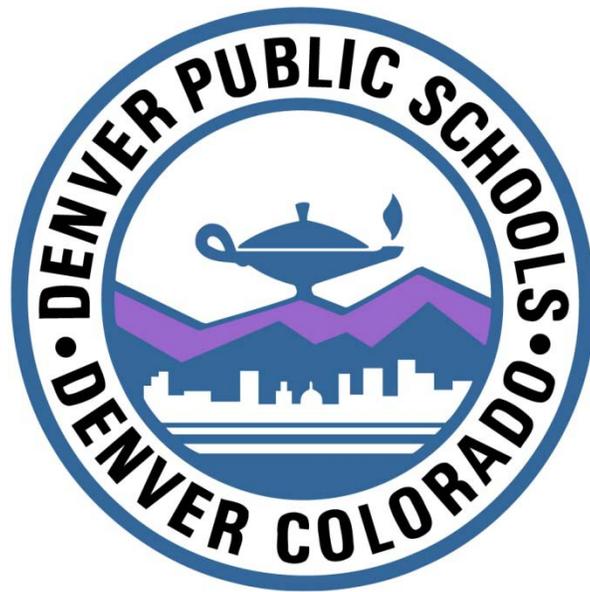


INNOVATION SCHOOL APPLICATION

Amended



McAuliffe International School

January 2012

Amended August 4, 2011

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OVERVIEW

Colorado’s Innovation Schools Act is intended to improve student achievement by granting schools a “high degree of autonomy in implementing curriculum, making personnel decisions, organizing the school day, determining the most effective use of resources, and generally organizing the delivery of high-quality educational services, thereby empowering each public school to tailor its services most effectively and efficiently to meet the needs of the population of students it services.”

That Act provides schools the opportunity for increased flexibility by providing a clear path to waive certain state statutes, district policies and union contract provisions that may otherwise inhibit a school’s ability to implement strategies and tactics that may produce significant gains in academic performance. For more information on the Innovation Schools Act of 2008, please visit: <http://www.cde.state.co.us/cdegen/SB130.htm>.

The following document is intended to serve two purposes. First, it is an application for schools to request innovation status from Denver Public School’s (“DPS”) Board of Education and the Colorado State Board of Education. Second, it is a planning guide to support the development of high-quality innovation school plans that will produce significant gains in academic achievement.

To facilitate the development of an organized, carefully planned, and comprehensive innovation application, schools should thoughtfully respond to each component of this application. Schools are also encouraged to be collaborative and transparent when creating their plans by providing staff and members of the broader community meaningful opportunities to engage in the development process.

Completed applications will be reviewed by the Office of School Reform and Innovation (“OSRI”) and an Application Review Team (“ART”). An ART is comprised of 6-10 members, each with expertise in a specific area of school development and management (e.g., teaching and learning, special education, budget, human resources, etc.). The review by OSRI and ART is intended to provide feedback to improve the quality of a plan before conducting a staff vote and before requesting innovation status from DPS’s Board of Education.

Schools that secure the necessary support from staff and their community can submit their innovation plan to DPS’s Board of Education for review. Plans that are approved by DPS are then forwarded to Colorado’s State Board of Education for final review.

Note that Appendix A of this application contains questions that must be answered by applicants who desire to secure district waivers in curriculum, assessments, and/or graduation and promotion policies.

Completed innovation school plans should be submitted to:

Denver Public Schools
Office of School Reform and Innovation
Attention: Lauren Masters
[Lauren Masters@dpsk12.org](mailto:Lauren_Masters@dpsk12.org)
900 Grant Street, Room 406
Denver, CO 80203

INTRODUCTION

I. Provide your school's name, contact information, the date this application was submitted, and a brief overview of how the plan was developed.

A. Provide your school's name.

[McAuliffe International School](#)

B. Provide the name of the school leader under innovation status. If different, provide the name of the main contact for this application.

[Kurt Dennis, Principal](#)

C. Date application submitted.

[September 2011](#)

D. Provide an overview of the innovation school plan development process.

[McAuliffe International School](#) is the first 6-8 middle school to be built in the new urban development of Stapleton. In 2009, neighborhood parents and Denver Public Schools held several meetings to determine how to handle the overcrowding occurring at the two existing elementary schools: Westerly Creek Elementary and William Roberts K-8. After countless hours spent by everyone from volunteers to city councilmen, Denver Public Schools announced that it would open a third elementary school in Stapleton in August 2011.

The leadership of the new [Swigert International School \(SIS\)](#) immediately conducted a community survey, which resulted in almost 600 responses. The survey indicated that families wanted more programming and school options in the community. [William Roberts K-8](#) is the only existing neighborhood school that serves 6th through 8th grade students and offers a traditional DPS curriculum and structure. Charter schools near the neighborhood, such as [Denver School of the Arts](#) and the [Denver School of Science and Technology \(DSST\)](#), have long wait lists. Based on this information it was decided that a middle school would be built to meet the needs of the community.

The consensus from a community survey of close to 600 surveys was that the community of Stapleton had a strong interest in the International Baccalaureate program. Households that were not part of the formal Stapleton community received direction on how to access the survey through a door to door flyer drop at their homes.

Parents of choice students attending the Stapleton schools also participated in the survey. The survey was sponsored and promoted using the SUN (Stapleton United Neighbors) distribution and electronic communication channels.

The results of the survey were analyzed by a focus group made up of interested volunteers of the Stapleton community. The focus group forwarded the consensus conclusions from the survey in addition to additional information gathered through input to the school steering committee. The steering committee held meetings to establish recommendations from the community and focus group's work. The steering committee also heard from speakers and outside consultants and went on site visits to further understand the success and components of the program options. The steering committee brought forth the recommendations in mid- November 2010 to the DPS Instructional Division. The recommendations that came forward involved the implementation of the IB Primary Years Program in grades K-5. In addition, the steering committee recommended that the IB Middle Years Program be initiated at a new and separate middle school for grades 6 through 8 in the fall of 2012-13.

1. Describe how the development of the plan was completed.

A steering committee, including community members, an Achievement Director, MYP coordinator and counselor was created to provide guidance and direction to the principal in the development of the new school and innovation plans. This committee met weekly from the end of August through the middle of November.

2. Detail who participated on the design team.

Kurt Dennis, Principal

Kurt Dennis, the Principal of McAuliffe International School, has over 12 years of experience working in education in the Denver area. He as spent the last 4 years working as assistant principal in the Westminster 50 School District. Prior to working as an assistant principal he worked as a science teacher, ESL teacher and dean of students. Over the years Mr. Dennis has designed and implemented multiple programs that have significantly improved the student experience for a variety of students. Specifically he developed and implemented a "Newcomer's Program" for immigrant students new to the United States. He was also a founding member of leadership team for the New Westminster High School. Based on these experiences along with extensive experience in administrative capacities, Mr. Dennis will be able to provide sound insight into the needs of the McAuliffe International School target population. The International Baccalaureate Program directed by Mr. Dennis the past two years at Westminster High School has seen tremendous improvement in student performance. From 2010 to 2011, there was a 366% increase in the number of students who earned the IB Diploma. Furthermore, performance in individual subject areas increased dramatically under his leadership.

Steering Committee:

Community Members- Chet Seward, Kristen Spaeth, Tina Turner, Karla Rehring, Kim Ezrine, Keri Farmelo, Colleen Lampron, Monica Newman, Jennifer Perez,

Javier Perez, Jeff Stahlhut, Eleanor Pullen, Felicia Ho, Michelle Lewis, Jennifer Tisdale, Miki Wilde, Kathy Epperson

Consultants- Bill Stuckey (Achievement Director), Stephanie Gronholz (MYP Coordinator), Mike Evans (Counselor and Activities), Bill Fulton (Facilitator), Coeylen Barry (Writer)

See consultant Bio's Below

Bill Stuckey has over 17 years of experience working in education. He has professional expertise in instructional leadership, professional development, financial management, strategic planning, data-driven decision making and continuous classroom improvement. He possesses a working application and understanding of the following educational practices: standards-based education, Colorado Consortium for Data-Driven Decisions, professional learning communities, teaching/learning cycle, Balanced Leadership Adaptive Schools, differentiated instruction, backwards design, International Baccalaureate, AVID, Advanced Placement, and Core Knowledge. These educational practices will be instrumental to the successful development of the Greater Stapleton/Park Hill Middle School. Mr. Stuckey has directed an Advanced Placement Program at Longmont High School the past two years that has far surpassed the performance of other AP high schools in the state of Colorado.

Stephanie Gronholz is an experienced MYP Coordinator who has designed, facilitated and assessed standards-based units of study for the following courses: Ninth Grade Language Arts, American Literature and Composition, Pre-AP American Literature and Composition, MYP Classical Literature and MYP Advanced American and World Literature, and Creative Writing. She has overseen the implementation of the Middle Years Program for ninth and tenth grade students, including the students' personal projects and community service initiatives. Her additional MYP Coordinator responsibilities include: Communicating regularly with district administration, parents and the community through informational meetings and a monthly newsletter. Developing and facilitating professional development opportunities, as well as vertical and horizontal teaching teams. Recruiting incoming students and managing admissions and exit procedures. Planning special events, such as field trips, fundraisers and graduation ceremonies.

Mike Evans has 9 years of experience as a counselor, dean of students and administrator. He has professional expertise in leading student leadership, managing online and extended learning opportunities, facilitating Response to Intervention programs, managing data and high stakes assessments, and creating and implementing student advisory programs. Throughout his tenure working with schools in the area he has produced significant results: As a counselor at Iver C. Ranum High School he was responsible for a significant increase in scholarship money awarded:

Senior class of 2004 – \$730,000

Senior class of 2005 – \$1.3 million, an increase of 53% over previous year (Mr. Evans' class)

Senior class of 2006 – \$2.3 million, an increase of 56% over previous year (Mr. Evans' class)

A significant increase in graduation rate:

Class of 2004 – 230 of 260 – 88%

Class of 2005 – 225 of 240 – 93% (Mr. Evans' class)

Class of 2006 – 218 of 230 – 95% (Mr. Evans' class)

And a significant increase in College applications:

Class of 2004 – 150 of 260 – 58%

Class of 2005 – 214 of 240 – 89% (Mr. Evans' class)

Class of 2006 – 210 of 230 – 91% (Mr. Evans' class)

As Dean of Students at Clear Lake Middle School he contributed to a 59% decrease in suspensions and a 53% decrease in expulsions. He also created and implemented a Reflection Room - for students to think about and problem solve their issues for a short time before returning to class and conferencing with the teacher to come to a solution.

Bill Fulton is a Denver native who received his degree in history from Brown University, Bill returned to Denver and began his teaching career with the launch of the Rocky Mountain School of Expeditionary Learning (RMSEL). He spent six years at RMSEL as a humanities teacher and Upper School Director, and completed his MA in Curriculum and Instruction from the University of Colorado at Denver. Upon leaving RMSEL, he worked as a facilitator and coach to schools in the national Expeditionary Learning network, helping them develop strategic plans for whole-school change. In 2000, Bill helped establish the Denver and Rocky Mountain States office for Facing History and Ourselves, an internationally acclaimed curriculum project that uses case studies from history to engage students, teachers, and communities in the process of creating a stronger civil society. He recently completed a doctoral program at the University of Denver and Iliff School of Theology focusing on public dialogue, collaboration, and civil society.

Coeyleen Barry has been working in education for the past 9 years. She has helped launch two schools internationally that were based on the International Baccalaureate curriculum. She has consulted with multiple schools around the country that serve the MIS target population. Students from the schools that she has worked with are now attending top universities around the world including Stanford, Princeton and Oxford Universities. Ms. Barry completed her Masters

degree in Curriculum and Teacher education at Stanford University. After completing her degree she worked as a lecturer at the Stanford Institute of Design helping schools with curriculum development and school design. Ms. Barry has also worked as a facilitator in strategic planning for a variety of schools and educational organizations. In this role she helped develop and implement successful fundraising and development plans.

3. Explain specific roles and responsibilities of design team members.

Kurt Dennis, McAuliffe International School Principal, led the development of the innovation plan. Steering Committee members reviewed the plan for consistency with community input and best practices research.

4. Provide a summary of how teachers, staff, administrators, the CSC and any parent bodies participated in the development and approval of the plan.

As a new school, there are no current teachers, staff, administrators, a CSC, nor parent body. The school principal, in concert with the principal of Swigert International School, has done extensive outreach, as outlined above, and has included educators, parents, and community members in the Steering Committee that has advised on the new school and innovation plan. The Steering Committee's role is similar to that of a CSC, including the fact that the membership of the steering committee mirrors that of the CSC membership requirements, and will continue to serve in this capacity until August 2012.

INNOVATION: VISION & MISSION

- II. **Describe the vision and mission statement of the school and how innovation status will help the school achieve its mission.**

III.

- A. State the vision of the school.

All members of the McAuliffe International School community will excel in academic achievement, personal conduct and service to the community.

- B. State the mission of the school.

McAuliffe International School will develop inquiring, knowledgeable and caring young people through the collaborative efforts of students, teachers, parents and community. McAuliffe International School will be a rigorous, high-performing middle school that prepares students for success in high school, college and life.

1. Identify the school’s target student population and community to be served.

McAuliffe International School will serve the broader Stapleton community including students in high-income, low-minority areas and students in high-poverty, high-minority areas. The anticipated composition of the school is as follows: 16% African American, 10% Hispanic, 12% Asian, 1% Native American, 61% White, 20% eligible for Free and Reduced Lunch, and 2% English language learners.

2. Articulate clear guiding purposes and priorities which are meaningful, measurable and attainable.

McAuliffe International School has set forth the following guiding priorities for student development:

Knowledgeable – McAuliffe International School will provide a rigorous and challenging learning environment enabling each child to reach his or her full academic potential.

Inquisitive – McAuliffe International School will empower students to be: open-minded, reflective, creative, and critical. Students will be encouraged to take risks intellectually and to become lifelong learners.

Compassionate – McAuliffe International School will develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students will demonstrate a personal commitment to service and make a positive difference in the lives of others.

- C. Explain how the vision and mission support the mission of Denver Public Schools.

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 high-performing school with a rigorous academic program, McAuliffe International School will develop knowledgeable, inquisitive, and compassionate students, who will become contributing citizens in our society.

- D. Identify specific barriers and/or school needs that impact student achievement. Explain how innovation status will help the school overcome the barriers and/or address the needs in order to achieve the mission.

Innovation status is required to achieve the McAuliffe International School mission of developing inquiring, knowledgeable, and caring young people.

Knowledgeable students - Innovation status is required to implement the proven educational programming that meets the rigorous demands of the community for deeper

learning opportunities. Waivers from the district curriculum and instructional materials are required to implement the internationally competitive Singapore Math program. Additionally, waivers are required to hire, develop, and assign IB knowledgeable teachers committed to the inquiry-based learning approach and to raise and allocate funds in a manner that is aligned to the school's instructional priorities.

Caring students – Innovation status will enable us to develop a positive school culture where students and staff model expectations for positive behaviors. The IB learner profile and areas of interaction enable greater emphasis on character development and student contributions to the well-being of classmates, communities and the environment. Waivers are required to reallocate teacher and student time to create opportunities for collaboration and deeper inquiry. The daily schedule will support instructional requirements of the program and respond to the needs of the community.

Parental involvement – Innovation status will allow us to better respond to the needs of our community. As a result, we will be better positioned to attract a more involved parent base, which is critical to achieving our mission. In addition, the school calendar must be flexible to provide the time that is required for ongoing assessments, teacher collaboration and increased communication with parents, all of which is critical to maximizing student performance.

Multiculturalism – Innovation status will enable us to purchase materials and train and support teachers in order to implement the International Baccalaureate program with fidelity, thereby allowing us to develop a school that is culturally responsive and embraces diversity. Our innovation status will enable us to actively recruit a diverse student population from Stapleton and surrounding areas, while promoting global-mindedness in the classroom. A waiver is required to give priority enrollment to DPS students who choose into McAuliffe International School from NCLB failing schools, provided all neighborhood students have the option to attend McAuliffe International School if they so choose.

Responsive School-Based Decision Making – To ensure the school is responsive to and supports staff, students and their families, a greater level of decision-making flexibility is required. Innovation status will allow for greater school-based decision making and will facilitate a culture of high expectations and accountability.

- E. Describe the culture of the school, how this culture promotes a positive academic environment, reinforces student intellectual and social development, and is aligned to the goals of the Denver Plan. Specifically,
 - 1. Explain the systems, structures, practices, and traditions the school leader and leadership team will create to foster this culture for students, teachers, administrators, and parents starting from the first day of school.

In order to create a positive academic environment that reinforces student intellectual and social development, McAuliffe International School will implement the following systems, structures, practices and traditions:

STAKEHOLDER SUPPORT

The foundation of McAuliffe International School's positive culture and climate starts with a stakeholder created shared vision that sets a high standard for student/staff performance and conduct. Stakeholder input overwhelmingly indicates that MIS must be a rigorous academic institution that educates the whole child and; as a result, the focus of MIS's shared vision is on academic, personal and social excellence.

In order to maintain stakeholder buy-in and ensure that McAuliffe International School is delivering on its promise, open lines of communication will be established that allow for all stakeholder voices to be heard. A "parking lot", web page, surveys and community engagements will allow opportunities for students, staff, parents and the community to share their opinions and hold McAuliffe International School accountable for living up to its shared vision.

STUDENT VOICE

One morning a week, the principal will hold a grade level meeting to go over the calendar for the week, review the school's mission (i.e. pep talk), celebrate and recognize student achievement, address concerns from the previous week and allow an opportunity for student voices to be heard.

