

MANUAL HIGH SCHOOL APPLICATION TO BE DESIGNATED AS AN INNOVATION SCHOOL

A. MISSION STATEMENT:

The mission of Manual High School (Manual) is to do what it takes to keep students in school, help them learn, and prepare them for success in college, careers and life.

Goals.

Specific academic goals are to outperform other Denver Public Schools (DPS or District) high schools by achieving higher growth rates and levels of proficiency on CSAP and ACT tests, higher attendance and retention levels, and greater graduation and college placement rates than comparable students in other schools. To be a highly innovative and successful school, the principal, faculty and staff at Manual believe that a quality education depends, first and foremost, on the day-to-day efforts and expertise of the people who work in the school – from the support staff, who make sure the school is an inviting and secure place to learn, to the teachers and staff, who work directly to ensure that students learn, to the principal and assistant principal, who provide the leadership, resources and support needed for all staff to do their jobs well. The key to the success of Manual students is the collective efforts of the faculty, staff and principal, unfettered by outside constraints.

Manual High School was reopened in the fall of 2007 with an incoming freshman class, and one additional class will be added each year so that it will have freshman through senior classes in 2010. Manual, under the leadership of a new principal, with new faculty and new staff, was reopened with a commitment and intention that any and all barriers to providing the most effective educational experience for its students would be set aside and there would be a complete openness to innovation in every aspect of the delivery of the best possible education. As an Innovation School Manual will be provided the appropriate freedom to control its educational program, budget, staff, time and incentives to ensure that Manual becomes one of the nation's most effective high schools in student achievement, high school graduation, college and career preparation, and college matriculation.

B. INNOVATIONS TO BE IMPLEMENTED.

1. School Staffing.

Manual currently has classes of freshmen and sophomores, with a need for specialty in a variety of academic areas. However, because it does not necessarily need all of the staff members as full-time members, it can use its budget allocation most effectively by hiring specialists, who have appropriate background and experience in a given academic area. Specialists do not necessarily have a teaching license but are willing to commit the necessary time to teach on a part-time basis at the school. Examples of staff we hire or want to hire for part-time, specialized roles:

- Foreign language: contract with outside provider such as Berlitz (we currently work with Bridge Linguathec) to hire people who specialize in teaching foreign language for business and travel; all instructors are native speakers; curriculum is proven more effective than traditional school-based programs.
- Visual and performing arts: hire practicing artists and artists in residence to teach visual arts, music, drama and dance. These are all experienced teachers who usually work in community organizations such as Cleo Parker (dance), Mi Teatro Su Teatro (drama), Kinship Church (vocal music/choir). Although they don't have licensure, they are more expert in their fields and familiar with our students' cultural backgrounds, and they are more flexible around the staffing and program model of a small school, than traditional teachers.
- Partner organizations and community volunteers: we have volunteer individuals and organizations offering courses and programs in service learning, yearbook, newspaper, literary magazine, debate, mock trial, and business technology. These are all areas where professionals in the field, without traditional teacher licensure, can provide more expert guidance and real-world learning for students.
- In addition to the traditional roles of principal and assistant principal, Manual has an administrative structure that reflects the needs of a school operating under an autonomous model. Other staffing structures in more autonomous schools, such as charter and private schools, offer precedent for administrative roles appropriate to the needs of autonomous and mission-driven organizations. These roles at Manual, common in charter and independent schools, include a business manager, director of curriculum and instruction, dean of students, and director of student admissions and community partnership. Administrators at Manual are not all licensed as principals, and many of them take on some faculty responsibilities, such as leading advisory groups or teaching a class.

New teachers hired by Manual from outside the District will not be subject to the Teacher Employment, Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.*, C.R.S. will not have any employment rights within the School District. Teachers hired from within the District retain their continuing employment rights within the District and under the Act.

2. Curriculum and Assessment.

Curriculum and assessment

- Manual meets or exceeds Colorado State high school graduation requirements, but does not follow the prescribed District curriculum, because the school is committed to a research-based curriculum selection process. Research on high performing schools nationwide shows, for example, that an “integrated spiral” in mathematics—where select topics from different mathematical subjects are taught every year—rather than the traditional sequence of mathematics sources, may be more effective in comprehension and retention of mathematical skills and concepts. Research also does not support the traditional course sequence in science. Manual wants the liberty to choose curriculum that has been proven most effective, rather than curriculum prescribed by legislators in the statehouse or purchasing agreements in the district.
- Manual needs the liberty to develop courses and course titles in order to meet students' needs, provide more engaging subject matter, respond to student interests, and better

meet state standards and graduation requirements. Examples of courses that Manual has attempted to design which are not allowed under current DPS guidelines are Forensic Chemistry, Physiology of Fitness, College Preparation Seminar, Endocrinology, and Facing History.

