language</u> Spanish or ELL support	<u>World Language</u> Spanish or ELL support	<u>Math</u>
12:15	Outdoor Time and Lunch	Outdoor Time and Lunch	Outdoor Time and Lunch	Outdoor Time and Lunch	Outdoor Time and Lunch
12:55	<u>Mathematics Inquiries</u>	<u>Mathematics Inquiries</u>	<u>Mathematics Inquiries</u>	<u>Mathematics Inquiries</u>	Friday Elective elective class on science, musical and art
1:55	Outdoor Time	Outdoor Time	Outdoor Time	Outdoor Time	Movement Explorations
2:15	<u>Units of Inquiry:</u> integrating literacy, scientific inquiry, studies of societies, technology, musical, performance and visual arts	<u>Units of Inquiry:</u> integrating literacy, scientific inquiry, studies of societies, technology, musical, performance and visual arts	<u>Units of Inquiry:</u> integrating literacy, scientific inquiry, studies of societies, technology, musical, performance and visual arts	<u>Units of Inquiry:</u> integrating literacy, scientific inquiry, studies of societies, technology, musical, performance and visual arts	Magic Ball Closing Circle Learning, and Reflection
3:30	Jobs/ Closing Circle/Homework/	Jobs/ Closing Circle/Homework/	Jobs/ Closing Circle/Homework/	Jobs/ Closing Circle/Homework/	Homework
3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

Appendix N: Observation and Evaluation Tool

Instructional Observation Form

Instructor(s):	Observer:	Date:	Room #:	Period/Time:	Scheduled: <input type="checkbox"/> Yes <input type="checkbox"/> No
Grade:	Subject:	# of Students: present absent	# of SpEd:	# TAG:	# ELL:

Content

Instructional Objective/Learning Outcome(s):	
Language Objective:	
<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking <input type="checkbox"/> Listening	
Purpose Posted for Students to See <input type="checkbox"/> Yes <input type="checkbox"/> No	Objective Referenced <input type="checkbox"/> Yes <input type="checkbox"/> No
Differentiated Materials <input type="checkbox"/> Yes <input type="checkbox"/> No	

Product

<input type="checkbox"/> Yes <input type="checkbox"/> No Learning outcomes demonstrated in multiple ways
<input type="checkbox"/> Yes <input type="checkbox"/> No Learning outcomes measured in a variety of ways
<input type="checkbox"/> Yes <input type="checkbox"/> No Criteria for success explained

Process

Co-Teaching Approaches <input type="checkbox"/> N/A <input type="checkbox"/> Supportive <input type="checkbox"/> Parallel <input type="checkbox"/> Complementary <input type="checkbox"/> Team	
Bell-to-Bell Instruction <input type="checkbox"/> Yes <input type="checkbox"/> No	Transition times are smooth <input type="checkbox"/> Yes <input type="checkbox"/> No
Think time provided <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	Directions Clear <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Mostly
Checked for understanding of concepts/principles/facts <input type="checkbox"/> Yes <input type="checkbox"/> No	Checked for understanding of directions <input type="checkbox"/> Yes <input type="checkbox"/> No
Active Student Engagement <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Teacher asks higher level thinking questions <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Students ask higher level thinking questions <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
Called on learners who didn't volunteer <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	

Instructional Observation Form

Utilized Think-Pair-Share & other quick cooperative structures <input type="checkbox"/> Yes <input type="checkbox"/> No Frequency <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Formal <input type="checkbox"/> Informal	
Students required to speak in complete sentences <input type="checkbox"/> Yes <input type="checkbox"/> No	
Level of teacher talk <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Level of student talk <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Students engaged in academic dialogue <input type="checkbox"/> Yes <input type="checkbox"/> No Level <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Teacher(s) was/were in control of the classroom <input type="checkbox"/> Yes <input type="checkbox"/> No	
Positive Behavior Support Strategies employed <input type="checkbox"/> Yes <input type="checkbox"/> No Degree used <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High	
Feeling Tone/Climate <input type="checkbox"/> Positive <input type="checkbox"/> Slightly Positive <input type="checkbox"/> Neutral <input type="checkbox"/> Slightly Negative <input type="checkbox"/> Negative	
Adapted Lectures <input type="checkbox"/> Yes <input type="checkbox"/> No _____ Activity Based <input type="checkbox"/> Yes <input type="checkbox"/> No _____ Simulation/Role Play <input type="checkbox"/> Yes <input type="checkbox"/> No _____ 21 st Century technology in the hands of teacher <input type="checkbox"/> Yes <input type="checkbox"/> No 21 st Century technology in the hands of the students <input type="checkbox"/> Yes <input type="checkbox"/> No	
Stations <input type="checkbox"/> Yes <input type="checkbox"/> No _____ Lecture/Pencil-Paper tasks <input type="checkbox"/> Yes <input type="checkbox"/> No _____	
Whole Group <input type="checkbox"/> Yes <input type="checkbox"/> No Independent <input type="checkbox"/> Yes <input type="checkbox"/> No Small Group <input type="checkbox"/> Yes <input type="checkbox"/> No Partner Work <input type="checkbox"/> Yes <input type="checkbox"/> No Cooperative Group Learning <input type="checkbox"/> Yes <input type="checkbox"/> No Teacher Directed Small Groups <input type="checkbox"/> Yes <input type="checkbox"/> No	Research Based Strategies <input type="checkbox"/> Yes <input type="checkbox"/> No Application of Concepts from Multiple Intelligence Theory <input type="checkbox"/> Yes <input type="checkbox"/> No All student monitored through the lesson <input type="checkbox"/> Yes <input type="checkbox"/> No
Instructional Sequence	

Comments:

Instructional Post Conference

Date _____ *Time* _____

Teacher(s) identified “things” that went well:	Length of time co-teaching: Teacher Identified Approaches Used: S P C T Observer Identified Approaches Used: S P C T <hr style="width: 100%;"/> Planning Time Length: _____ Frequency: _____	Teacher(s) identified “things that they would do differently:
Observer identified “things that went well:	Observer wonderings:	
Teacher(s) identified next steps/ “take aways”:	Suggestions:	