FOCUS ON THE INDIVIDUAL

Following the Monday morning meeting, students will attend a thirty minute advisory class where they will learn organization methods, study skills, test-taking strategies, Cornell note-taking, methods of inquiry, and how to use thinking maps to enhance their learning. Advisory time will also be used for character education (per the IB Learner Profile) and reflection using the MYP Approaches to Learning.

RESPONSIBILITY AND ACCOUNTABILITY

In order to create a culture of responsibility and personal accountability, McAuliffe International School will implement a restorative justice program to address disciplinary issues. Students and staff will make mistakes, but what matters most to the MIS learning community is how these mistakes are addressed and become learning opportunities. The common expectation surrounding all disciplinary issues will require that the student 1) acknowledge and accept responsibility for his or her mistake, 2) apologize and make restitution to the parties affected by the mistake, 3) do everything in his or her power to make sure that a similar transgression does not take place again. This process will help strengthen MIS's integration of the "Community and Service" and "Health and Social Education" MYP Areas of Interaction.

At McAuliffe International School, "zeros" and missing assignments will not be tolerated. The "punishment" for a student not doing his or her work, will be for the student to do the work. In order to hold students accountable to this standard, MIS will implement a Zero's Are Prohibited Program (ZAPP). If a

student does not do his or her work, the student will be “ZAPPED” and required to stay after school to complete all missing assignments.

STUDENT LEADERSHIP

The students at McAuliffe International School will play a central role in maintaining a culture of high expectations and excellence. Student leadership groups will be counted on to serve as mentors to new or struggling students, act as mediators to help resolve minor conflicts and disputes within the student body and lead new student orientation and train incoming sixth graders on the “MIS way”.

DRESS CODE

In order to prevent distractions and maintain a professional learning environment, appropriate attire and dress will be required of all students and staff at McAuliffe International School. The dress code for all staff will be at a minimum business casual. Students will wear school-issued shirts along with khaki pants, shorts, dresses or skirts.

STAFF RESPONSIBILITIES

The staff at McAuliffe International School will play an important role in maintaining a culture of high expectations and excellence. Teachers and support staff will be trained by the principal over the summer in how to implement and support the structures necessary for creating and maintaining a culture of excellence.

During the school year, staff will be evaluated in how well they contribute to a positive school culture at MIS by:

- Celebrating students’ successes
- Holding students and colleagues accountable in a caring way
- Offering meaningful praise
- Being clear and consistent about expectations
- Consistently implementing and enforcing school-wide expectations for performance and behavior

PARENT INVOLVEMENT

Parents and guardians of McAuliffe International School students will play an essential role in supporting the school’s mission, culture and climate. Parents and guardians will have opportunities to actively participate in their students’ learning by:

- Thoroughly reading the frequent communications that they receive from MIS. Weekly electronic newsletters from the principal, progress updates from teachers, and information about how parents/guardians can help assist with learning opportunities at home are all forms of communication that will be made regularly available for parent use.
- Taking advantage of volunteer opportunities. Parents can support the culture of MIS by volunteering as chaperones at service learning events, participating in the CSC, supporting the school’s fundraising efforts, and coaching, mentoring or tutoring MIS students.

- Attending Parent-Teacher Conferences and Back-to-School Nights. MIS will have a Back-to-School Night event in mid-August and three separate sessions of Parent-Teacher conferences that are evenly dispersed throughout the school year. Parent participation in these events is essential in that it sends the message to the student that his/her parent/guardian feels that learning is important and it provides the opportunity for direct communication between the school and the home.
- Utilizing the Infinite Campus Parent Portal to track their student's grades and academic progress. The Parent Portal allows parents to view when assignments are due, check to see if any assignments are missing and allows for parents to easily contact teachers by e-mail if they have questions or concerns.

2. Explain how the school culture will include and serve students with special needs, including students receiving special education services, English Language Learners, and any students at-risk of academic failure.

In keeping with the IB Mission of developing caring and compassionate young people, McAuliffe International School will be an inclusive learning community where all students will be respected and supported. The previously mentioned mentoring programs, peer mediators, orientations, team-building activities and advisory time will be used to create a supportive learning environment where all students are considered to be an equally valuable member of the community.

3. Explain how you will leverage innovation status to improve school culture and achieve the vision and mission.

We strongly believe that Innovation Status will enable McAuliffe International School to establish a learning community that best addresses the community's need for a high performing middle school with an academically rigorous educational program that produces inquiring, knowledgeable and caring students. McAuliffe International School will maximize full autonomy over budget, staffing, schedule, programs and curriculum to remove the barriers and restrictions that inhibit a school's ability to create a culture of lifelong learning and responsible action.

The culture of high expectations, compassion, and deep inquiry will extend to staff as well as students. Staff will participate in on-going professional development in the IB philosophy and instructional approach, will work collaboratively and provide each other professional feedback. Teachers will facilitate parent-student-teacher conferences with every student three times a year to discuss student academic progress and other developmental areas.

McAuliffe International School will incorporate opportunities for character development with a focus on attributes identified in the IB Learner Profile.

McAuliffe International School students will demonstrate: Love of Learning, Team Work, Integrity, Fairness, Respect, Responsibility, Open-mindedness, Compassion, Courage, Balance, and Reflection. Character education will be directly taught by the principal, lead teacher and counselor and will be reinforced by all teachers and staff through the trans-disciplinary curriculum.

School culture will be regularly monitored through surveys of staff, students, parents, and the community and adjustments will be made to ensure that the culture is aligned to the McAuliffe International School vision and mission.

INNOVATION: EDUCATION PROGRAM

- III. Describe the research-based educational program the school will implement and how the program will produce gains in academic achievement.**
- A. Provide an overview of the school’s research-based education program. Provide evidence that the education program is aligned with the needs of the school’s target population and will ensure all students meet or exceed performance on the Colorado Academic Standards aligned with the Common Core State Standards. Information on the Colorado Academic Standards is available at: <http://www.cde.state.co.us/cdeassess/UAS/CoAcademicStandards.html#standards>.

Research-Based Educational Program Overview:

McAuliffe International School will offer the International Baccalaureate Middle Years Program (MYP). The Middle Years Program will provide students from Swigert International School a natural transition from the IB Primary Years Program. This type of continuity in program is important for student success – especially during transition years according to a position paper jointly adopted by the National Middle School Association and the National Association of Elementary Principals (March 2002). The IB Middle Years Program is research-based and has proven to be effective in schools both domestically and internationally. According to a study conducted by the Australian Council for Educational Research (2010), IB MYP students outperformed their non-IB peers on the International Schools Assessment in a majority of grade levels. The MYP provides students a global perspective through five areas of interaction:

- Approaches to Learning – Providing students with the tools to enable them to take responsibility for their own learning.
- Community and Service – Students will gain a deeper knowledge and understanding of the world around them with an emphasis on the skills needed to make an effective contribution to society.
- Human Ingenuity – Students will focus on the evolution, process and products of human creativity and their impact on life and society.

- Environment – Develop students’ awareness of their interdependence with the environment so they understand and accept their responsibilities.
- Health and Social – Students will explore key aspects of development leading to complete and healthy lives encompassing physical, social and emotional health and intelligence.

These five areas of interaction are addressed in an interdisciplinary manner through the following MYP prescribed courses: Language A (English), Language B (World Language), Humanities, Science, Mathematics, Visual and Performing Arts, Physical Education and Technology.

In order to maintain program consistency in mathematics from Swigert International School to McAuliffe International School, MIS will replace the Connected Math program with Houghton Mifflin Harcourt’s Singapore Math program *Math in Focus*. The Singapore Math program provides a clear scope and sequence of instruction and focuses on fewer topics in greater depth. This is congruent with the revised Common Core and Colorado Math Standards. In addition, The Singapore Math program places a heavy emphasis on math modeling. According to both the National Council of Teachers of Mathematics and the National Math Panel, math modeling increases conceptual knowledge providing a strong foundation for advanced Mathematics. Research studies point to increased student achievement using the Singapore Math program. Domestically, based on 2010 state testing data, students in New Jersey using the program demonstrated significant gains over peers following a different math curriculum. Internationally, students following the Singapore curriculum who participate in the Trends in International Mathematics and Science Study consistently rank very high, with Singapore having the highest average scores of all nations.

The seventh and eighth grade texts for Math in Focus are not available at this time. Jill Webber (Houghton Mifflin) and Andy Clark (consultant) will be meeting with Cathy Martin and Elaine Boyer on October 5th to preview the texts and curricula for grades 7 and 8.

The Steering Committee for MIS has determined that having consistency in scope and sequence of curricula between MIS and the other elementary and middle schools in DPS is important in the areas of social studies, language arts and science; therefore, McAuliffe International School is not requesting waivers from the DPS core curricula (with the exception of mathematics). MIS will follow the district’s scope and sequence for these curricula while utilizing the approaches to teaching and learning that are essential to the MYP. This will allow students who are moving from elementary school to MIS or transferring from another middle school to MIS to not miss any essential skills or content in making their transition to a new school.

The approaches to learning and teaching utilized by the MYP are applicable to any guaranteed and viable curriculum and therefore using the district’s materials and curricula will in no way encumber the goals of our Middle Years Programme.

- B. Provide an overview of the instructional philosophy and approach. Specify instructional strategies that your school will implement to support the education**

plan and why they are well-suited for the student population you are proposing to serve. What innovations, if any, will the school implement?

McAuliffe International School's philosophy will mirror that of the IB Middle Years Program. Using a learner-centered approach, students will collaboratively explore essential questions designed to provide them with a global perspective. Students will be able to articulate what they should know and be able to do, as well as discuss any given activities' relevance to a performance assessment. Learning will be monitored through frequent formal and informal formative assessment as well as student self-assessment. Continuous monitoring provides teachers with the data necessary to differentiate instruction based on proficiency levels. Self-assessment provides students an opportunity to be reflective and be responsible for their learning. In time, through the self-evaluation process, students learn to advocate for themselves – an essential skill in today's world.

Professional development will be the focal point in creating a common educational culture amongst staff. Teaching staff will be trained in the following three areas: IB Middle Years Program, backwards planning and lesson study.

IB Middle Years Program: Teachers will be sent to an initial MYP training upon hire, and will be required to attend additional trainings on a regular schedule as outlined by the IB.

Backwards Planning: Teachers will be trained to plan units, beginning with the standard(s) and performance assessments. Using Understanding by Design as the framework, teachers will learn to unpack standards, develop multiple means for students to demonstrate learning and create relevant, engaging learning activities.

Lesson Study: Teachers will be trained to cooperatively discuss lesson planning and implementation. They will design lessons together, observe the lesson in practice and collect pre-determined data during that lesson. Teachers will learn to review the data and adjust planning/ instruction based on their data collection.

C. Summarize the school's culture and learning environment (e.g., classroom-based, independent study, etc.). What innovations, if any, will the school implement?

The learning environment at McAuliffe International School will reinforce the IB mission by providing:

- Learner-centered classrooms. Students will learn by doing. Teacher talk and lecture will be limited to providing background knowledge and when necessary direct instruction.
- Inquiry-based learning. Students will learn by solving real world problems and answering essential questions.
- Interdisciplinary, project-based learning. Students will learn by completing performance tasks that integrate skills and knowledge from multiple content areas.

- Depth over breadth. Students will form deep understandings of essential learning objectives derived directly from the Common Core State Standards and internationally recognized IB standards.
- Opportunities for use of multiple intelligences. Students will be able to demonstrate mastery using a variety of self-selected performance tasks.
- Flexible grouping. Students will be grouped in a variety of manners dependent upon the needs of instruction and intervention. Collaboration and effective interpersonal communication skills will be heavily emphasized.
- Service learning projects. Students will gain real world knowledge, skills and experience by conducting service learning projects and working to improve their community.
- 24/7/365 learning opportunities. Students will generally have one hour of homework each night, required summer math review, and required summer reading that incorporates themes from language arts and social studies.
- Mastery for all. Students will not be “passed on” with D’s or F’s. Only A’s, B’s and C’s will be considered passing grades. Students will be allowed multiple opportunities to demonstrate their learning and be provided additional time and support to achieve mastery.
- Student ownership of learning. Each student will be able to articulate: What she is learning; What success looks like; Why he or she is learning what she is learning and why she is learning it that way; What she will do if she needs help. What she will do next once she has met her learning objective.
- Capstone projects. Students will complete and present personal projects at the end of their 8th grade year as a means of demonstrating the knowledge and skills that they have acquired in their time at MIS.
- College visits. Students will have the opportunity to visit a local university campus each spring.

McAuliffe International School will implement the following innovations to support a culture of high expectations and a rigorous learning environment for all students:

- A longer school day and school year will allow the time necessary for all students to achieve mastery, learn to greater depth, implement service learning projects and be reflective about their learning.
- At-will employee status will enable McAuliffe International School’s leadership to assemble and hold accountable a high-performing staff that believes in the school’s vision and mission.
- Flexible budgeting will enable McAuliffe International School to purchase the resources and technology necessary to deliver experiential and year-round learning.

D. Describe class size and structure. What innovations, if any, will the school implement?

Average class sizes at McAuliffe International School will be 25 to 28 students. The typical MIS student will have one period of math, social studies, science, language arts, world language, visual or performing art and PE a day. Technology education will be integrated throughout all courses. Teachers will teach six periods a day. Teachers will also have one common planning period a day facilitated by an Instructional Guide or the MYP Coordinator.

Innovations allowing for a longer school day will enable MIS to have a schedule that includes a common planning period. The common plan time will be used for collaboration and the creation of the interdisciplinary project-based units that are essential to implementing the IB Program of Inquiry.

- E. Describe how the school's education plan will ensure cultural relevancy. Provide an overview of how the curriculum materials you propose will address the needs of culturally and linguistically diverse students.

The principles of the Middle Years Program are deeply rooted in international education. This philosophy is reflected in the IB Mission Statement, which expresses the IB's overall purpose as an organization promoting and developing programs of international education.

The IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The IB Program encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

- F. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

McAuliffe International School will not request waivers from the district's assessment policies, procedures or calendar. Data gathered from district assessments will be used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students will be strategically placed into groups of five to seven students. During world language class, the groups will meet with an intervention specialist two to five times a week depending on need. The interventionist will use the Kaplan Spell Read Program to teach literacy skills to struggling readers and will use the interventions outlined in the Singapore Math program to teach math skills to students struggling in mathematics.

Students who are performing below grade level or not making adequate academic progress due to a learning disability or ELD status, will “double-dip” with interventions. They will participate in the Kaplan Spell Read Program and also meet with a special education interventionist or ELD interventionist during a different block of elective time. A conscious effort will be made to insure that these students still receive a quality amount of instruction in electives such as art, music, PE, and technology, but inevitably instructional time will be lost in these areas to intervention coursework.

Students in the intervention program will take assessments on a bi-weekly basis. RTI (Response to Intervention) teams will meet weekly to analyze student data and monitor student progress. RTI teams will be comprised of the interventionist, special education teacher, classroom teacher and principal. The RTI team will determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented.

Student data will be compiled in individual progress monitoring graphs and students will set SMART goals for themselves on a quarterly basis. Parents will be apprised of their student’s progress at quarterly RTI nights where they will meet with their student’s RTI team to review their student’s data and celebrate their student’s success.

Students who are new to McAuliffe International School, but did not attend a PYP or MYP school previously will be consciously integrated into the culture and curricula of MIS. Students at McAuliffe International School will learn the same Colorado State Standards that are covered in all other schools in DPS so there should not be significant gaps in what students are learning. The difference between MIS and a traditional middle school will be the approach that is used toward learning the Colorado State Standards. The IB Middle Years Program is a philosophy of learning that can be acquired at any point in a student’s education. New students will be explicitly taught how to learn through the process of inquiry and to apply the MYP Areas of Interaction to their learning. Advisory time, direct instruction from content teachers, and coaching from peer mentors will all be used to help facilitate new students’ adaptation to the “MIS Way”.

G. Describe how the program will serve English language learners. Specifically:

(Some strategies and programs are modeled after the delivery of ELA services at Rocky Mountain Prep Charter School.)

1. How the school will identify ELL students (and avoid misidentification).

As part of the registration process, all students’ parents/guardians will complete a Home Language Questionnaire. If the parent/guardian indicates on the form that the student speaks/understands a language other than English, the student will be tested on the CELA Placement Test within ten days of enrolling at MIS. The parent/guardian will promptly be notified of the test results. If the student

qualifies for ELA services, he or she will receive 55 minutes of direct ESL instruction each day and the ELA staff will closely monitor his or her progress. The parents/guardians of qualifying students will have the opportunity to decline participation for their student in receiving ELA services.

2. The specific research-based instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to core content for these students.

McAuliffe International School's model of ELA support is a structured English immersion program with pullout English as a Second Language support. This support will be delivered through an ESL class that will occur during an elective period in lieu of a world language course. Students who are identified as being ELAs will receive 55 minutes of direct ESL instruction per day from a Bilingual/Linguistically Diverse certified teacher. Students will be homogeneously grouped by English proficiency levels (determined using CELA data) and will receive instruction in the *Shining Star* curriculum. This curriculum provides direct instruction in language functions, academic vocabulary, and oral grammar. It also provides ample opportunities for students to practice vocabulary, oral reading, sentence stems, comprehension strategies, conversation structures and phonics.

In addition to ELD support, all ELL students will be supported by sheltered instruction strategies utilized in content area classrooms throughout their school day. All teachers will be trained in SIOP strategies and will have completed professional development training provided by the English Language Acquisition Department during the summer prior to the start of the school year.

3. How the school will provide Transitional Native Language Instruction (TNLI); or an equivalent in native language supports for populations with a significant numbers of ELL students; or a program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy with the resources and personnel to implement this theory effectively; and with ongoing evaluation and adjustment of programs to ensure language barriers are actually being overcome.