- Manual has piloted its own “interim assessments”—standards-based assessments in core subjects every six weeks to track student progress, get timely data, and intervene with “re-teach” sessions for students who don’t meet standards. The development of on-site assessments that align with CSAPs and state standards, but follow the course curricula, breaks down learning into manageable units and provides higher accountability and more support for students and teachers.
- Manual contracts with an outside provider for data warehousing and analysis to provide more precise data management and student tracking than is available through the district or state.
- Manual’s advisory program attends to the socio-emotional needs of students, builds cultural capital, and provides structured support for college planning, career planning, life choices, and academic intervention in 9th through 12th grades. Advisory groups—one teacher with approximately 15 students—meet three times per week for 45 minutes. This intensive focus on student advisory is unique among Denver high schools and is a key component in Manual’s high attendance and on-track-to-graduate rates compared to other schools with similar student populations.
- Manual will participate in District Title I programs and comply with all expectations of Consolidated Plan. Should the district change the Consolidated Plan, Manual retains the right to enact its own Title I plan, in alignment with its Innovation Plan, with the oversight of the District Federal Programs Office, informed in part by the School Performance Framework.
- The District will delegate to Manual the responsibility of complying with the Individuals with Disabilities Education Act (IDEA), informed in part by direct District oversight and in part by the School Performance Framework.

3. Class Scheduling.

- Manual uses a block schedule—four 90-minute periods per day—with advisory periods three times per week. Time for learning mathematics and English is almost double that of traditional schools, and time for learning social studies and science is more than in traditional schools. The school day is 30 minutes longer, plus there is a 75-minute extended day for students who require more help.
- Manual teachers attend 80 minutes of required professional development per week, plus 80 minutes of team meetings. Team meetings are used to coordinate curriculum across subjects and to develop intervention plans for struggling students.

4. Staffing and Use of Financial and Other Resources:

Manual has a differentiated staffing model for faculty and administration that does not correspond to traditional high school job descriptions and pay structures:

- The staff members are required to sign the *Manual High School Faculty and Staff Commitments* and *The Core Teacher Job Description*.
- Core faculty teach full time, usually in core subjects (math, science, English and social studies) or essential student services (e.g., special education, social work); serve as advisors; participate in the development, administration and analysis of interim assessments six times per year; attend all required faculty meetings and professional development; offer after-school “overtime” sessions once or more per week; attend two weeks of summer professional development; conduct biannual parent-student-teacher conferences; are eligible to serve on the School Leadership Team; and commit far beyond the requirements of a typical teacher in the district. Core faculty are licensed and highly qualified (under NCLB) in their subject areas.
- Adjunct faculty teach part-time, usually in electives, athletics and the arts, or to supplement student services, such as psychology. They do not carry the additional duties such as advisory, after-school, and rigorous assessment processes, and they do not participate in the extensive planning and professional development of core faculty. Adjunct faculty are not necessarily licensed or highly qualified (under NCLB), although they are expert in their teaching areas.
- Paraprofessionals are hourly employees who assist in instructional or administrative capacities.
- In addition to employing faculty directly, Manual contracts with outside providers in areas where better services can be obtained. For example, Manual contracts with Bridge Linguathec for foreign language instruction, and would like to expand contracted services for health, psychology, and other areas where partner organizations have more expertise, flexibility and a deeper pool of resources.

Manual needs the right to pay teachers and administrators at different levels based on their different levels of expertise and responsibility. Manual should not be restricted to the typical pay schedules of the district because its staffing roles are significantly different.

5. Principal Leadership.

The principal of Manual reports directly to the Superintendent. The principal's responsibilities are to the students and faculty of Manual. In order to be a true instructional leader, the principal, with the advice of the School Leadership Team (SLT), must be able to make full use of time, money and resources to meet students’ needs.

6. Participatory Leadership.

All faculty members at Manual will work with strong instructional leaders to share decision-making responsibility to provide professional leadership and expertise needed to ensure high student achievement. Although the principal will always remain accountable as the final decision-maker at Manual, there is a commitment to participatory leadership in all aspects of

school operations, especially instruction. This commitment includes a strategic, deliberate induction plan in the event of leadership turnover.