Based on enrollment projection demographics, McAuliffe International School will not have a sufficient number of newcomer ELL students to offer Transitional Native Language Instruction or equivalent native language supports. MIS will instead utilize an English as a Second Language model for delivering language support services to ELL students. Students will receive 55 minutes a day of direct English language instruction and be immersed in content area courses that are taught by instructors using SIOP.

4. How the school will assess and monitor the progress and success of ELL students including monitoring progress, exiting students from ELL services, and providing follow-up monitoring and ongoing support after exiting students from ELL services.

McAuliffe International School will use the CELA Pro and Spring CELA results as one indicator (for Speaking, Reading, Writing and Listening) to consider when judging the effectiveness of instruction for our ELL students. As part of our regular data cycle, we will also monitor and closely track:

- *English Reading Level* using STEP Literacy Assessment and internal interim assessments
- *English Writing Ability* using 6+1 Traits Rubric
- *Content Comprehension* using Internal Interim Assessments
- CSAP results in Reading, Writing, Math and Science.

Students will be exited from ELL services into the Mainstream English Instructional Program using the criteria set by the LCE Department of the Colorado Department of Education. To exit, a student must be above proficient on their CELA overall score and be proficient or above on their CELA Reading, Writing, Listening and Speaking scores and be partially proficient or above on their CSAP Reading, Writing, Math, and Science scores. In addition, MIS will follow all DPS requirements for exiting a student from ELL services. The school ISAT will collaborate to make decisions about the student's education plan. This group will consider a body of evidence, including the previously mentioned formal assessments, reading scores and writing samples.

Once exited from ELL services, we will continue to formally monitor the student for two years. During this time, the school ISAT will document student academic performance using the ELA monitoring form. If at any time, the student is found to be struggling, the ISAT may request that the student be returned to ELA program services.

5. How the school will provide qualified staffing for ELL students, ensuring that all staff hired are "Highly Qualified" in accordance with No Child Left Behind and are appropriately licensed and endorsed to serve ELL students. What are the pre-requisite qualifications for these positions? Explain how you will recruit, hire and retain teachers that meet these requirements.

Dependent upon level of need, McAuliffe International School will hire a "Highly Qualified" ESL teacher who is certified or endorsed in Bilingual/Linguistically Diverse education. Pre-requisite qualifications would include that the instructor be bilingual, professionally licensed in the State of Colorado and have experience teaching second language learners. An ESL teacher of excellence would be recruited on a local level through the Colorado Association of Bilingual Educators and nationally through the National Association of Bilingual Educators.

6. How the school will provide professional development and train teachers to serve the needs of ELL students.

All professional development and training of teachers in SIOP strategies will be coordinated with the ELA Department in alignment with DPS's expectations around preparing content area teachers to educate English Language Learners. This training will take place prior to the start of the school year for all staff and will be delivered in accordance with the ELA Department's professional development calendar.

7. How the school will communicate and partner with parents of ELL students.

The principal of McAuliffe International School speaks Spanish and will be communicating verbally and in writing with all Spanish-speaking families in their native language. Families that speak languages other than English or Spanish will receive communication in their native language verbally via translators or in written documents that have been translated into their native language. MIS will utilize services provided by the Office of Multicultural Outreach to fulfill these translation and interpretation needs.

ELL partnership opportunities will be created once a determination is made as to how large the second language population is at MIS. The nature of the second language communities represented at MIS will also be taken into consideration when creating ELL partnership opportunities.

Building cultural competencies amongst staff and students is a major tenet of the International Baccalaureate Program. McAuliffe International School will work closely with the Office of Multicultural Outreach and seek out professional development opportunities nationwide to ensure that our staff is culturally competent and able to develop cultural competencies in MIS students.

8. What innovations, if any, will the school implement?

At this time, McAuliffe International School does not plan to request any waivers for innovation in serving ELL students.

- H. Describe how the program will serve special education students, specifically:

(Some strategies and programs are modeled after the delivery of special education services at Rocky Mountain Prep Charter School.)

1. How the school will implement Response to Intervention (RTI) that meets the states requirements and that includes specific research-based strategies to support students in Tiers I, II, and III. (If approved, Performance schools, like all District schools, will be responsible for implementing the state requirements for RTI. To learn more about RTI and the requirements and implementation please visit <http://www.cde.state.co.us/Rtl/>.)

McAuliffe International School will implement a Response to Intervention program to differentiate and support each individual student's academic needs. Data will be used to monitor student progress, identify students who are struggling academically, implement strategic interventions, adapt interventions to student performance and identify students with learning challenges or disabilities.

The MIS RTI model will be based on the Colorado (CDE) Multi-tiered Model of Instruction and Intervention:

- RTI starts with high quality instruction in every classroom.
- Achievement data drives all RTI decisions.
- Regular progress monitoring is essential for the RTI process.
- Data should inform re-grouping decisions every 6 weeks.
- RTI is a tiered program:
 - Tier 1 = instructional rigor, data-driven instruction and best practices in every classroom. This applies to 100% of students.
 - Tier 2 = small group interventions of moderate intensity to address learning or behavioral challenges for most at-risk students (5-15%).
 - Tier 3 = individualized interventions for students (1-5%).

Data gathered from district assessments will be used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students will be strategically placed into groups of five to seven students. During world language class (or another elective), the groups will meet with an intervention specialist two to five times a week depending on need. The interventionist will use the Kaplan Spell Read Program to teach literacy skills to struggling readers and will use the interventions outlined in the Singapore Math program to teach math skills to students struggling in mathematics.

Students in the intervention program will take assessments on a bi-weekly basis. RTI (Response to Intervention) teams will meet weekly to analyze student data and monitor student progress. RTI teams will be comprised of the interventionist, special education teacher, classroom teacher and principal. The RTI team will determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented.

Student data will be compiled in individual progress monitoring graphs and students will set SMART goals for themselves on a quarterly basis. Parents will be apprised of their student's progress at quarterly RTI nights where they will meet with their student's RTI team to review their student's data and celebrate their student's success.

2. How the school will identify students with special education needs (and avoid misidentification).

MIS will follow all district guidelines in working with the needs of students with mild, moderate and severe disabilities, offering students a continuum of services in the least restrictive environment.

For students who do not progress adequately in Tier 2 and Tier 3 interventions of the RTI process, DPS special education evaluation protocols will be followed. The Student Intervention Team must have collected a sufficient amount of evidence and attempted a sufficient number of interventions to justify referring a student for a special education evaluation. If the amount of data and the number and variety of failed interventions is sufficient, a determination will be made by the special education team as to whether or not the lack of academic progress is related to a disability and to identify intensive interventions for an IEP.

Parents may also request a referral for their student to be assisted by the RTI process. When a parental request is made, the RTI facilitator will contact the family and inform them of the RTI process, its purpose, and the levels of intervention. The student will enter the RTI process at Tier 1. The SIT will identify learning challenges via assessment and observation, interventions will be put in , and evidence will be gathered to determine the student's needs and level of support required.

At this time, there has been no indication that MIS will host a center program. Special education students will be recruited to attend MIS in the same manner that all students are recruited to MIS (please see the Student Enrollment section for specific recruitment details).

3. The specific, research-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.

Students with IEPs will benefit from the high-quality instruction, rigorous learning environment, small group instruction and individualized support that will be in place for all students at McAuliffe International School. In addition, students at MIS will receive over 20% more instructional time than students in traditional public middle schools in Colorado.

McAuliffe International School will use an inclusion model to serve special education students in the least restrictive environment possible. As defined by their IEP, students will receive "push-in" support from an interventionist teacher in the content-specific classroom and individualized, differentiated instruction from their content teacher.

Students with special education needs will also receive "pull out" services during the previously described RTI program in accordance with their IEP. In addition to the small group instruction that occurs in RTI, special education students will receive specially designed instruction individually or in small groups in accordance with the guidelines set forth in their IEPs. The frequency and duration with which a special education student participates in pull-out groups or meets with his or her Special Education teacher will be determined by the IEP.

The special education plan for each student will be aligned with the school's curriculum for math, social studies, science, language arts and electives.

Content and skills will be scaffolded based on pre-assessments that determine students' background knowledge and skills. All students will be placed at their appropriate learning level and will access content and skills that are sufficiently rigorous but not so challenging as to be unreasonable. Students will be allowed to progress at their own pace. Even though the district curricula has pacing guides that MIS will use as guidelines, some students may need more time to achieve proficiency for particular standards while other students may need less time. It is our intention to allow the students to move at a self-determined pace based on performance and demonstration of proficiency. Struggling learners will get the additional time that they need to acquire skills and knowledge while students who have already demonstrated proficiency will be able to move forward.

4. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of a student's goals set forth in the Individualized Education Program (IEP).

The special education teacher will monitor progress of students weekly, keeping a record of all time spent and interactions with student, classroom teachers and parents in relation to specifications in IEPs. The special education teacher will organize and run all IEP meetings in conjunction with the family, an administrator, and classroom teachers.

Case managers will report out to families on their students' progress related to their IEPs three times a year (when progress reports are sent out).

5. If applicable, the school's plan for promoting graduation for students with special education needs.

Not applicable.

6. How the school will provide qualified staffing for students with mild, moderate, and severe needs, ensuring that all staff hired are "Highly Qualified" in accordance with No Child Left Behind and are appropriately licensed and endorsed. What are the pre-requisite qualifications for these positions? Explain how you will recruit, hire and retain teachers that meet these requirements.

All special education staff will be hired in accordance with DPS policies and guidelines. Special education teachers will be appropriately licensed and qualified. Qualifications must meet NCLB Highly Qualified requirements. Training of all special education staff will be supported by the Office of Student Services at Denver Public Schools. Special education staff will also participate in Singapore Math professional development training at the beginning of the school

year giving mild/moderate teachers a chance to adapt the *Math in Focus* curriculum as needed to the special needs of the students.

7. How the school will provide professional development and train teachers to serve the needs of mild, moderate, and severe needs students.

The professional development offered to all MIS teachers, including the special education teacher will include intervention and support strategies that allow teachers to best meet the needs of special education students.

8. What innovations, if any, will the school implement?

No special education specific waivers will be requested from DPS. Special education students will; however, benefit from the extended learning time, high-quality instruction and rigorous learning environment at MIS that is a result of previously mentioned innovations.

- I. Describe how the program will serve gifted/talented and academically advanced students, specifically:

(Some strategies and programs are modeled after the delivery of gifted and talented services at the Creativity, Challenge, Community School.)

1. How the school will identify G&T students including methods to identify students traditionally underrepresented in G&T programs, such as economically disadvantaged, ELL and disabled students.

McAuliffe International School's Gifted and Talented Teacher/Interventionist will work with the GT department at DPS to deliver the screenings for GT and HGT identification. Circles tests, Ravens tests and creativity assessments; such as the Circles/Lines, Humor and Divergent Thinking tools, will be administered to students. Families who wish to apply for HGT status will take the CoGats and Ravens on district schedules.

2. The specific research-based instructional programs, practices and strategies the school will employ to build and enhance the abilities of G&T students.

McAuliffe International School's RTI model will also include working with students identified as GT and HGT. These students will have the support of a GT itinerant teacher. Through inquiry-based learning and student-centered classrooms, McAuliffe International School will encourage creativity and divergent thinking

amongst its students. The school's culture will place an emphasis on fostering creative thinking, high levels of achievement, and embracing challenges. All teachers will have training on teaching gifted students and divergent thinkers.

Specific instructional programs, practices and strategies that McAuliffe International School will employ to build and enhance the abilities of GT students include:

- Strategic grouping of students for instruction
 - A GT specialist co-teaching with the classroom teacher
 - Pull-out programs on an as needed basis for added enrichment in math, science, literacy or social studies.
 - Accelerated, student-paced learning within a content area or across grade levels.
 - The services of the GT specialist to assist classroom teachers
 - DPS GT-sponsored special programs including Destination Imagination, Shakespeare Festival, The Young Author's Conference, Spelling/Semantics Bee, Brain Bowl, Robotics, Mathletics, etc.
3. How the school will assess and monitor the progress and success of G&T students, including strategies to continually re-evaluate the identification of G&T students.

Students who are identified as GT or above will have Advanced Learning Plans (ALPs) in place. These will list strength areas and areas to work on each year. The GT specialist will screen students once a year in accordance with district guidelines. CSAP scores and other approved assessments will be added to a student's data portfolio throughout their time at McAuliffe International School.

4. How the school will provide qualified staffing for G&T students, ensuring that all staff hired are "Highly Qualified" in accordance with No Child Left Behind. What are the pre-requisite qualifications for these positions? Explain how you will recruit, hire and retain teachers that meet these requirements.

MIS will hire an Interventionist/GT teacher that meets the highly qualified criteria in accordance with NCLB. In addition, all MIS teachers will be trained in GT strategies and will be provided with professional development and support from specialists in gifted education and developing creative thinking skills.

5. How the school will provide professional development and train G&T teachers to serve the needs of G&T students.

The professional development offered to all MIS teachers, including the GT teacher, will include GT strategies. Identified staff will regularly attend the Colorado Association of Gifted and Talented fall conference as well as have a presence at the National Association of the Gifted Child (NAGC).

The effectiveness of the Gifted and Talented program at MIS will be evaluated on a bi-annual basis. With support from the GT Department at DPS, McAuliffe International School will create an evaluation tool that incorporates student and parental feedback to ensure that we are meeting the needs of our gifted learners. Adjustments to the program will be made based on stakeholder input and data gathered in the evaluation process.

- J. Explain any academic services or programs that are supplemental to that which is included in DPS's core curriculum. What innovations, if any, will the school implement?

Singapore Math: Houghton Mifflin Harcourt Math in Focus Program

McAuliffe International School would like to replace the DPS Connected Math program with Houghton Mifflin Harcourt's Singapore Math program *Math in Focus*. The Singapore Math program provides a clear scope and sequence of instruction instead of the spiraling curriculum of Connected Math and focuses on fewer topics in greater depth similar to the revised Common Core standards and Colorado P-12 Academic standards. Fewer topics in more depth allow students time to master critical math concepts that build the foundation for increasingly complex mathematics. Singapore math also provides students with structured instruction in math modeling to increase conceptual understanding. Math modeling was found by NCTM and the National Math Panel to be an effective strategy and has since been explicitly added to the CCS and Colorado math standards. Singapore Math focuses on both computation and problem solving, unlike the Connected Math program which does not spend as much time on conceptual topic development or computation practice. Students in Singapore, using the same math program that is the foundation for Math in Focus, have consistently had the highest average scores of all of the nations participating in the Trends in International Mathematics and Science Study (TIMSS) assessment. In a recent independent evaluation of Math in Focus conducted by Educational Research Institute of America (ERIA), the Singapore Math program was found to increase math achievement of students by 12.4 points in one year, more than three times the average gains of other district students on the NJ state math assessment¹. A study funded by the USDE and conducted by the American Institutes for Research found that one of the distinguishing factors between the implementation of Singapore Math in Singapore and the U.S. is that teachers in Singapore are better prepared and more knowledgeable about the math concepts that they teach².

¹ American Institutes for Research. (2005). *What the United States Can Learn From Singapore's World-Class Mathematics System (and what Singapore can learn from the United States)*. Washington, DC.

A critical component of McAuliffe International School implementing the Singapore Math program would include preparing math teachers with the conceptual knowledge necessary to teach this rigorous middle school math curriculum. MIS math teachers will participate in a full day training prior to the start of the school year and two full-day on the job trainings, one in October and one in January, to provide teachers with modeling and feedback.

Education Program Innovations

McAuliffe International School will implement a unique Program of Inquiry scope and sequence based on the Colorado P-12 Academic Standards and the International Baccalaureate Middle Years Program. Implementing the IB instructional approach and the Singapore Math program require waivers related to hiring, developing, and assigning well-trained and qualified teachers as well as waivers related to teacher and student scheduling to maximize collaboration and inquiry time.

A waiver is being requested to replace the DPS math curricular materials with the Singapore Math program. McAuliffe International School will follow the District process for securing approvals from the Chief Academic Office to offer alternatives to District-provided curriculum. **(See Appendix A)**

DPS curricular materials for language arts, science, and social studies will be implemented and aligned to the McAuliffe International School Middle Years Programme. We believe that these curricula serve the best interests of our students in that they allow for continuity of scope and sequence from the elementary to the middle school level. In addition, having common curricula with other middle schools in DPS will allow for smoother transitions for students transferring to or from McAuliffe during their middle school years and prevent gaps in student learning that are a result of misalignment in curricula. We believe that the curricula for language arts, science and social studies have been well-researched by district personnel and will meet the needs of our target student population.

Specifically, the DPS literacy curriculum, SpringBoard® is a proven model of instruction in English Language Arts for all students in grades 6 through 12. It is based on the rigorous College Board Standards for College Success™ and aligned to state standards to help schools and students not only meet, but also exceed adequate yearly progress requirements. SpringBoard offers the only official Pre-AP® program proven to increase participation and prepare a greater diversity of students for success in AP®. SpringBoard has proven to be effective with populations similar to that of MIS, as demonstrated by studies that show that on state tests in Florida, *Students at all levels benefit significantly, with the estimated effect being from 25.5 to 37.3 scale score units or ranging from 2.5 months to more than a year of additional growth per year that is attributable to SpringBoard. If a student participates for more than one year, the benefit is additive. In other words, a student who stays in SpringBoard for three years can be expected to grow about the same extra amount each year, which could add up to an additional three years of achievement – or a total of six years of growth in three years* (The College Board SpringBoard Evaluation Report 2008).

The following aspects of the SpringBoard curriculum also make us confident that teachers will easily integrate the MYP approach to learning into the day to day implementation of the curriculum:

- Emphasizes higher-order thinking skills that challenge students to aim higher and achieve more
- Allows students to personalize and own their learning
- Encourages self-exploration and the application of learning strategies that work best for students as individuals

The DPS social studies curriculum, Geography/History Alive! is a guaranteed and viable social studies curriculum for students in grades 6 through 8. It is aligned with the Colorado State Content Standards for social studies and it naturally supports the instructional and learning approaches of the Middle Years Programme by:

- Using backwards planning to map out units, assessments and instruction
- Encouraging cooperative group work and project-based learning
- Allowing students to use multiple intelligences to demonstrate knowledge and skills
- Emphasizing an inquiry-based, problem-solving approach to social issues
- Encouraging intercultural awareness and global-mindedness amongst students

The DPS middle school science curriculum covers earth, life and physical science. The curriculum was developed and field tested with the National Science Foundation and it incorporates the Colorado Academic Standards for science. The DPS science curriculum aligns well with the Middle Years Programme in that it:

- Focuses on big ideas and essential questions in earth, life, and physical sciences;
- Incorporates a research-based, constructivist approach to learning;
- Includes embedded formative assessments that are frequent and can be used to inform and drive instruction;
- Teaches science as inquiry;
- Includes materials for hands-on learning

MIS intends to periodically evaluate the effectiveness of the DPS curriculum in the areas of language arts, science and social studies by ensuring that they are aligned to Colorado's Core Academic Content Standards. In addition, MIS will compare standardized test results and student growth data to schools with similar demographics but that are using different curricula. If there is a noticeable deficit in achievement and academic growth, the school will evaluate the role of curricula (in addition to other variables) in creating this achievement gap. If MIS determines that its students' academic needs are not being adequately served by the District curricula, MIS will follow the District process for securing approvals from the Chief Academic Office to offer alternatives to District-provided curriculum after researching and identifying replacement curricular materials.

- K. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

The community survey conducted in the fall of 2010, strongly indicates that the Stapleton community wants the middle school to offer a full array of extra- and co-curricular activities. Speech and debate, math club, yearbook and newspaper, basketball, volleyball, track and soccer are all co-curricular activities that drew a significant amount of interest.

At the start of Year 1 at McAuliffe International School, the principal will facilitate a process with the student body to determine what after school clubs and athletics the school will offer based on student interest. A full array of extra- and co-curricular activities will be in place for the 2012-2013 school year.

McAuliffe International School is exploring the possibility of partnering with All Sports Stapleton in an effort to deliver high-quality athletic programming with expert coaches.

Athletics and activities will be paid for with funding from the school budget and activities fees that are paid by participating students.

- L. Describe the school's programs or strategies to address student mental, emotional, social development, and health needs.

Middle school is traditionally considered to be an emotionally and socially challenging time in a student's life. In an effort to help students navigate the perils of adolescence, McAuliffe International School will implement the following policies and programs:

- Bully-proofing. Bullying, harassment, hazing or taunting of any kind will not be tolerated on the MIS campus.
- Safe-to-Tell. MIS will participate in the Safe-to-Tell program where students can anonymously share information with the principal and authorities about bullying, threats or harmful behavior.
- Cores. Four content area teachers will share the same group of 140 students. Teachers will meet regularly to discuss students' social and emotional issues and address their concerns.
- Mental health team. MIS will have a counselor, social worker and school psychologist on staff to address the mental health and developmental needs of students.

- M. Describe the remediation and/or intervention programs and strategies the school will offer to address the needs of at-risk students (i.e. high dosage tutoring, extended learning time, etc.).

In addition to the RTI process outlined previously in this section, McAuliffe International School will implement the following policies and programs to support at-risk students:

- Making connections. Research shows that if a student can make one meaningful connection with an adult in a school, his or her risk of dropping out is significantly reduced. A conscious effort will be made on the part of all staff at MIS to connect with all kids, but especially those that are deemed to be at-risk of dropping out.
- Community tutoring program. Volunteer tutors from the greater Stapleton community will work with struggling learners one-on-one. The volunteers will serve as role models, tutors and mentors to at-risk youth.
- Extended learning time. All students will have the benefit of an extended learning day and school year.
- Getting involved. A special emphasis will be placed on getting at-risk students to participate in extracurricular activities. MIS believes that if students are having fun at school, they will want to be at school and they will be less likely to drop out.
- Attendance and welfare checks. Students with poor attendance will receive personal phone calls on the days that they are absent. MIS wants students to know that we notice and miss them when they are not in school. If attendance problems are particularly severe or persistent, the principal will make a visit to the student's home to check on his or her welfare.

N. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Service learning will be an integral part of McAuliffe International School's educational and student-development plans.

All students will be expected to participate in community service projects that follow the service learning model of:

- Building community. Students will do team-building activities with members of their work groups.
- Conducting a needs assessment. Students will assess the needs in their community and surrounding environment.
- Selecting a problem. Students will select a community problem that they want to help solve.
- Researching the problem. Students will do research to learn as much as they can about their particular issue.
- Designing a solution/project. Students will design a plan to solve the problem.
- Completing the project. Students will carry out their plan and act to solve the problem in their community.
- Unveiling the final product. Students will share their service learning projects with the public.

- Celebrating and reflecting. Students will celebrate their success and reflect on their learning.
- O. Explain how the school will use innovation status to improve the education program to produce gains in academic achievement.

McAuliffe International School will use its innovation status to improve its education program and produce gains in academic achievement by:

- Increasing the amount of time that students spend in the classroom to 8 hours a day and 195 days a year.
 - Improving the quality of instruction in the classroom by recruiting and retaining excellent teachers on an at-will basis.
 - Providing a rigorous culture of high expectations for all students and staff.
- P. **If you are requesting waivers to DPS core curriculum materials please complete Appendix A.**

INNOVATION: ASSESSMENTS

IV. Describe the school's assessment plan and how it is critical for the school to produce gains in academic achievement.

- A. Provide an overview of the school's proposed assessment plan. Describe any assessments that will supplement assessments required by DPS and the state.

McAuliffe International School's school-based assessment plan will monitor student growth through continuous formative assessment and cumulative growth through final summative assessments.

Continuous assessment (as described at <http://ibo.org/myp/assessment>)

Teachers will organize continuous assessment over the course of the school year according to specified assessment criteria that correspond to the standards of each content area. This regular assessment and reporting will play a major role:

- in the students' and parents' understanding of the standards and assessment criteria
- in the students' preparation for final assessment at the end of the year
- in the development of the curriculum according to the principles of the MYP
- in informing and driving teachers' instruction

Teachers will be responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement using multiple intelligences and according to the standards for each subject group. These include but are not limited to:

- open-ended, problem-solving activities
- investigations
- organized debates
- hands-on experimentation

- analysis and reflection

In applying the MYP approaches to learning, MIS will make use of quantitative and qualitative assessment strategies and tools that provide opportunities for both peer- and self-assessment.

The recording and reporting of individual levels of achievement will be organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group. Rubrics will be consistently used to provide students with detailed feedback in a manner that is descriptive, comprehensible, and useful. If students are not happy with their score, they will be able to continue further study and retake an assessment at anytime in an effort to improve both their score and their mastery of the skills and content.

Final assessment

Final assessments will take place at the 8th grade year in order to determine the levels individual students have achieved in relation to the stated standards for each subject group and for the personal project.

Teachers will administer the appropriate sets of assessment tasks (provided by the IBO) will and rigorously apply the prescribed assessment criteria defined for each subject group. The type of assessment tools available to teachers include all forms of:

- oral work
- written work
- project work

Teachers will select the appropriate tasks and assessment tools according to:

- the resources available (ie. technology, lab equipment, etc.)
- the subjects to which they are being applied
- the particular standards that are being measured.

Grades from 1 (lowest) to 7 (highest) are awarded to final-year students, for each subject and for the personal project, according to pre-defined grading criteria.

The assessments will then be sent overseas for the IB to validate the grades of our final-year students. Certificates will be rewarded to those students who reach an internationally set performance standard.

- B. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.

In accordance with the DPS assessment calendar, all students will be assessed in reading, writing and math using DPS sanctioned assessments prior to the start of the school year. The data will be used to schedule students into courses at their appropriate learning level and will also be used by teachers to plan for instruction. These assessments will be administered during the school year to monitor student growth and again at the end of the year to measure students' overall growth.

McAuliffe International School will be committed to using data to drive instruction on a regular basis. In measuring student progress toward meeting goals, MIS will implement all DPS required academic assessments.

2011-2012 DPS Interim Assessments Calendar for Middle Schools

Assessment Type	Window Begins	Window Ends
Beginning of Year	8/29/11	9/15
Fall Interim	11/1/11	11/9/11
Midterm	12/5/11	12/16/11
Winter Interim	2/13/11	2/24/11
Final Interim	TBD	TBD

The **primary** purpose of these district assessments are to measure students' achievement of standards and inform instruction by:

- Sampling important learning goals throughout a grade level;
- Measuring content in alignment with district pacing and planning; and
- Limiting the scoring requirements to the extent possible.

Some **secondary** purposes of these district assessments can be to:

- Provide periodic estimates of growth that are limited with respect to test comparability;
- Inform programmatic decisions (e.g., intervention or acceleration groups); or
- Provide summative semester and end-of-year information that can be used in both determining student placement and in informing district accountability measures

- *Taken from the District Assessment Procedures Manual*

Additional assessments will include observation, conferencing, formative assessments developed by teachers and the IBO, student and teacher developed rubrics, self-assessment, and student led conferences.

MIS will use a continuous assessment model. In addition to annual state assessments and interim district assessments, students will be monitored weekly for progress and adjustments will be made based on data. The staff will utilize checklists of standards to be demonstrated and will conduct informal and formal assessments weekly to inform instruction. Ideally, each student will be individually guided through their learning, moving forward to mastery of the content and skills identified within the standards.

The staff will be organized in interdisciplinary grade level collaborative groups and in intra-grade level content groups to examine and monitor the students' progress related to the planned instruction. Teachers will meet in data teams to identify needs, propose solutions, and to design lessons to maximize the learning of each student in the class. Remediation activities and specific intervention (RTI) needs will be identified and a plan of action will be implemented to ensure that every student demonstrates growth of at least one year for students at or above grade level and more than one year for students below grade level. MIS is committed to using assessment to drive instruction to enable all students to succeed.

- C. Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.

Diagnostic, formative and predictive assessments will be administered on at least a weekly basis in all classes. The data from these assessments will be used by data teams that will meet on a weekly basis with an instructional guide during the common plan time to inform and direct teachers' instruction. During data team meetings, teachers will be able to identify gaps in student learning and determine how to best fill those gaps. Teachers will also be able to analyze which instructional strategies are working well for students and which need to be adjusted or discarded altogether.

Summative achievement data will be gathered at the end of the school year with assessments provided by the MYP (see item B.) Additional summative data will be gathered at the end of the year through the DPS mandated assessments in reading, writing and math and the CSAP tests that are administered in March.

- D. Describe the data collection systems and structures the school will put in place to evaluate results from periodic and formative assessments, as well as parent, teacher, and student satisfaction. Describe how the school will enable teachers to use this data to meaningfully modify instruction, how the school will use the data to track and improve teacher effectiveness through professional development, and how the school will use this information to raise student achievement throughout the school.

McAuliffe International School's instructional guide will maintain a data wall in the office conference room that will display student growth and achievement data in an informative and useful fashion. Students' data will be strategically grouped based on two criteria: level of performance and level of growth. Students with low growth and/or low performance will be identified for participation in the RTI process. The students' data will also be assigned to their teachers. Teachers with student data that indicates an unusual amount of low growth or low achievement will receive direct support and coaching from the instructional guide. As the school year progresses, the instructional guide will create graphs for individual students and the school as a whole that reveals trends in student growth and achievement. This information will be used to direct the focus of professional development and student interventions throughout the school year.

Communication with parents regarding student progress will be ongoing. Teachers will have goal-setting conferences with students and parents once baseline data has been established in the first weeks of the school year. Student-led progress monitoring conferences will take place in November and March with attendance required for parents/guardians. If a parent/guardian cannot make it to the school, the conference will be conducted via conference call or via a home visit by the teacher.

- E. **If you are requesting waivers to DPS assessments, please complete Appendix B.**

Not applicable.

V. Describe the school’s proposed graduation and promotion policies.

- A. Explain policies and standards for promoting students from one grade to the next.

McAuliffe International School is not requesting any waivers from the District’s Graduation and Promotion policies.

Consistent with the DPS promotion, retention and acceleration policy IKE, MIS agrees that “grade retention or acceleration may increase the likelihood that students will succeed in meeting challenging academic expectations at the next grade level. Retention provides a second opportunity to master skills, while acceleration increases the likelihood that academic expectations will be challenging.”

MIS promotion, retention and acceleration policies are consistent with the DPS IKE and IKE-R policies. The principal, in concurrence with the parents and teachers, will make final decisions about promotion, retention, and acceleration after considering the body of evidence for student social/emotional and academic progress.

The MIS promotion, retention, and acceleration policies will ensure that students are prepared academically and emotionally to be successful in subsequent years of school and graduate ready for college and the workforce.

- B. Provide the school’s exit standards for graduating students. Detail the skills, knowledge, and competencies every graduate of your school will attain.

All students that have spent three years at McAuliffe International School will attain the following skills, knowledge and competencies:

All students will be prepared to enter high school with a strong foundation of content knowledge in math, language arts, social studies, science, world languages, technology and the arts. Students will be held to a standard of achieving at least a 70% in each of their classes to be considered proficient and; thus, passing. MIS believes that promoting a student who has acquired less than 70% of the skills and knowledge required for a course is a disservice to the student. He or she is not adequately prepared to be successful in subsequent coursework and as a result he or she falls farther and farther behind in his or her learning. Our goal is to identify the gaps in the student’s learning while he or she is still in the course and to fill the learning gaps before the student is promoted. This “gap-filling” occurs through the interventions previously outlined in this document as well as targeted instruction from the teacher, tutoring and additional time spent working after school if necessary.

All students will be prepared to enter high school with the skills and competencies outlined by the IB Learner Profile. Specifically, all students completing three years at McAuliffe International School students will be:

- Inquirers
- Critical Thinkers
- Effective Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Well-balanced
- Reflective

Students who do not demonstrate proficiency in one or more of the IB Learner Profile areas will not be retained. If the deficiency is significant enough that it will impede the student's chances of success at the high school level, the core team and counselor will include this information in the student's Individual Learning Plan and share it with the student's new school upon transfer.

- C. *(For High Schools Only)* If graduation requirements for the school will exceed those required by DPS Policy IKF, explain any additional requirements. Explain how the school will ensure students will meet these requirements.

Not applicable because of middle school status.

- D. Describe how and when promotion and graduation criteria will be communicated to parents and students.

Parents and students will be notified of the promotion criteria upon enrollment in McAuliffe International School via the school handbook. In addition, a letter will be mailed home at the beginning of each school year to notify parents of the requirements that the student will need to meet to be promoted to the next grade level.

- E. Explain what policies and processes the school will implement for students at risk of dropping out of high school and/or not meeting the graduating criteria proposed (i.e., credit recovery, etc.)

Students are less likely to quit school if they are connected to an adult at the school and if they are involved in extracurricular activities that take place at the school. Therefore, at MIS, we will offer two primary lines of defense against students dropping out:

- 1) An at-risk student will be partnered with a successful adult volunteer from the community. The mentor will meet on a weekly basis with the student. The mentor will tutor the student, check in on his or her well-being and serve as a positive role model. MIS has been in discussions with DeVita Bruce (DPS Community Engagement Office) about creating partnerships between Stapleton businesses and McAuliffe International School. More specifically, we are hoping to establish a

partnership/mentorship program with the United Airlines Training Center and the University of Colorado Family Medicine Office that are located near the school. These partnerships are only in the initial discussion phase and there are no specific details available at this time.

- 2) An effort will be made to get the student engaged in school through after school activities and athletics. If he or she can find success and or connections through these activities, it is more likely that he or she will enjoy being at school and want to remain in school.

The school's counselors will oversee these programs and do everything that they can to ensure that no student at MIS is overlooked or allowed to fail. They will also do regular grade checks on students, create support groups for struggling learners, and offer mental health and counseling services to students that need additional supports.

- F. **If you are requesting waivers to DPS graduation and/or promotion policies, please complete Appendix C.**

McAuliffe International School is not requesting any waivers from the District's Graduation and Promotion policies.

ACADEMIC ACHIEVEMENT GOALS AND GAINS

VI. Describe the goals and specific gains in academic achievement the school will commit to as a result of securing innovation status.

- A. Outline the clear and measurable annual achievement goals the school commits to through innovation status in order to meet or exceed District expectations for the School Performance Framework indicators.

The school performance will fall in the high status and high growth quadrant of the DPS SPF. This goal exceeds performance of all other traditional public middle schools in the target area. McAuliffe International School will achieve *Distinguished* status within two years of opening.

Specifically:

1. Students at McAuliffe International School will perform well on the CSAP reading and writing assessments.

- 90% of students who have been at MIS for at least two full academic years will score proficient or advanced on the CSAP (or equivalent state assessment).
- At least 65% of students will have a student growth percentile of 50% or more as measured by the Colorado Growth Model using CSAP (or equivalent state assessment).

2. McAuliffe International School students will perform well on the CSAP math assessment..

- 85% of students who have been at MIS for at least two full academic years will score proficient or advanced on the CSAP math assessment (or equivalent state assessment).
- At least 65% of students will have a student growth percentile of 50% or more as measured by the Colorado Growth Model using CSAP (or equivalent state assessment).

3. McAuliffe International School students will be proficient in science content standards.

- 80% of students who have been at MIS for at least two full academic years will score proficient or advanced on the CSAP (or equivalent state assessment).

4. McAuliffe International School will be a “Distinguished School” on the district and state School Performance Frameworks each year of operations.