7. Manual School Leadership Team

Manual will use a **School Leadership Team (SLT)** that includes the principal, key administrators and faculty members. The SLT will be responsible for establishing the conditions for student learning at the school, including the following:

- Identifying student academic needs, based on all available student performance data;
- Setting academic goals and priorities, based on student academic needs;
- Providing and monitoring consistently high-quality curriculum and instruction for all students;
- Providing instructional support to all teachers;
- Building the master calendar and the student schedule;
- Establishing assignments, job responsibilities and workloads for all staff and faculty members based on the needs of students;
- Making decisions about ongoing professional development;
- Identifying creative solutions to problems faced in the operation of the school;
- Revising the *Manual Core Principles and Practices* (Attachment 1), *Student & Family Handbook* (Attachment 7), and *School Improvement Plan*, September, 2008 (Attachment 2) as needed and based on student performance data;
- Monitoring progress toward academic goals and school-wide goals and the School Improvement Plan;
- Reviewing the principal's plan for pay for performance and extra duty compensation if these rates of pay exceed those established in the DPS/DCTA ProComp Agreement;
- Establishing community and parent involvement activities;
- Monitoring the school budget.

8. Professional Learning Community.

The principal, faculty and staff at Manual will collaborate to promote the professional growth of all staff members, including programs for peer assistance and ongoing professional development for all staff. The professional growth system will incorporate practices vital to improve the achievement of all students at Manual and ensure teachers the professional latitude necessary to realize the mission of Manual and the Denver Plan. Professionals and coaches may be hired on contract or on a short-term basis to meet the School's and faculty's professional development needs.

9. Positive Work Environment.

A supportive and collaborative working environment for staff is integral to providing a positive learning environment for students. The Manual team will establish a mission-driven school culture that is focused on student achievement and an environment that rewards and celebrates high performance and accomplishment.

10. Hours of Work.

The SLT will collaborate with the faculty and staff at Manual to establish a calendar and schedule focused on improving student achievement. The SLT will make hours of employment clear to all employees, and make adjustments only with their participation.

11. Assignment of Staff.

To create and maintain a great school, Manual will assemble a great faculty and staff who will work together to improve achievement for every student. We intend this committed workforce to remain stable over time.

The principal at Manual, in consultation with the SLT, has prepared and will continue to update job descriptions for all staff and faculty assignments at the school.

The principal at Manual will select all school staff and faculty as soon as possible after a vacant assignment is determined. As noted in Section B. 1 above, some staff may be hired for a limited period or on a part-time basis to meet specific programmatic needs and such specialized staff will not necessarily be required to have a teaching license.

Unless otherwise agreed between the principal and the employee, assignments at Manual will be for one year. The performance of each employee is of critical importance for the decisions regarding each annual appointment. Year-to-year decisions regarding returning staff will be made in a timely fashion, and the recruitment and selection process for new staff will be rigorous and focused on best meeting student needs.

In order for the school to retain staff members with demonstrated success and commitment to fulfilling the school's educational mission, the principal may commit to multi-year assignments with certain staff.

Under extraordinary circumstances, and with just cause, the principal may discharge an employee during the school year.

As noted above, new teachers hired by Manual from outside the District will not be subject to the Teacher Employment, Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* C.R.S. and will not have employment rights within the District. Teachers hired from within the District retain their continuing employment rights with the District. When teachers with continuing employment rights within the District leave Manual they will continue to have the right to bid on an assignment and be assigned in accordance with DPS/DCTA Master Agreement.

12. Compensation.

Staff at Manual will receive professional compensation that reflects their commitment to the school and their success at improving student learning. This compensation package will have, as its

foundation, the salary system established in the DPS/DCTA ProComp Agreement. The principal will have the discretion to exceed these minimum salary expectations according to a bonus structure developed by the principal in collatoration with the SLT. The Principal will be responsible for developing the compensation package for teachers and all staff, and Manual will be exempt from § 22-63-401, *et seq.*, C.R.S.

All full time employees at Manual will participate in the Denver Public Schools Retirement System (DPSRS). Should any staff or faculty member transfer from Manual to another DPS assignment, all pension benefits will be portable and there shall be no loss of benefit. Following the rules of the DPSRS, part time employees and temporary staff will not participate in the retirement system.

13. Leave.

All employees at Manual will receive the same long leave entitlements granted under district policy. All employees at Manual will receive up to 14 days of short leave to be used for any purpose with the principal's approval. Unused leave days accrue according to district, rules. The district and the school may provide additional leave days for the purpose of professional development or instructional development.