Rigorous academic growth objectives that align with the goal of being rated a “distinguished” school will be set once baseline data has been established in Year 1 at MIS.

- A. Describe how the school will engage in continuous quality improvement in order to meet or exceed these achievement goals. What innovations, if any, in continuous quality improvement will the school implement?

MIS will use a “Plan, Do, Check, Adjust” model and the “Teaching/Learning Cycle” to ensure continuous quality improvement in order to meet or exceed our achievement goals.

Plan: The staff of MIS will meet on a regular basis to collaboratively plan quality instruction and create common formative assessments. Specifically, teachers will identify the unit’s learning objectives based on the Common Core State Standards. They will strategically group students, select the appropriate instructional approaches, choose the best resources for the unit and create authentic performance-based assessments.

Do: Teachers and interventionists will implement the instructional approaches and performance tasks created in the planning stage of the process. They will gradually release support for the students as new learning occurs.

Check: Teachers and interventionists will collect information about the progress of their learners. They will collaboratively assess student work to establish inter-rater reliability and analyze the data gathered from the assessments. Students will receive descriptive feedback that allows them to focus their learning and adjust their performance.

Teachers must be able to answer the following questions about each student: 1) What

does the student know? 2) What can the student do? 3) What does the student need to do next?

Adjust: Teachers and interventionists will adjust their instruction and assessments based upon the data that they accumulated in the previous step. They will strategically re-group students based on performance data. Those students that need additional time and attention with a particular learning objective will be allowed that time using a different instructional approach in a more individualized setting. Those students that demonstrated proficiency with the previous learning objective will be able to move on to their next learning objective.

- B. Describe the actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such adjustments/corrective actions and who would be responsible for implementing them.

Data gathered from district assessments will be used to identify students who are performing below grade level or not making adequate academic progress. Once identified, students will be strategically placed into groups of five to seven students. During an elective class, the groups will meet with an intervention specialist two to five times a week depending on need. The interventionist will use the Kaplan Spell Read Program to teach literacy skills to struggling readers and will use the interventions outlined in the Singapore Math program to teach math skills to students struggling in mathematics.

Students in the intervention program will take assessments on a bi-weekly basis. RTI (Response to Intervention) teams will meet weekly to analyze student data and monitor student progress. RTI teams will be comprised of the interventionist, special education teacher, classroom teacher and principal. The RTI team will determine if the interventions being implemented are working. If the interventions are not improving student performance, new interventions will be selected and implemented.

Student data will be compiled in individual progress monitoring graphs and students will set SMART goals for themselves on a quarterly basis. Parents will be apprised of their student's progress at quarterly RTI nights where they will meet with their student's RTI team to review their student's data and celebrate their student's success.

If a content area teacher's students are collectively not making adequate progress and meeting academic achievement goals, the teacher will be supported directly by an instructional coach in the following manner:

- The instructional coach will do classroom observations on a regular basis. Based on his or her observations, the instructional coach will make recommendations to the teacher and model instructional strategies.
- The instructional coach will videotape the teacher teaching and they will analyze the teacher's classroom performance together. The video will be used for diagnostic purposes and not in a punitive manner. It will not be shared with anyone other than the teacher without the teacher's permission.

- The instructional coach will cover the teacher's classes on occasion so that the teacher can observe exemplar teachers who are teaching in other classrooms.

If after an extended period of time, the teacher does not demonstrate improvement or professional growth, the principal will begin the process of terminating his or her position with the school.

If the school as a whole falls short of its academic achievement expectations, the principal and staff will be held accountable. The expectation for McAuliffe International School is that it will be a high growth, high performance middle school.

INNOVATION: TIME

VII. Describe how the school will use time strategically to support the vision, mission and education program so as to produce gains in academic achievement.

A. Describe the structure of the school day and week and any innovations to the school's calendar and schedule under innovation status and how such changes will lead to increased student achievement

1. Attach the school's proposed calendar and daily schedule of classes under innovation status. Include both a teacher and student schedule.

Please see attachments.

2. Summarize the length of the school day, including start and dismissal times.

- McAuliffe International School will offer an eight-hour school day. School will start at 7:45am and end at 3:45pm. This is an increase of one hour a day over the traditional middle school day and will result in a 14% increase in daily learning time for students.
- MIS will extend the school year from 171 student contact days to 195 student contact days. This is an increase of over 13% in the number of days of school offered to SIS students versus those students at a traditional middle school. School will start on August 13th and end on June 7th. Vacation time will be limited to Labor Day, Thanksgiving Break, Winter Vacation, Martin Luther King Jr. Day, President's Day, Spring Break and Memorial Day.
- In total, MIS students will attend school for 1560 hours a year versus 1197 hours for students at a traditional middle school (an increase of 30%).
- If a student attends MIS for grades 6 through 8, cumulatively, he or she will have received almost a full school year (1089 hours) of additional instructional time in his or her middle school career.

3. Summarize the total number of hours and days of instruction for core subjects such as language arts, mathematics, science, and social studies. Explain how the calendar will support the success of the innovation program.

Students will receive four hours of instruction a day in the cores subject areas of language arts, mathematics, science and social studies. By extending the school day and the school year, MIS will have sufficient time to meet the IB/MYP requirement that students receive at least 50 hours a year of instruction in visual and performing arts, physical education, technology and world languages. The additional time will also allow teachers to instruct to the depth that is required by MYP without having to rush through the Core Content Standards.

4. Summarize the total number of hours and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.

Students needing Tier 2 or Tier 3 interventions will receive anywhere from 1 to 10 hours a week of direct support services depending on the requirements set forth in their Personal Learning Plan or Individual Education Plan.

Two times a week, the last 75 minutes of the school day will be dedicated to enrichment and tutoring. During this time, students will receive small group support, meet with mentors, receive HGT services, or participate in mini-courses around areas of interest such as Yearbook, Newspaper, Speech, Debate, Destination Imagination, Shakespeare Festival, The Young Author's Conference, Robotics, Brain Bowl, Mathletics, etc.

Tutoring support will occur in small groups of 5 to 7 students. The interventionist and SPED teacher will coordinate the tutoring program. They will strategically group students based on need and data. Small groups will be led by parent or community volunteers in addition to education students serving practicum hours from Metro State and the University of Northern Colorado.

5. Explain why the school's daily and weekly schedule will be optimal for student learning, including how schedules provide flexibility to meet the individual needs of the students, allow for collaboration among teachers, and allow for English Language Learners, students with disabilities, and students struggling academically to receive the supports and additional services they may need.

The school's daily schedule will be optimal for student learning in the following ways:

- Teachers will have a common plan to create interdisciplinary, project-based lessons, make common formative assessments, establish inter-rater reliability and address the social/emotional needs of students in their core.

- Students will be scheduled back-to-back in literacy and social studies classes so that the teachers can take a “humanities” approach towards common themes in history and literature. For example, students studying the Civil Rights Movement in eighth grade social studies could be reading “Warriors Don’t Cry” in their literacy class and exploring the themes of civil rights and federalism across the two content areas.
- Because students at MIS will take three elective classes a day, struggling learners will have time to receive supports and additional services while still being able to participate in electives. For example, a student needing an intervention or ELL class may participate in that course in lieu of one elective; however, he or she will still be able to participate in two elective courses during his or her school day.
- The modified block schedule that MIS will be using allows students the benefit of having block periods two days a week. These extended classes on Tuesdays and Wednesdays will allow teachers to “dig deeper” with students in laboratory activities and experiential learning opportunities that require more time than a typical class period allows.

INNOVATION: STUDENT ENROLLMENT

VIII. Describe the enrollment procedures and practices of the school with innovation status.

- A. Describe what you have already done to engage students, parents, and the community in the region you are proposing to serve and how you will continue to attract families to your new school.

The principal attended Back to School Night at Westerly Creek Elementary and was introduced to prospective families. He met with interested parents, collected contact information and extended an open invitation to all interested parties to participate on the McAuliffe International School Steering Committee. In order to solicit input from prospective families outside of the Stapleton neighborhood, the principal met with Davita Bruce (Community Engagement Office) and enlisted her support in identifying parents of 5th graders in the Greater Park Hill Area who might want to serve on the Steering Committee. The principal e-mailed the principal of every elementary school in the Greater Park Hill Area and requested that they pass on his contact information to parent leaders in their schools who might want to have a voice in shaping the creation of McAuliffe International School. As a result of these efforts, the Steering Committee is comprised of parent representatives from the following school communities: Westerly Creek, Bill Roberts, Hallett, Carson, Lowry, and Denver Montclair International School.

Immediately following the Board of Education’s approval of the McAuliffe name (09/15/11), MIS began working with the Communications and Media Relations Department to create promotional materials for the school and to prepare for the Stapleton Education Expo (10/6/11) and the DPS School Expo (10/19/11). In addition, the principal worked with the Department of Education Technology to create a website for MIS. The website (<http://mcauliffe.dpsk12.org>) is now active and contains

information about the school, the Steering Committee's progress, and opportunities for prospective parents and students to get involved the school's creation.

Future opportunities for parent, student and community engagement include:

- Open houses on November 10, December 8, January 12, and March 8th
- A student committee will select the mascot and uniforms for MIS
- A student committee will provide input on the creation of MIS at a meeting that will take place over Winter Break.
- Advertising in the Front Porch (NE Denver newspaper)
- Direct mailings of information, promotional materials, and invitations to 5th grade parents in the following elementary schools- Hallett, Smith, Stedman, Westerly Creek, Park Hill, Polaris, Bill Roberts and Ashley.
- Open invitation to parents to meet with the principal and tour the campus.
- Website contains minutes from all Steering Committee meetings, a copy of the school's Innovation Plan and links to IB, Singapore Math, and extracurricular activities.

After opening, MIS plans to continue to attract families by delivering a quality educational experience for all students. By retaining existing families, establishing a reputation for excellence and providing responsive, high quality customer service, MIS will attract families from the Greater Stapleton / Park Hill area.

- B. Describe how enrollment practices will provide equal access to any student in your attendance boundary who is interested in attending the school, including students in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.

The Office of School Choice and Enrollment has developed the following process for accepting and enrolling students at McAuliffe International School:

Guiding Principles:

- 1) Allow each student who resides in Stapleton to attend his/her first preference school
- 2) Allow students who reside outside of Stapleton to attend a Stapleton school

Anticipated Seat Offerings:

- 5 classes (fall 2012) at McAuliffe International School → ~150 seats

Admissions Priorities:

- 1) Stapleton residents
- 2) NCLB applicants
- 3) NNE Denver residents (east of Colorado Blvd.; West of Quebec; North of Colfax)
- 4) Denver Residents
- 5) Non-Denver Residents

Timeline:

- 1) December 1st School choice process begins
- 2) January 31st School choice process ends
- 3) February 28th Families and schools are notified of student placements

- 4) March 2012: Second round of school choice
- The Office of Community Engagement will initiate a comprehensive community engagement process in January 2012, addressing boundaries and enrollment practices for Stapleton residents and residents of Near Northeast Denver.
- C. Please attach any written enrollment documents, including the Student Handbook, and/or forms that will be provided to or required of students and families.

Please see attached Parent/Student Handbook

INNOVATION: HUMAN RESOURCE MANAGEMENT

IX. Describe the proposed plan for staffing, recruiting, selecting, and developing employees, the school’s personnel policies, and the school’s leadership structure. Explain how they will be changed by innovation status, and how these changes will lead to increased student achievement.

- A. Describe any innovations in the school’s personnel policies under innovation status and how these changes will produce gains in academic achievement.
 - 1. Attached a copy of the school’s personnel policies under innovation status.

To meet the needs of all students and to achieve the academic performance goals outlined in Section XI and in Appendix D, McAuliffe International School requires maximum flexibility to design and implement human resource policies and procedures that align with the vision, mission and education plan of the school.

McAuliffe International School is committed to hiring outstanding individuals who understand and are prepared to meet the demands of creating a school that produces significant gains in academic achievement for all students.

The innovation plan includes waivers from state statutes and the DPS/DCTA collective bargaining agreement, including but not limited to, a waiver of the Teacher Employment, Compensation and Dismissal Act of 1990.

Employment Status.

Teacher’s employment with MIS and the Denver Public Schools will be “at-will” and will not be subject to the Teacher Employment Compensation and Dismissal Act of 1990, § 22-63-101, *et seq.* The teacher will have a right to end his/her work relationship with MIS and the Denver Public Schools for any reason at any time. MIS and the Denver Public Schools will have the right to end the work relationship with the teacher at any time in accordance with personnel policies in the Employee Handbook.

Teachers employed by the Denver Public Schools who obtained non-probationary status in the Denver Public Schools prior to their employment at MIS will be at-will as described in the preceding paragraph. Such teachers will regain their non-probationary status with DPS upon securing, without break in service, a mutual consent position within another DPS school. Such teachers will have the right to participate in the DPS staffing cycles available to all DPS teachers, but will not be guaranteed placement in any other school or further employment beyond their employment at MIS if they do not secure a position through mutual consent.

The employment rights of secretaries, paraprofessionals, custodians, facilities managers, and food service personnel will be determined by District policy and the applicable collective bargaining agreement and/or memorandum of understanding. MIS will collaborate with the district regarding the selection and placement of all personnel including secretaries, paraprofessionals, custodians, facilities managers, and food service personnel. In the event that a classified staff member is deemed to not be a good fit at MIS, the school will work with the district to remove the staff member and find a more suitable placement. The MIS principal will be the ultimate decision maker regarding the selection and hiring of classified personnel.

As described in this document, including Appendix E, MIS is requesting maximum flexibility to:

- Recruit and hire staff, including teachers, administrators, and other support personnel, using practices that will ensure employee fit with the school's Innovation Plan.
- Post vacant positions, recruit, and hire staff as the need arises, even if such need falls outside the District's standard hiring cycle.
- Not be subject to direct placement of teachers by the District.
- Create non-traditional job descriptions, which may include adding roles to any job description.
- Hire non-licensed teachers for non-core subjects who are not required to meet NCLB highly qualified criteria; the school will hire teachers who meet the highly qualified requirements for all core content classes.
- Create a professional development program that supports the Innovation Plan. MIS will have the option to participate in the District-provided professional development or to opt out and provide its own professional development that is specific to the unique needs of MIS students, staff, and programs.
- Create a process to address under-performing employees.
- Implement other programs and policies, such as a dress code and employee and student conduct expectations, that will support the school's culture as described in the Innovation Plan.

Such flexibility will be limited only by federal law, and the Colorado statutes, Collective Bargaining Agreement provisions and District Board policies not waived in this application.

Employment terms and conditions stated in the Innovation Plan will be made known to all employees throughout the hiring process and will be clearly outlined in the employee offer letter (see attached copy). By signing the offer letter, employees acknowledge that

they understand and agree with the employment conditions at McAuliffe International School.

- B. Describe any innovations in the school's staffing plan under innovation status and how these changes will produce gains in academic achievement.
 - 1. Describe all non-teaching staff positions and how they will contribute to achieving the school's goals.

The Principal will have the autonomy and accountability outlined in the Innovation Plan and will report directly to the Office of School Reform and Innovation instead of an Instructional Superintendent. This will allow the principal the flexibility and support necessary to implement and oversee the innovations required for achieving the school's goals.

The Director of Achievement (classified as Assistant Principal in the school budget) will oversee all professional development, lead common plan time twice a week, support teachers through research and observation, implement LEAP with fidelity and provide guidance to the principal regarding staffing and curriculum concerns.

Middle Years Programme Coordinator (Language Arts teacher with one additional planning period) will oversee the implementation of the MYP at McAuliffe International School. The coordinator will guide MIS through the authorization process, identify and schedule IB trainings for staff, support teachers in classroom implementation of the MYP, and support the principal by being a conduit to the International Baccalaureate Organization and the International Baccalaureate Association of Rocky Mountain Schools.

The School Accountability Lead (.5 Secondary Office Support II) will allow teachers and administration to focus on instruction and student achievement by coordinating and conducting testing for all students on district mandated assessments. The SAL will provide student data to help drive instruction at the classroom level and to guide decision-making at the administrative level.

The Counselor will guide student leadership organizations, address student mental health issues, moderate student-to-student conflicts, oversee athletics, coordinate Individual and Career Academic Plans (ICAPs) and assist students with personal and social development.

- 2. Attach a copy of the school's organizational chart with innovation status.

- a. Highlight any changes in the organizational structure with innovation status and how these changes will lead to increased student achievement.

The role of the Director of Achievement will be to solely focus on improving teacher performance and student achievement. In a normal administrative structure, all administrative responsibilities are divided equally between members of the administrative team. As a result, instruction and student achievement often are overlooked as administrators focus on the day to day operations of the school. The principal, counselor and administrative assistant at MIS will handle the day to day operations of the building (including culture and climate) while the Director of Achievement will deal only with instruction, professional development, curriculum and evaluation.

- C. Describe any innovations in the school's process for identifying, recruiting, and selecting new staff under innovation status and how these changes will lead to increased student achievement.
 1. Explain the strategies and processes to identify and recruit faculty, support staff and administrative staff.

McAuliffe International School plans to utilize a rigorous and comprehensive screening process to ensure the selection of the highest-quality staff. The principal will make all staffing decisions. MIS will rely on the following selection process to select the best candidates on numerous indicators:

- Posting of job descriptions, requirements and qualifications through multiple websites, career fairs, partner organizations (IBO) and professional networks (ACSD, CASE, CDE, etc.)
- Stage 1: Application, resume and cover letter screening.
- Stage 2: Initial 45 minute interview.
- Stage 3: Observation of candidate teaching a sample lesson. Follow-up 45 minute interview.
- Stage 4: Verification of previous employment, professional and personal references.
- Stage 5: Offers of employment to the strongest candidates.

The same process will be followed for support staff and administrative staff, except for the teaching of a sample lesson.

When an offer is made to a potential new employee, he or she will be fully informed in writing as to the Human Resource waivers that are in place at MIS and that by signing the contract, the new hire is indicating that he or she is in agreement with the terms of his or her working conditions.

2. Describe selection criteria and other qualifications for faculty, support staff, and administrative staff that will ensure fit with the vision, mission and academic plan of the school.

McAuliffe International School will use the following criteria when selecting staff:

- Strong moral purpose and belief in the right of all students to a high quality education
- Firm belief that all students can learn
- Pride in oneself and one's quality of work
- Self-disciplined, self-motivated, and hardworking
- Empathetic, loves kids
- Lifelong learner, thoughtful and reflective
- Works well with other adults
- Optimistic with a pleasant disposition
- Experienced
- Knowledgeable of content and instructional strategies
- Effective communicator with strong customer service skills.

In addition to the previously mentioned characteristics, McAuliffe International School will use the following criteria when selecting the Director of Achievement:

- Intelligence and inquiry- the DoA must be informed on the latest theories and best practices in education.
- Objectivity- the DoA must be able to have tough, honest conversations with teachers about performance issues.
- Evaluation skills- the DoA must be able to accurately and effectively evaluate teacher performance
- Professional development skills and experience- the DoA must be able to deliver effective professional development and instruction to teachers
- Leadership- the DoA must be able to lead by example, model best practices, and have the respect of his or her teaching staff.

- D. Describe any innovations in the school's compensation system under innovation status and how these changes will lead to increased student achievement.

1. Describe any incentive or reward programs and how they align with the vision and mission of the school.

McAuliffe International School does not plan to offer any financial incentives or reward programs above and beyond the DPS Salary Schedule/ProComp.

- E. Describe any innovations in the school's professional development plan under innovation status and how these changes will lead to increased student achievement.

1. Describe your vision for the professional culture you want to create at your school. The description should explain how professional development for the faculty will build coherence, support the education program and build capacity to improve student achievement.

The professional culture at MIS will be a culture of collaboration, collegiality and excellence.

Collaboration will be facilitated through core teams and common plan time. Teachers will meet twice each week for 60 minutes to integrate lessons, share best practices, and discuss student issues. Common plan time will be facilitated by the Director of Achievement and the MYP Coordinator.

Collegiality will be fostered through a culture of mutual respect and understanding. The leadership of MIS will lead by example in how they interact with staff and faculty. Individual contributions will be celebrated, stakeholders will have a voice in the decision-making process and all discourse will be civil and conducted in a manner that values all perspectives.

A culture of excellence will be achieved through motivation and accountability. Staff and faculty will be given as much autonomy as possible regarding the use of time and the selection of teams, tasks and technique. It is our belief that when individuals are given a high level of autonomy regarding the previously mentioned areas, they will be motivated to perform to the best of their abilities (see *Drive* by Daniel Pink). A high degree of staff and faculty autonomy; however, does not equate to freedom from high expectations. All staff and faculty will be accountable for providing students with an excellent education. All McAuliffe International School parents and students will receive the highest level of customer service possible.

All professional development at MIS will support the school's education plan and build coherence and capacity amongst faculty via a three-pronged approach:

- 1) Successful implementation of the Middle Years Programme will be facilitated by the MYP Coordinator. He or she will identify professional development needs amongst the faculty (leadership included) and align those needs with professional development opportunities available through the International Baccalaureate Organization. In addition, the MYP Coordinator will guide teachers' lesson planning using the MYP Backwards Planning Framework and support teachers in implementing the Approaches to Learning and Areas of Interaction in their classrooms.
- 2) Successful implementation of the Singapore Math curriculum will be facilitated by the publisher of *Math in Focus*, Houghton Mifflin. Trainings for math teachers will take place in the summer and be led by Shelly Dubose. Ms. Dubose is the lead facilitator for Singapore Math in Colorado and has already done presentations to prospective MIS parents on *Math in Focus*. She will play an essential role in training MIS math teachers and educating our parents in this unique curriculum.
- 3) The Director of Achievement will build instructional capacity amongst faculty and improve student achievement by leading targeted professional development for two

60 minute sessions on Wednesday and Thursday mornings each week. The Director of Achievement will determine instructional improvement needs based on observation, teacher self-assessment, and data. The preferred method for delivering professional development will be the Japanese Lesson Study (currently being used statewide in Florida and funded with Race to the Top dollars). In a Lesson Study, a group of teachers collaboratively create a lesson. One teacher implements the lesson in his or her classroom while the other teachers observe and collect data via progress monitoring. Following the lesson, the teachers reconvene to debrief the lesson. They share their observations, data and insights, and identify the strengths and weaknesses of the lesson. The focus of the Lesson Study is on the design of the lesson, not the individual teacher. The teachers take their learning from this process and apply it to future lessons. The goal is to create a culture and process for continual classroom improvement.

Professional Development Timeline:

May 29th – May 30th: Singapore Math training with Shelly Dubose from Math in Focus

June 27th – June 30th: MYP training for all staff at the IB Conference in Keystone, CO.

August 9th – August 10th: Building level professional development on best practices and MYP implementation. Training led by Director of Achievement and MYP Coordinator at school site.

Ongoing twice weekly Common Plan and PD: Building level professional development will occur twice a week on Wednesday and Thursday mornings for one hour while all students are in physical education class.

2. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effective employees and
3. Describe how the school's culture and leadership team will support the professional growth of all teachers.

McAuliffe International School's culture will emphasize lifelong learning and the relentless pursuit of excellence; therefore, the leadership of MIS will fully support the career goals of its faculty and staff. At the start of every school year, faculty and staff will meet individually with the principal to discuss their goals related to the school year and to their own professional growth. Each faculty member will develop an Individual Professional Development Plan that covers at least a three year period and serves as a framework for the teacher's individual professional development. As part of the plan, the principal will seek to identify ways in which the school can support the staff member's goals whether by adjusting schedules and assignments or by participating in programs and opportunities offered by DPS, professional organizations or institutions of higher learning. In addition, teachers will have the opportunity to participate in book studies facilitated by the MYP Coordinator and they will have the opportunity to visit other schools to observe best practices being implemented by teachers throughout the district.

Teachers at MIS will have the opportunity to participate in DPS's Teacher Leader Training, Empowering Excellent Educators, and Professional Content Knowledge initiatives. MIS staff members that participate in these trainings will have the opportunity to share their learning and train other teacher leaders in the building; thus, developing capacity in additional staff each year.

4. Describe the types of teacher collaborations and teacher teams that will be established in the first year of the school and will be present when the school is at capacity. Describe the work of the proposed teacher teams or collaboration.

In addition to the previously mentioned core and grade level teams, MIS will have an Instructional Leadership team that is comprised of the MYP Coordinator, Director of Achievement, Principal and one teacher representative from each content area and electives. The purpose of the ILT is to raise and address curricular and instructional concerns, to provide input for professional development needs and to improve supports for teachers' performance in the classroom. It will operate as an issue-focused advisory group and not a decision-making body.

5. Describe the school's plan to cultivate future leadership capacity.

All staff will have the opportunity to participate on building leadership teams and to serve as department chairpersons. In addition, teachers at MIS will be encouraged to participate in DPS's Teacher Leader Training, Empowering Excellent Educators, and Professional Content Knowledge initiatives. A goal for MIS will be that all teachers are progressing professionally towards being an instructional leader or instructional coach at MIS or another school in DPS.

6. Explain how the school will demonstrate a spirit of collaboration so as to share innovative practices across the entire district.

As a school of innovation, McAuliffe International School views itself as an incubator for approaches to learning and instruction that are not utilized district-wide; therefore, MIS has a responsibility to share its experiences and findings with the rest of the district regarding the successes and failures of its innovations. The MIS school leader will share innovative practices and results with school and district leaders via the leadership academy roundtable forums. In addition, the MIS school leader will participate in regular meetings with other Innovation School leaders in the district with the express purpose of sharing practices and learning from the successes and challenges of others.

- F. Describe any innovations in the school's performance management system under innovation status and how these changes will lead to increased student achievement.
 1. Describe policies and procedures for establishing individual employee goals.

MIS will use the LEAP evaluation system framework and observation tools to set individual performance goals at goal-setting conferences. Goal-setting conferences will occur at the start of the school year. Teachers will set their goals in consultation with their supervising administrator.

Should the school determine that it wishes to propose a teacher evaluation system different than LEAP, the school will demonstrate that its plan is appropriate and superior to LEAP, meets the requirements of SENATE BILL 10-191, and will seek approval from the District.

2. Describe policies and procedures for evaluating staff, providing feedback and celebrating excellence.

Teachers will be evaluated using the DPS LEAP evaluation frameworks, which include student growth data as measured on standardized assessments, principal observations and student feedback.

All teachers will be evaluated 4 times per year using the DPS Effective Teaching Framework. Two of the observations will be performed by the evaluating administrator and two observations will be performed by the DPS Peer Review Team.

Excellence in staff and faculty performance will be recognized and celebrated at monthly meetings where teams will share results with the entire faculty. Standardized test results will be published by grade level and posted to the school website where recognition will be given to excellent performance. Teachers of excellence will model best practices and will work with collaborative teams to analyze instruction that is resulting in exceptional student achievement.

Celebrations will include hand written thank you notes, public recognition of successes, a "What we love about..." bulletin board in the faculty lounge, administration covering classes so that recognized staff can have an occasional "recovery" period, encouragement and support for teacher's professional goals, occasional celebratory coffee cart and breakfast burrito deliveries, and in general making MIS a fun place to work.

3. Describe who is involved in the evaluation process, how feedback will be provided, and how often.

Consistent with the DPS LEAP evaluation system, the principal, the Director of Achievement, and peer observers will be involved in the evaluation process. Teachers will be formally observed with specific feedback 4 times per year and will receive feedback on progress toward individual growth goals and student achievement gains.

In addition to the LEAP observations, the Director of Achievement will perform additional informal observations and classroom walkthroughs for all teachers. He or she will provide the observed teacher with specific and useful written feedback regarding what was observed in the lesson and allow time for the teacher to meet and discuss the observations if he or she so desires.

4. Explain how the school will handle unsatisfactory leadership and teacher performance.
 - a. Describe employee remediation policies and procedures.

Because all licensed personnel will be at-will employees, McAuliffe International School will not have any remediation policies or procedures. Teachers will be formally observed four times per year and will receive feedback on progress toward individual growth goals and student achievement gains.

5. Describe how the performance management system will be used to drive improvements in teacher effectiveness and student achievement.

MIS will implement the DPS LEAP performance management system in the 2012-2013 school year. Teacher performance data, student surveys and student achievement data will be used to establish a fair assessment of a teacher's overall performance. In subsequent years, teachers and administrators will use LEAP data to guide the setting of professional goals and professional development priorities. Professional development resources and opportunities will be directed strategically at areas of instructional weakness identified by LEAP. It is expected that teachers will demonstrate growth in areas of weakness, instruction will improve and; as a result, student engagement and academic achievement will improve as well.

- G. Describe any innovations to the school's leadership structure as a result of innovation status and how these changes will lead to increased student achievement.

The school will utilize a distributed instructional leadership model. The instructional leadership model creates a shared responsibility amongst all staff for creating a common understanding of the standards and practices of the MYP.

With a distributed leadership model, individuals on the team benefit from increased empowerment. The greater the shared focus on the MYP the greater the impact and effectiveness of the instruction for students. The distributed model strengthens the school community particularly in the time of change and transition. The program is owned by the staff and not just an individual. Continuity and consistency of the MYP is maintained when ownership and responsibility rests with the entire staff rather than a few individuals.

Oversight and accountability for the effective implementation of the innovation plan remains the school principal's responsibility.

- H. Describe the qualifications and capacity of school leadership (i.e., skills, experience, and available time) to identify and respond to the needs of the school and to ensure the innovation plan is successfully implemented.

Kurt Dennis, the Principal of McAuliffe International School, has over 12 years of experience working in education in the Denver area. He spent the past 4 years working as an assistant principal in the Westminster 50 School District. Prior to working as an assistant principal he worked as a science teacher, ESL teacher and Dean of Students. Over the years, Mr. Dennis has designed and implemented multiple programs that have significantly improved the student experience for a variety of students. Specifically he developed and implemented a “Newcomer’s Program” for immigrant students new to the United States. He was also a founding member of the leadership team for the New Westminster High School. Based on these experiences along with extensive experience in administrative capacities, Mr. Dennis will be able to provide sound insight into the needs of the Greater Stapleton/Park Hill Middle School target population. The International Baccalaureate Program directed by Mr. Dennis the past two years at Westminster High School has seen tremendous improvement in student performance. From 2010 to 2011, there was a 366% increase in the number of students who earned the IB Diploma. Furthermore, performance in individual subject areas increased dramatically as shown in the table below:

IB Testing Content Area	2011 Average Student Score	2010 Average Student Score
English	4.46	3.55
French	3.50	3.25
Spanish	4.10	3.58
History	3.36	3.35
Biology	3.09	2.38
Math	3.78	3.76
Visual Art	4.8	4.0

- I. Provide a detailed leadership succession plan which engages the school’s parents and teachers to ensure consistency and stability in implementing the mission and vision of the innovation plan.
 1. If there is a change in leadership, describe the process the community will engage in to identify and recommend qualified candidates.

The MIS Leadership Succession Plan is as follows:

In the event that the current school principal vacates the position, the School Accountability Committee will be responsible for implementing the principal selection process in consultation with DPS. The SAC will identify an interview team that will be comprised of 2 teachers, the principal’s secretary, the exiting principal (per SAC approval), the Director of Achievement and 4 parents and/or community members. The committee will select the two best candidates and make recommendations to the DPS Superintendent. Potential applicants who currently work at the school will not be able to participate in or attend any selection related meetings.

A neutral party will be invited to facilitate all faculty and parent/community meetings.

The selection process will include:

- A work group to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- A parent/community meeting to identify characteristics and criteria of desired new leader that are consistent with the innovation plan
- Development of a job description based on faculty and parent/community input;
- Posting of position on DPS's website and other external outlets;
- Development of interview questions and selection criteria rubric based on job description and key leader attributes;
- Application screening and scoring;
- Conduct interviews including performance tasks such as classroom observations and feedback sessions;
- Reference checks on top candidates;
- Host a public symposium for finalists;
- Conduct site visits to finalists current schools;
- SAC selects final candidates;
- Submits recommendation of two finalists to Superintendent for final selection;
- Announce position acceptance to staff, students, parents, and community.

The goal of MIS is to develop leadership and operational capacity amongst the staff so that in times of transition, the school continues to function at the highest possible level. The strong culture and climate of MIS will dictate that staff and student performance will not be affected by a change in leadership and that the level of customer service will not deteriorate.

The Director of Achievement, counselor and MYP Coordinator would all be logical candidates to succeed the principal in that they will be an integral part of the school's leadership team and understand the day-to-day operations of the building. They will already have relationships built with the staff, students and community and could continue the school's pursuit of its vision and mission without substantial disruption or turnover.

The acting principal will make every effort to groom and prepare members of the leadership team for the possibility of leading MIS by including them in:

- Staffing and curriculum decisions
- Budgeting and scheduling processes
- Facility management and safety protocols
- Planning and facilitating professional development and staff meetings
- Community engagements and recruitment efforts
- Working with OSRI and district leadership
- Establishing relationships with all pertinent district departments

The Principal Selection Committee will consider the following criteria when selecting a new principal for McAuliffe International School:

- Character- the school leader should be honest, fair and have integrity
- Situational awareness- the school leader should be actively involved and know what is going on in classrooms and the hallways.
- Intelligence and inquiry- the school leader should be informed on the latest theories and best practices in education.
- Input and listening- the school leader should want input from his or her teachers to help make decisions and create policies.
- Communicator- the school leader should operate transparently, be an effective communicator and be able to actively engage parents and the community
- Relationships- the school leader should be personable, empathetic and value positive relationships with students, staff and parents.

INNOVATION: SCHOOL GOVERNANCE & PARENT ENGAGEMENT

X. Describe proposed changes to the school’s governance structure and parent engagement strategy. How will these changes produce gains in academic achievement?

A. Describe your plan to ensure a robust and participatory governance structure that will provide accountability and support to the school.

1. Describe any advisory bodies or councils that have been and that will be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school’s leadership.

A Steering Committee, with eighteen members from the community, has been formed and has met weekly since the middle of August. The meeting times, dates and locations are published on the school website and all individuals wishing to attend are welcome to be a part of the committee. The Steering Committee serves as an advisory body to the principal in the creation of the school’s Innovation Plan.

McAuliffe International School will have a table and promotional materials at the Stapleton Education Expo on October 6th and at the Denver Public Schools Expo on October 19th. Open houses will take place at the school on November 10th, December 8th, and January 5th.

Prospective students have the opportunity to engage in the formation of MIS through the Mascot-Naming Committee and the Student Advisory Group. The Student Advisory Group will meet over winter break and provide prospective students with the opportunity to share their opinions and help shape the creation of their future middle school.

MIS will be governed by the school principal in accordance with the autonomy and accountability outlined in the approved Innovation Plan. The school principal will report to the DPS Office of School Reform and Innovation who will hold the principal accountable and will provide needed support.

A School Accountability Committee will be formed to advise the principal and communicate with the public on the school's UIP, educational program, budget and staffing allocations as outlined in the SAC bylaws. Whenever possible, decisions will be made by full consensus of the SAC, which will include the school principal. In the event that the SAC does not reach consensus, the principal will make decisions that take into consideration the input of SAC members and the school's mission, vision, and student achievement goals.