14. Budget.

Manual will receive an annual budget allocation based on the number of students enrolled on October 1. The district and the principal will agree on the terms for the budget allocation annually in the spring.

The principal, in consultation with the SLT will create a school budget dedicated to improving the student achievement of all students at Manual. Manual will be able to purchase administrative services, such as transportation, food services, facility management, maintenance, student services and substitute teachers from DPS, based on a pricelist that will be provided by DPS to the Principal or designee, or from other providers. The budgeted funds provided by DPS will be supplemented by Manual Fundraising; Attachment 4 is a listing of Manual *Fundraising Needs and Goals* for the 2008-09 school year.

15. Management Evaluation.

The principal, faculty and staff will engage in ongoing collaborative evaluation of the performance of the school, the SLT and the principal. This evaluation will include an annual formal review focused on accountability for student achievement, (overall student performance, student achievement growth and, where appropriate, graduation and college going rates).

16. Teacher Evaluation.

The Principal or designee will evaluate teachers at Manual through a process that is directly tied to the School's mission, goals and innovations and the evaluation instrument will be comparable to or exceed the standards specified in the State statute and District Policy. Manual is requesting a waiver from the Licensed Personnel Performance Evaluation Act, § 22-9-101, *et seq.* C.R.S.

17. Dispute Resolution.

The principal, faculty and staff at Manual are committed to solving problems in good faith and at the lowest possible level. Therefore, if faculty or staff members believe that the terms of this Plan have been violated, or they have some dispute that they want resolved, they are expected to raise the matter with the appropriate member of the School Leadership Team who will collaborate to resolve the dispute. If the dispute is not resolved to the satisfaction of the faculty or staff member, an appeal may be made to the Principal and the Principal's decision will be final. If the claim or dispute involves the Principal, the faculty or staff member should raise the matter with the Superintendent or the Superintendent's designee and that person will collaborate to resolve the dispute. The decision of the Superintendent or Superintendent's designee, as applicable, shall be final in such instance.

18. Managed Enrollment

The Denver Public Schools has deemed Manual High School a Managed Enrollment School. This means that enrollment is limited. In order to achieve class sizes of 25, Manual has a program capacity of 150 students at each grade level. Manual will enroll up to 165 freshmen every year, plus consider applications for other grade levels at the school's discretion. Manual will maintain a minimum of 50% students who qualify for free & reduced lunch and 50% who live in the attendance area. Enrolling students and their parents/guardians must sign the Student/Parent Contract and abide by the terms of the contract in order to maintain enrollment at Manual.

C. LISTING OF PROGRAMS, POLICIES AND OPERATIONAL DOCUMENTS AFFECTED BY INNOVATION

1. Educational Program the School Would Implement. The *Core Principles and Practices* to which Manual is committed are detailed in Attachment 6 summarized in Section B.2 above including:

- High Performance requiring academic rigor;

- Equity whereby all students have access to challenging, college preparatory curriculum with the most qualified teachers teaching the most challenging and needy students;
- Learning in Community with small classes of no more than 25 and small number of students per teacher (75-90) with every teacher mentoring 12-15 students;
- Creativity, encouraging students to develop their own ideas, projects, theses, experiments and solutions;
- Professionalism both in dress and comportment; and
- Decision Making Criteria for adopting curricular and instructional practices based on evidence that it beats the odds, that it aligns with State and District standards, supports and accommodates accelerated learning and accommodates students with special needs, and supports English language acquisition.

Manual Power Standards are detailed in the *Student & Family Handbook* (Attachment 7), pp. 3-5. The Advisory Program on pp. 8-9. *See, Manual School Improvement Plan* (Attachment 2)

2. Length of School Day and School Year. (*See, Secs. B.3 and pp. 6, 7 Student & Family Handbook Attachment 7, p. 5.*)
3. Student Promotion and Graduation Policies. *See, Sec. B.2; Student and Family Contract* that is signed by all students and parents, agreeing that students will not be promoted to the next grade unless he/she has met all academic requirements of the school; summer school may be a requirement to achieve that standard.
4. Assessment Plan. *School Improvement Plan (SIP)*, Attachment 2 details the Assessment Plan and analysis the 2008 CSAP scores and the significant improvements that have been achieved to date.
5. Proposed Budget. *See, Secs. B.4, 14 and Attachments 3 and 4.*

D. IMPROVEMENTS IN ACADEMIC PERFORMANCE MANUAL EXPECTS TO ACHIEVE IN IMPLEMENTING INNOVATIONS.

See Section B.2 above and *Manual School Improvement Plan* (Attachment 2) details the improvements to date on CSAP scores showing significant longitudinal gains in reading and writing and reversed the downward longitudinal trend in reading (Attached 2, p. 3). “Academic success and accountability at Manual are ensured through the high expectations of a strong dedicated leadership, quality instruction, ample resources, committed and responsible students and an involved community,” SIP, p. 1, Plan for Ongoing Improvement detailed in the Goals on pp. 9-15.