SAC members will include staff, parents, and community members elected by their peers. The SAC will actively recruit minority members and representation from all constituents. The SAC will provide public accountability for meeting school performance goals, support for the school leader in implementing the Innovation Plan, and will advocate for the school within the community.

At the beginning of the school year, MIS will hold an election to determine who the parent and teacher representatives will be for the SAC. The principal will share the results of the election with the public and will announce the elected SAC members. The SAC will meet 8 times between September 1st and May 31st.

2. If applicable, attach a copy of the school's committee descriptions.

McAuliffe International School will have parent committees to support the school in the following areas:

Teacher Support- each classroom teacher will have one parent supporter who is willing to help with routine tasks in order to allow the teacher to focus more directly on classroom instruction.

Fundraising- a committee of parent volunteers will coordinate the one annual fundraiser for MIS.

Student Socials- this committee will plan and coordinate two student mixers/dances each school year. This committee will also include student representatives.

McAuliffe Athletics Council- the MAC will support athletic programs at MIS by keeping score at games, operating the concession stand, increasing school spirit and helping with overall logistics surrounding athletics.

Activities Council- this committee will support the visual and performing arts at MIS as well as extracurricular activities. They will help promote performances, create and print programs, and help with overall logistics surrounding performances and activities.

Service Learning- a committee of parent volunteers will help coordinate and chaperone the two days of community service that MIS students will participate in each year. This committee will also include student representatives.

Field Trip- parents and volunteers will help coordinate and chaperone the students' visit to a local college or university each year. This committee will also include student representatives.

Back-to-School Night- this committee will help plan and coordinate the annual Back-to-School Night event that takes place each August at MIS.

Academic Awards Ceremony- a committee of parent volunteers will help to plan and coordinate the annual Academic Awards Ceremony each spring.

Tutoring/Mentorships- members of this committee will volunteer to serve as tutors/mentors to students and help coordinate the tutoring/mentoring program at MIS

Critical Needs- committee members will work to provide material support to students (identity protected) who might need school supplies, clothing, food or other material support in order to be healthy and successful in school.

Volunteer Coordination- committee members track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.

Enrichment- volunteers lead enrichment activities for students two days a week for 60 minutes each day for 12 weeks.

Aquatics- volunteers chaperone students to the Central Park Rec Center for an aquatics program one day a week during 2nd trimester.

Committee policies and procedures:

- Parents will be able to sign up for committee work online in the spring for service the following school year.
 - Each committee will be led by an elected chairperson.
 - The chairperson will report directly to the principal.
 - All public communication from the committees will be vetted by the principal and distributed through the Main Office.
 - Committee chairpersons will meet collectively with the principal on a monthly basis to foster inter-committee communication and support.
 - The number of members serving on each committee will vary based on interest and need.
 - There will be a celebration at the end of the school year for all volunteers that meet their 10 or 5 hour service goal.
- B. Describe the parent and community engagement plan that will be implemented to support the school's mission. Describe what you have done and how you will continue to engage parents in the school's culture and operations. How has and how will the school build family-school partnerships to strengthen support for

learning and encourage parental involvement? How will the school ensure its family engagement efforts are meaningful and relevant for the proposed target population? Describe any commitments or volunteer activities the school will seek or offer to parents.

The MIS Steering Committee identified the following major themes regarding the engagement of parents in the school's culture and operations:

Communications must be transparent, open and inclusive:

- School performance data will be accessible on the school website and easy to understand.
- School website will be updated regularly and include accurate information.
- Stakeholders will know exactly how their donations and volunteer time are being used.
- Clear roles and expectations for communications between all stakeholders will be outlined in the Student/Family Handbook.

Communications must be regular and incorporate a variety of media and strategies.

- Information will be centralized via the school website. Parents and students will not be overwhelmed with information being dispersed across too many locations.
- All staff will be on the same page regarding communications from the school so that parents and students are not receiving mixed messages.
- Teachers will each have their own blogs to communicate with parents regarding class activities, homework, learning opportunities, etc.
- Parents will be able to access students' grades and attendance records in real-time via the Infinite Campus Parent Portal.

A broad range of opportunities for engagement and participation must be made available to all stakeholders.

- Routine opportunities for stakeholder participation will include: monthly coffees with the principal, surveys, a FAQs and Comments link on the school website, teacher blogs, and bi-weekly newsletters from the principal.
- Students will have an essential role as ambassadors between school and home. Students will lead Parent-Teacher Conferences and communicate with parents regarding events that are taking place at school and in the classroom.

Extra efforts at outreach must be made by the school to ensure the participation of all stakeholders.

- The principal will lead by example and embrace a culture of engagement and participation.
- Parents will be engaged prior to their students enrolling at MIS. Outreach and engagement efforts will extend into the elementary schools via open houses, information nights, the principal attending Back-to-School Nights and other events at the elementary schools.
- The principal will request specific parental involvement and support on an as-needed basis.
- A system for tracking and reinforcing engagement will be created.

- C. Describe how innovation status will be used to leverage parental involvement.

MIS will use its innovation status to eliminate many of the non-contact days from the traditional DPS academic calendar. Our goal is to still allow teachers time for professional development and work days, but not at the sacrifice of student learning time. In order to accomplish this goal, we will utilize parent volunteers as well as all non-instructional staff to serve as chaperones on service days and field trips. While students are off campus on these days, teachers will be working in their classrooms or training in professional development.

MIS will also ask that each family volunteer at least 10 hours a year in service to the school. Single parent families will be asked to volunteer at least 5 hours a year in service. Opportunities for volunteering include the previously mentioned committees plus attendance at Back-to-School Night, Parent Teacher Conferences, performances, and celebrations.

- D. Describe any community partnerships needed to implement the school's innovation plan.

McAuliffe International School will partner with the International Baccalaureate Organization in order to implement the Middle Years Programme with fidelity.

- E. Describe any partnerships the school has made and describe any other community partnership or services you anticipate developing as a result of innovation status.

As mentioned earlier, we hope to partner with the United Airlines Training Center and the University of Colorado Family Medicine Office in support of our tutoring/mentorship program. In addition, the principal will be an active member of the Stapleton Rotary Club in order to foster relationships with the local business community and to share resources/efforts in our common mission of service to the community.

- F. If applicable, attach a copy of the school's bylaws.

INNOVATION: BUDGET

- XI. Provide a budget and an estimate of potential cost savings and increased efficiencies as a result of innovation status. Explain how the school's allocation of resources, as reflected in the budget, supports the vision, mission and education plan.**

- A. Using the financial model provided, create a detailed five-year budget reflecting major revenue and expense items and key assumptions. The budget should balance each year and reflect financial stability in three to five years. Projections of student enrollment for years 1-5 of the operation of the school, including the

estimate percentage of English Language Learners, Special Education, and free and reduced lunch eligible students should also be included.

Please see attached five year budget and attached five year contingency budget.

- B. Provide a budget narrative describing the financial plan that includes an explanation of the school's path to financial stability.

As with the vast majority of schools that open with only one grade level, MIS will run a budget deficit its first two years of operation. However, due to economies of scale, as the school grows, its budget deficit will decline. By Year 3, MIS will have a balanced budget and be financially stable when at an enrollment of at least 450 students.

The allocation of funding in the budget reflects the priorities of McAuliffe International School. The highest priority for spending is to provide quality instruction and a rigorous learning environment. Beyond the traditional classroom teachers, MIS will hire a literacy/math interventionist to support struggling learners, a Director of Achievement to support and coach teachers, and a guidance counselor to support students' emotional needs as well as a positive culture and climate.

It is MIS's intention to outsource the functions of the school nurse and school psychologist/social worker in order to deliver quality services while maximizing budgetary efficiencies. MIS is also exploring the possibility of outsourcing its athletic programs in an effort to save money and keep the school's primary focus on academic achievement.

A contingency budget has been drafted in case MIS falls short of its enrollment and fundraising goals (please see attachment). In order to account for the loss of revenue, MIS would take the following steps regarding staffing and budgeting:

- 1) Eliminate the .5 Interventionist's position
- 2) Eliminate the Office Support II position
- 3) Eliminate one Counselor position
- 4) Reduce spending on General Supplies
- 5) Reduce spending on Other Professional Services

These reductions would allow MIS to continue to offer its full array of elective courses, maintain student-teacher ratios and continue offering the MYP.

1. Provide an overview of how the allocation of resources, as reflected in the financial plan, supports the vision, mission and education plan of the school.

The curricular materials and staff development necessary to implement the Middle Years Program and reach the MIS goals of developing knowledgeable, inquisitive and compassionate young people will be paid for by start up funds as indicated in the 5-year budget projection. Funding for a Director of Achievement (classified as assistant principal in the budget) to support the effective implementation of MIS's innovative

educational programs will be possible through start up funds initially, and sustainable through increased funding from growth in student enrollment.

2. Explain major revenue sources, including any funds originated from private sources.

Based on the success of fundraising efforts at three elementary schools in the attendance area, MIS expects to raise sufficient funds to cover the annual cost of IB membership (\$10,000) and IB-related instructional consumables (\$4,000 annually). MIS will also use fundraising monies to help pay for field trips, assemblies and service learning opportunities. If MIS fails to raise sufficient funds to cover the annual cost of IB membership, the .5 Office Support position will be cut to cover the budgetary shortfall.

In addition to fundraising, MIS will apply for the following grants: IBARMS Service Grant and the Anschutz Family Foundation Grant in an effort to supplement its operational budget.

Standard student fees will be applied for science laboratory materials, locker maintenance, computer maintenance, art supplies, yearbooks, student IDs, instructional consumables, activities/athletics, field trips, assemblies and service learning opportunities.

- a. If revenue is generated from private sources, disclose contributor names, amounts of the contributions, duration of the contributions, and funding commitments already secured by the school.

MIS has no private sources of revenue at this time.

3. Highlight additional operating costs resulting from the unique attributes of the innovation proposal.
 - a. Explain specific resources, material, equipment, staff, programs and policies that create additional operating costs (e.g., longer school year and school day).

MIS will incur the following additional costs due to the unique attributes of its innovation proposal:

- \$10,000 annual membership fee to International Baccalaureate.
- \$4,000 in annual consumable resources from International Baccalaureate
- \$50 in annual International Baccalaureate promotional materials.
- \$7,000 in annual MYP training and professional development for staff. Training and hotel costs at the IBARMS Annual Conference in Keystone at the end of every June equates to \$1000 per person. We would need to train 7 staff members a year for each of the first three years of operation.
- \$150 annual membership fee to IB Association of Rocky Mountain Schools.

- Increased costs associated with the Singapore Math program include purchasing curricular materials and training staff (\$3500). We only need to train one math teacher each year for three years as no other staff will be using the Math in Focus curriculum.
- New school costs associated with purchasing reading and math diagnostic assessments including test materials and protocols for student service providers.
- There will be no additional stipends for teachers for working an extra 16 days a year.

- b. Highlight one-time implementation costs that will be incurred during the planning year and/or year one of operating with innovation status.

One time implementation costs that will be incurred during the planning year include:

- IB Application fee of \$4000.
- \$1,500 in IB start up costs for teacher guides, Task Banks, and promotional materials.
- \$1,500 in fees for an MYP Coordinator/Consultant.

- c. Explain how the school will fund such additional operating costs.

New school start up funds will be used to fund initial costs of curricular materials and training associated with IB and Singapore Math programs. Innovation status will allow the school to reallocate funding to support the ongoing implementation of the programs.

4. Highlight cost savings or increased efficiencies due to the unique attributes of your innovation proposal (e.g. analysis of budgeting using average vs. actual salaries or estimates of centrally budgeted services for which the school intends to access funding directly).

MIS is requesting waivers to retain the right to analyze the costs and benefits of centrally budgeted operational services currently provided by the district (see below) and choose to fund those services directly in future years in order to ensure that the school receives the highest quality service for the lowest cost, maximizing the impact of resources.

MIS will be able to purchase services from the District or by contracting directly with other providers. The school leader will work with OSRI to identify which services will be provided by the District for the following year.

Operations and Management Services that may be provided by the District include:

- Budget and Finance
- Payroll and Purchasing
- Community Relations
- Enrollment and Admissions
- Professional Development

- Principal Leadership Development
- Transportation
- Food Services
- Facilities Management
- Custodial and Maintenance
- Health and Wellness
- Counseling and Social Services
- Safety and Security
- Information Technology
- Human Resources
- Serving Students with Disabilities
- Serving English Language Learners
- Athletics

Contracting back with the district or another provider of management services allows the school the flexibility to select services that will best match their individual needs and to hold providers accountable for the quality of the service provided.

Because the school will open with only one grade level and 150 students, it has decided to use most District services with the exception of professional development, principal leadership development, health and wellness, counseling and social services and possibly athletics. The following years may result in using actual salaries and expanding the use of the menu of services to maximize service quality and minimize expenses.

MIS hopes to maximize savings and efficiencies by sharing costs and staffing with Swigert International School. We hope to share counseling, psychology, social work, nursing and reception staff between the two schools. In addition, the two schools are exploring the possibility of sharing elective teachers if the schedule allows.

- C. Explain the policies and processes that will be implemented to ensure that sound financial management practices are implemented and that the financial plan is executed with fidelity.

MIS leadership will work closely with the DPS budget office to develop sound financial management practices. The MIS School Accountability Committee will oversee and approve the use of funds consistent with the school's innovation plan.

The school may ask for waivers from the state and district to enable banking and accounting systems to be separate when the principal and SAC agree that it is in the best interest of the school economically to move to an in house system.

1. Identify the person(s) who will directly manage and oversee the school's budget.

The principal will directly manage and oversee the school's budget. A business manager may be hired, when the school is at full build, to assist with accounting, banking,

contracting, and purchasing goods and services. The principal has experience in maintaining a school budget and has received direct training from two veteran administrators in school finance and budgeting. The principal's secretary has several years of experience in overseeing budgets for small businesses and travel agencies.

INNOVATION: OTHER PROGRAMS, POLICES, OPERATIONAL DOCUMENTS

XII. Describe any other innovations not yet explained in the application and how such innovations will lead to increased student achievement.

- A. Describe any other programs, policies, and/or operational documents at the school that would be affected by the proposed innovations, how these programs, policies and/or operational documents would be affected, and how the changes will lead to increased student achievement.

There are no additional innovations to describe at this time.

WAIVERS

XIII. Describe the waivers you are requesting from DPS policies, collective bargaining provisions and state statutes. Clearly describe the replacement policies and practices that the school is proposing for each waiver.

1. Please complete **Appendix E**.
1. As stated in Appendix E, the Innovation School Act (22-32.5-108(4)) states that "each district of innovation that receives a waiver ... shall specify the manner in which the innovation school ... shall comply with the intent of the waived statute or rules and shall be accountable to the state for such compliance." For each state waiver, specify how the school intends to comply with intent of the statutes being waived.

Please see Appendix E.

ADMINISTRATIVE AND FACULTY SUPPORT

XIV. Provide evidence of administrative and faculty support

- A. Attach evidence that the majority of administrators support the innovation proposal.

Not applicable because MIS is a new school.

- B. Attach evidence that more than 50% of faculty have voted to support the proposal.

Not applicable because MIS is a new school.

- C. If seeking waivers from collective bargaining agreements, attach evidence that more than 60% of faculty have voted to support the proposal.

Not applicable because MIS is a new school.

- D. Attach statements of support from other staff employed at the school.

Not applicable because MIS is a new school.

COMMUNITY SUPPORT

XV. Provide evidence of community support

- A. Provide a letter of support showing majority of members support innovation status from the school's CSC.
- B. Provide letters of support from community based organizations.
- C. If applicable, provide other evidence of community support.

Please see attachments. As a new school, MIS does not have a CSC in place; however, the steering committee that has worked closely with the principal to develop the innovation plan, mirrors the composition of a CSC and acts a "planning CSC" for the school until an official CSC can be formed. Please see the attached letter from the "planning CSC" in support of the Innovation Plan.