E. COST SAVINGS AND INCREASED EFFICIENCIES.

See Sections B.1 School Staffing, B.4, Use of Financial and Other Resources, B.13, Compensation. Manual’s use of part time staff, its combination of

various administrative responsibilities under revised Job Descriptions clearly result in a more efficient and cost effective use of its financial resources.

F. ADMINISTRATOR, TEACHER AND SCHOOL ADVISORY COUNCIL SUPPORT.

On January 16, 2009, the majority of the administrators and teachers employed at the School voted to designate Manual as an Innovation School. At a meeting of the School Advisory Council (SAC) on February 10, 2009, the SAC voted unanimously to designate Manual as an innovation school.

G. STATEMENTS OF SUPPORT FROM THE MANUAL COMMUNITY.

Attached are statements from the Parent Teacher Association, Student Council, and the following community organizations Attachment 3 supporting the designation of Manual as an innovation school.

H. LISTING OF STATUTORY, REGULATORY AND DISTRICT POLICY REQUIREMENTS THAT NEED TO BE WAIVED.

1. Statutory Sections to be Waived.

Section 22-9-106, C.R.S., local board duties concerning performance evaluations for licensed personnel;

Section 22-32-109(1)(f), C.R.S., local board duties concerning selection of personnel and pay;

Section 22-32-109(1)(g), C.R.S., handling of moneys

Section 22-32-109(1)(n), C.R.S., schedule and calendar

Section 22-32-109(II)(A), C.R.S., actual hours of teacher-pupil instruction and contact

(B) school calendar

Section 22-32-109(t), C.R.S., determine educational program and prescribe textbooks

Section 22-32-109(aa), C.R.S., adopt content standards and plan for implementation of content standards

Section 22-32-109(cc), C.R.S., adopt dress code for employees

Section 22-32-109(jj), C.R.S., identify areas in which the principals(s) require training or development

Section 22-32-110(1)(h), C.R.S. local board powers concerning employment termination of school personnel;

Section 22-63-201, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990; Employment-license required – exception;
Section 22-63-202, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: contracts in writing – duration – damage provision;
Section 22-63-203, C.R.S. Teach Employment, Compensation and Dismissal Act of 1990: Probationary teachers – renewal and nonrenewal of employment contract;
Section 22-63-206, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990; Transfer of teachers – compensation;
Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Grounds for dismissal;
Section 22-63-301, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Procedures for dismissal of teachers and judicial review;
Section 22-63-401, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Teachers subject to adopted salary schedule;
Section 22-63-402, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: License, authorization of residency required in order to pay teachers; and
Section 22-63-403, C.R.S., Teacher Employment, Compensation and Dismissal Act of 1990: Payment of salaries

A table summarizing how Manual will comply with the statutes waived is attached to this proposal as Attachment 4.

Manual will have a system of due process for new teachers who are not covered by the TECDA, Section 22-32-201, *et seq.*, C.R.S. (*see* Sections B.1, 7 and 11 above) and has a stronger compensation and incentive pay system for all staff members (*see* Section B.12 above), with full input and involvement of the School Leadership Team, composed mainly of teaching staff and administrators (*see* Section B.7 above) by the School Leadership Team. While the provisions regarding teacher licensing will be waived, Manual will ensure that all teachers, full time and part time, have significant experience, expertise and, where necessary, academic preparation, to meet the professional and academic program provided to students. Manual will utilize the District’s evaluation procedures until it develops its own evaluation procedures that will be more specifically geared to the programs at Manual. The details with regard to the school calendar, school day, choice of curriculum and text books have all been specified in this Plan and in the detailed attachments.

2. Regulatory Sections to be Waived.

Manual is requesting a waiver of all CDE regulations related to the statutory provisions specified in subsection 1 above.

3. District Policies to be Waived, including sections of the DPS/DCTA Collective Bargaining Agreement are listed in Attachment 5.

I. COLLECTIVE BARGAINING AGREEMENT PROVISIONS TO BE WAIVED.

All members of the Denver Classroom Teachers Association (DCTA) bargaining unit voted in 2008 to waive certain sections of the DCTA Agreement (Attachment 11) as part of the Autonomy Agreement between the Board of Education, Manual and DCTA, and on January 16, 2009 the faculty voted 20 to 2 to reaffirm the Autonomy Agreement and the waivers from the DCTA Agreement that correspond to it. In accordance with Section 22-32.5-101, C.R.S., when Manual is designated as an Innovation School and the District as a district of innovation, the staff may vote to waive more provisions of applicable collective bargaining agreements.

J. ADDITIONAL INFORMATION.

K. LISTED INNOVATIONS

1. Curriculum and academic standards and assessments.

See, Section B.2 above. Manual's *Core Principles and Practices* (Attachment 6) are summarized in Section B.2 above and detailed in Attachment 5, they are based on research and proven to be effective in schools that have used them. The practices include High Performance, involving academic rigor, class scheduling, double time for reading and math, extended day, week and year; Equity so that all students have access to challenging, college preparatory curriculum, with the most challenged and needy students taught by the most qualified teachers; Development of Learning in Community, with small classes of 25 or less and a small number of students per teacher (75-90); all teachers have advisory groups and all students have a teacher mentor; Creativity, encouraging students develop their own ideas, projects, theses, experiments and solutions; Professionalism in dress and conduct; and Decision Making Criteria for adopting curricular and instructional practices including evidence that it beats the odds, aligns with State and District standards, supports and accommodates accelerated learning and accommodates students with special needs, supports English language acquisition.

2. Accountability measures to more accurately present a complete measure of student learning and accomplishment as described in

See, Sections B.2, 3, 9. *Student & Family Contract* signed by all students requires an agreement that students will not be promoted to the next grade unless the student has met all academic requirements (Attachment 5).

L. PROVISIONS OF SERVICES

The focus of the services provided to students by Manual High School are provided in the Curriculum and Assessment Summary specified in Section B.2 above. Manual will continue to provide all of the District-wide programs for special education students, gift and talented students, and students for whom English is not the dominant language. Manual's *Core Principles and Practices* (Attachment 6) specifically states that the criteria for decision making for adopting curricular and instructional practices require that they support or accommodation remediation, accommodate students with special needs and support English language acquisition, and teach literacy across the curriculum, ensure it is engaging and culturally relevant for students and teachers, provide individualized support, and incorporate formative assessment. There is a special emphasis as noted above on students at risk for academic failure.

The Restorative Justice Model described on page 22 of the *Student & Family Handbook*, Attachment 7, has been adopted at Manual High School with an emphasis on repairing the harm done by a negative action and preventing further negative behavior of students.

M. TEACHERS:

The recruitment, training preparation and professional development of teachers, and the part-time teaching staff are described in Sections B.1, 4, 8, 16. All Core teachers sign *Manual High School Faculty and Staff Commitments (Attachment 1)* and are required to attend 2 weeks of summer professional development (Attachment 2, p. 6) and Manual has its own Director of Curriculum, Instruction and Assessment, Attachment 2, p. 2, who provides professional development, instructional resources and assessment to ensure that teachers have the tools and capacity to ensure the students succeed in school and are prepared for college work and life.

N. TEACHER EMPLOYMENT is described in Sections B.1, 4, 11 and 12.

O. PERFORMANCE EXPECTATIONS AND EVALUATION PROCEDURES FOR TEACHERS AND PRINCIPALS. See, Sections B.15 and 15.

P. COMPENSATION FOR TEACHERS, PRINCIPALS AND OTHER SCHOOL BUILDING PERSONNEL, performance pay plans, total

compensation plan and other innovative approaches are contained in Sections B.1, 4, 11 and 12.

Q. SCHOOL GOVERNANCE AND THE ROLES, RESPONSIBILITIES AND EXPECTATIONS OF PRINCIPALS IN INNOVATION SCHOOLS.

The Principal is the Instructional and Administrative Leader at Manual. The Principal works collaboratively with the School Leadership Team with input from all faculty and staff and parents and community representatives, is responsible for decisions on curriculum, instruction and assessment, the agreement and assignment of all faculty and staff, development of the budget, and compensation system for Manual. *See*, also Sections B.5, 6 and 7.