REQUIRED ATTACHMENTS

- Teacher Schedule
- Student Schedule
- Student Handbook
- Personnel Policies
- Written Enrollment Documents and Forms Provided to Families
- Organizational Chart
- Committee Descriptions
- By Laws
- Five-Year Budget
- Evidence of Administrative Support
- Evidence of Faculty Support
- Letter of Support from CSC
- Letters of Support from Community Based Organizations

Possible Modified Block Bell Schedule for McAuliffe International School									
Monday		Tuesday		Wednesday		Thursday		Friday	
P1	7:45-8:40	P1	7:45-8:40	P1	7:45-9:20	P1	7:45-9:20	P1	7:45-8:40
P2	8:45-9:45	P2	8:45-9:45					P2	8:45-9:45
P3	9:50-10:50	P3	9:50-10:50	P2	9:25-10:55	P5	9:25-10:55	P3	9:50-10:50
P4	10:55-12:30	P4	10:55-12:30					P4	10:55-12:30
Lunch	11:25-12:00	Lunch	11:25-12:00	Lunch	11:25-12:00	Lunch	11:25-12:00	Lunch	11:25-12:00
P5	12:35-1:35	P5	12:35-1:35	P3	11:05-1:05	P6	11:05-1:05	P5	12:35-1:35
P6	1:40-2:40	P6	1:40-2:40					P6	1:40-2:40
P7	2:45-3:45	P7	2:45-3:45	P4	1:10-2:40	P7	1:10-2:40	P7	2:45-3:45
				P8	2:45-3:45	P8	2:45-3:45		

Possible Student Schedule for McAuliffe International School									
Monday		Tuesday		Wednesday		Thursday		Friday	
P1	PE	P1	PE	P1	PE / Class Meeting	P1	PE / Advisory	P1	PE
P2	Math	P2	Math					P2	Math
P3	Literacy	P3	Literacy	P2	Math	P5	Science	P3	Literacy
P4	Soc. Studies	P4	Soc. Studies					P4	Soc. Studies
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
P5	Science	P5	Science	P3	Literacy	P6	Art	P5	Science
P6	Art	P6	Art					P6	Art
P7	World Lang.	P7	World Lang.	P4	Soc. Studies	P7	World Lang.	P7	World Lang.
				P8	Enrichment	P8	Enrichment		

Sample Teacher Schedule for McAuliffe International School									
Monday		Tuesday		Wednesday		Thursday		Friday	
P1	Plan	P1	Plan	P1	Common Plan	P1	Common Plan	P1	Plan
P2	Teach	P2	Teach					P2	Teach
P3	Teach	P3	Teach	P2	Teach	P5	Teach	P3	Teach
P4	Teach	P4	Teach					P4	Teach
Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
P5	Teach	P5	Teach	P3	Teach	P6	Teach	P5	Teach
P6	Teach	P6	Teach					P6	Teach
P7	Teach	P7	Teach	P4	Teach	P7	Teach	P7	Teach
				P8	Plan	P8	Plan		

July 2012							August 2012							September 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

October 2012							November 2012							December 2012						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

January 2013							February 2013							March 2013							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
		1	2	3	4	5						1	2							1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	
														31							

April 2013							May 2013							June 2013						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

Key Dates:

- | | |
|--|---|
| July 23 Secretaries Report | August 6 Teachers Report |
| August 13 First Day of School for Students | September 3 Labor Day |
| November 12 End of 1st Trimester | November 21-23 Thanksgiving |
| December 20-January 1 No School (Winter Vacation) | January 14 MLK Jr. Day |
| February 18 President's Day | February 28 End of 2nd Trimester |
| March 25-29 Spring Vacation | May 27 Memorial Day |
| June 7 Last Day of School for Students | June 10 Last Day for Teachers |



McAuliffe International School

Family Handbook
2012-2013

GENERAL CONTACT INFORMATION

Main Office Telephone: 720-424-4790

Attendance Office Telephone: 720-424-4791 (Reporting absences: Please call by 7:45am)

Office Hours are Monday–Friday, 7:15am–4:15pm

Messages may be left for Faculty and Staff by e-mail, voicemail, calling the Main Office or placing a written note in the mailboxes located in the Main Office.

Questions may be routed via: kurt_dennis@dpsk12.org

Unscheduled school closings will be reported to local news outlets and posted on the DPS website. To check the website directly, go to <http://www.dpsk12.org>

PRIVACY POLICY

The McAuliffe International School refuses requests from businesses and merchants who want to contact our families. We ask for your cooperation as well in safeguarding family and staff information from unauthorized use.

ADULTS ON CAMPUS

Your child's safety is our top priority. Any non-staff adult entering the SMIS campus must sign in at the office and wear a Visitor Badge. The badge serves as a visual ID that allows staff to immediately determine if a visitor has permission to be on the SMIS campus.

Welcome & Introduction

Welcome to McAuliffe International School. The Faculty and Staff have written this handbook to answer any questions you might have about our school and how it works. After you have read it, please let us know if you have any other questions or concerns.

We have developed the policies and procedures described here to support the Mission and Vision of our school and to build integrity, trust and respect among members of our school community.

We hope these common expectations of conduct, academic responsibility and communication will help us to create a healthy academic and social community.

All parents and students are expected to read this handbook before school starts in August and agree to abide by its policies.

Mission Statement

McAuliffe International School will develop inquiring, knowledgeable and caring young people through the collaborative efforts of students, teachers, parents and community.

McAuliffe International School has set forth the following guiding priorities for student development:

Knowledgeable – McAuliffe International School will provide a rigorous and challenging learning environment enabling each child to reach his or her full academic potential.

Inquisitive – McAuliffe International School will empower students to be: open-minded, reflective, creative, and critical. Students will be encouraged to take risks intellectually and to become lifelong learners.

Compassionate – McAuliffe International School will develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students will demonstrate a personal commitment to service and make a positive difference in the lives of others.

Vision Statement

All members of the McAuliffe International School community will excel in academic achievement, personal conduct and service to the community.

School Organization

McAuliffe International School is a public innovation school located in the Stapleton Neighborhood of Northeast Denver. It is a member of Denver Public Schools.

Organizational Agreements

- Those who take up the responsibility of leadership roles in McAuliffe International School do so in the spirit of servant leadership, guided by the principle of service and responsiveness to the whole.
- McAuliffe International School exists by virtue of the support of a wide community of parents, students, community members, political representatives and members of Denver Public Schools. The health and growth of our school depends on the strength of these relationships.
- The School Accountability Committee has the responsibility to provide oversight of the school and the administration in accomplishment of the school's mission.
- The faculty and administration hold responsibility for making the mission of the school a reality.
- Parents entrust teachers and administration with the responsibility of bringing an International Baccalaureate education to their students. To accomplish this, teachers and administration expect parents to support the principles of an IB education. The complementary viewpoints of parents and teachers are essential to understanding and guiding the development of each child.
- The organizational and operational affairs of the school are carried out by the administration in service of the mission of the school.
- The faculty and administration decide matters of pedagogical principle.
- The administrative team will bring all matters of principle arising from the day-to-day operations of the school to the staff for consideration and input.

Administration

The school's administration is responsible for the leadership of the school and for the actualization of the school's mission. The administration is responsible for:

- Determining the guiding principles of the school.
- Adhering to the founding principles of an IB education.
- Curriculum development and program changes.
- Decisions about the hiring and dismissal of teachers.
- Teacher mentoring and evaluation.
- Student retention and matriculation.
- Strategic planning and implementation.

Administrative Staff

Kurt Dennis, Principal 720-424-4793

TBD, Director of Achievement 720-424-4795

Faculty

The faculty has a wide range of school responsibilities. In addition to normal classroom duties, the faculty also helps to organize and lead extracurricular activities, field trips and service learning experiences. At bi-weekly faculty meetings, held Thursdays at 4pm, teachers study together, conduct business, develop insights and share the successes and challenges of their work.

Faculty Contact Information

TBD

*Additional faculty contact information is available in the MIS Directory

Bridges between Home & School

Structure and routine are very important for a middle school student. To support the student's classroom work, parents are encouraged to help their children develop healthy habits with regular routines for waking and sleeping, mealtimes, play, music/athletic practice and homework.

The adverse effects of television, movies, video games and other electronic media on an adolescent's ability to learn are well-documented. Parents need to encourage healthy alternative activities throughout the middle school years. The school strongly recommends that students not spend an exorbitant amount of time viewing movies or television or playing with video or computer games on school nights.

The unstructured time between when the school day ends and when parents arrive home from work are the most difficult hours for a middle school student to appropriately manage. Please encourage your child to take full advantage of the after school activities and athletics that McAuliffe International School has to offer.

Parents as Partners

Parents and guardians of McAuliffe International School students play an essential role in supporting the school's mission, culture and climate. Parents and guardians have opportunities to actively participate in their students' learning by:

- Thoroughly reading the frequent communications that they receive from MIS. Weekly electronic newsletters from the principal, progress updates from teachers, and information about how parents/guardians can help assist with learning opportunities at home are all forms of communication that are regularly available for parent use.
- Taking advantage of volunteer opportunities. Parents can support MIS by serving on one of our numerous committees, supporting the school's fundraising efforts, and coaching, mentoring or tutoring MIS students.
- Attending Parent-Teacher Conferences and Back-to-School Nights. MIS has a Back-to-School Night event in August and three separate sessions of Parent-Teacher conferences that are evenly dispersed throughout the school year. Parent participation in these events is essential in that it sends the message to the student that his or her parent/guardian feels that learning is important and it provides the opportunity for direct communication between the school and the home.
- Utilizing the Infinite Campus Parent Portal to track their student's grades and academic progress. The Parent Portal allows parents to view when assignments are due, check to

see if any assignments are missing and allows for parents to easily contact teachers by e-mail if they have questions or concerns.

Basic Principles and Guidelines for Parent and School Interactions

- Demonstrate respect, in both what is said and how it is said.
- Focus on issues, not individuals.
- Keep an open mind. Be positive and flexible. Ask questions first.
- Raise concerns with the appropriate person.
- Use good judgment about the amount of contact that is appropriate. Be mindful of the amount of time an individual concern may take.
- Adults in the community are responsible to familiarizing themselves with the **Common Concern Flow Chart for Conflict Resolution.**
- Demonstrate public support for one another. Convey the message that parents and teachers are on the same team.
- Schedule appointments if a discussion is needed instead of dropping in or raising concerns in public settings, especially before school, after school or when faculty and staff are outside doing supervision.
- Keep in mind that voicemail and e-mail are public documents and that confidentiality cannot always be assumed.
- E-mails are considered ‘findable evidence’ in a court of law. One rule of thumb to keep in mind is that you should not say or write anything that you wouldn’t want to be printed in the newspaper.
- Understand that conversations may be documented and that a third person may be present.
- Verbal, physical or sexual harassment will not be condoned or tolerated.

Process For Questions and Conflict Resolution at McAuliffe International School

This is meant to clearly describe the processes in place for questions and conflict resolution at McAuliffe International School. Not all disagreements will be solved to the mutual satisfaction of every party, but we strive to be clear and transparent in our process and to address concerns and questions promptly as they arise.

Where does my administrative question go?

Questions regarding school policies, administration, finances, employment, safety, parent-to-parent issues and other general school issues should be brought to the school principal, Kurt Dennis at kurt_dennis@dpsk12.org or 720-424-4793.

The principal will respond within a reasonable timeframe and try to answer the question or clarify the issues to the best of his or her ability.

Where does my pedagogical question go?

Questions regarding your child, curriculum, social matters in the classroom, and experiences of your child during the school day should be directed to your child's classroom teacher first.

The teacher will have a conversation and do his or her best to answer the question/clarify the issues. If the answer/clarification given requires more attention, it will be sent to the Director of Achievement. The Director of Achievement may call a meeting with the teacher and the parent.

Common Concern Meeting

This meeting is called as a last resort when communication has become difficult and the problem/conflict is not moving or improving. In attendance at this meeting are a facilitator, the principal, and a note-taker. During the meeting, it is hoped that all sides of an issue are voiced and that there is motion toward a plan for future action.

Resolution

If, after a Common Concern Meeting, there is still disagreement, then parties and the school must decide if the relationship is one that is viable moving into the future. While not every issue/concern may be resolved to the mutual satisfaction of all parties, it is the school's goal that genuine diligence and effort has been made to hear and consider all points of view.

Parent Committees

McAuliffe International School has parent committees to support the school in the following areas:

Teacher Support- each classroom teacher will have one parent supporter who is willing to help with routine tasks in order to allow the teacher to focus more directly on classroom instruction.

Fundraising- a committee of parent volunteers will coordinate the one annual fundraiser for MIS.

Student Socials- this committee will plan and coordinate two student mixers/dances each school year. This committee will also include student representatives.

McAuliffe Athletics Council- the MAC will support athletic programs at MIS by keeping score at games, operating the concession stand, increasing school spirit and helping with overall logistics surrounding athletics.

Activities Council- this committee will support the visual and performing arts at MIS as well as extracurricular activities. They will help promote performances, create and print programs, and help with overall logistics surrounding performances and activities.

Service Learning- a committee of parent volunteers will help coordinate and chaperone the two days of community service that MIS students will participate in each year. This committee will also include student representatives.

Field Trip- parents and volunteers will help coordinate and chaperone the students' visit to a local college or university each year. This committee will also include student representatives.

Back-to-School Night- this committee will help plan and coordinate the annual Back-to-School Night event that takes place each August at MIS.

Academic Awards Ceremony- a committee of parent volunteers will help to plan and coordinate the annual Academic Awards Ceremony each spring.

Tutoring/Mentorships- members of this committee will volunteer to serve as tutors/mentors to students and help coordinate the tutoring/mentoring program at MIS

Critical Needs- committee members will work to provide material support to students (identity protected) who might need school supplies, clothing, food or other material support in order to be healthy and successful in school.

Volunteer Coordination- committee members track and coordinate volunteer participation in addition to planning the end of the year volunteer celebration.

Enrichment- volunteers lead enrichment activities for students two days a week for 60 minutes each day for 12 weeks.

Aquatics- volunteers chaperone students to the Central Park Rec Center for an aquatics program one day a week during 2nd trimester.

Committee policies and procedures

- Parents will be able to sign up for committee work online in the spring for service the following school year.
- Each committee will be led by an elected chairperson.
- The chairperson will report directly to the principal.
- All public communication from the committees will be vetted by the principal and distributed through the Main Office.

- Committee chairpersons will meet collectively with the principal on a monthly basis to foster inter-committee communication and support.
- The number of members serving on each committee will vary based on interest and need.
- There will be a celebration at the end of the school year for all volunteers that meet their 10 or 5 hour service goal.

School Life

School Hours

Office Hours are Monday–Friday, 7:15am–4:15pm

Unscheduled School Closings

Unscheduled school closings will be reported to local news outlets and posted on the DPS website. To check the website directly, go to <http://www.dpsk12.org>

Attendance & Punctuality

We strive to cultivate a healthy respect for work and community both in deed and attitude. Punctuality and attendance express a concrete commitment to these ideals. We are ready to receive students into the school building at 7:15am. Please make sure your student arrives at school with time to settle into the classroom.

The front doors of the building are locked at 9:00am. Students and parents who arrive after 9:00am should go to the west wing’s main entrance and ring the Middle School bell for entry. The student must check in with the Main Office before proceeding to his or her classroom.

If your student will be absent, please inform the school by 7:45am. Please leave a message on the Attendance Office voicemail at 720-424-4791. As a safety measure, the school may contact parents of students with unreported absences in order to verify their whereabouts. The school may request a doctor’s letter when a student is absent more than 3 consecutive days.

If a student is unable to participate in any subject class (including gym), a note signed by the parent must be given to the class teacher or principal’s secretary in advance. If a student fails to participate in a class 2 or more consecutive times, a doctor’s written excuse is required.

Missing 3 or more hours of any school day constitutes an absence. All tardies and absences are part of a student’s permanent record.

The school encourages family vacations to be scheduled to coincide with school vacations. Doctor, dentist, therapist, tutor or other appointments should be made outside of school hours or

during school breaks if at all possible. If a student must miss school for an appointment, a parent or guardian must notify the principal's secretary in writing. Students are responsible for notifying teachers of their absence in advance and making up any assignments, quizzes or tests by an agreed-upon date.

Any absences other than illness or a family emergency are strongly discouraged. The experiential nature of IB instruction makes it extremely difficult to make up missed class work. If a student must be out of school for an extended period for reasons other than illness or family emergency, the parent/guardian must provide notification in writing to the principal's secretary at least 2 weeks in advance to allow teachers to prepare work for the student for the days that he or she will be absent from school. The request should include all pertinent information and must include the signed consent of the parent/guardian for the requested absence.

Middle School Attendance & Tardiness Policies

Students are expected to be present and punctual for all classes. School begins promptly at 7:45am. Unexcused absences may be subject to disciplinary action such as detention.

If any student arrives after 7:45am, he or she must obtain a tardy slip from the Main Office in order to be admitted to any class to which they are tardy. In recognition of the importance of punctuality, only 3 tardy incidents are allowed per quarter.

If a student exceeds 3 tardy incidents in a quarter, the fourth and each subsequent tardy will result in a tardy-detention to be served after school.

Morning Drop-Off and Afternoon Pick-Up

The west side curb (Syracuse Street) is reserved for bus traffic. If you wish to drop off or pick up your student without leaving your car, please use the **drop off lanes** in the parking lots. If you wish to enter the building, please park in the school's parking spaces or on the street. For the safety of everyone, please drive safely through all sections of the neighborhood.

Bus Transportation

Bus routes are set by the DPS Transportation Department. Any questions concerning this service should be directed to the transportation office. For information regarding late busses, or any other bus questions, please call the Parent Hotline at 303-825-2611.

Snacks & Lunches

Outside Recess

Students have a supervised 35 minute lunch/recess every day.

- Before the end of recess, a whistle is blown and students line up at the northwest doors by class. Classes are let into the building one class at a time.

- A recess supervisor stands inside the building to ensure an orderly entry.
- The recess supervisors have a cell phone and first aid kit.

Outdoor Rules

The following rules apply to recess and the time before and after school.

- Stay out of the streets and parking lots.
- Get permission before re-entering the school.
- Respect our building and grounds.
- Respect our young trees. Students may not climb them.
- Respect your classmates.
- Students may not throw snow or ice, and may not wrestle on concrete.
- Balls must be returned to the recess supervisor at the conclusion of recess.
- The field is for playing ball. The courts are for basketball.
- No tackle football. Students may play touch football.
- Line up by class when the whistle is blown, enter the building quietly and walk slowly.

Side Yard Rules

- The side yard is for Early Childhood students only. Students from the middle school should not interact with students from the elementary school if occupying the playground at the same time.

Gym Rules:

- Students may not be in the gym without adult supervision.
- Gum chewing is not allowed in the gym.

Behavior at Sports Events: (please also refer to the McAuliffe International School Athletic Handbook online)

- Students who leave the school building during athletic events will not be allowed to re-enter.

- Attendance at after-school athletic events is a privilege and students who misbehave may be barred from these events.

Participation on Teams:

- All past athletic fees must be paid in full before a student will be allowed to participate in an extracurricular sport.
- All students wishing to participate in after-school sports must have a record of a physical exam taken within the last 12 months on file with the school.
- Participation on athletic teams is contingent upon good academic standing. Students may be deemed academically ineligible at any time.
- Students participating in after-school athletics are representatives of McAuliffe International School and must comport themselves as such at all home and away athletic contests.

Communication

Communication Between School & Home

McAuliffe International School employs several ways of sharing information about life in the classroom and in the larger spheres of the school.

Back-to-School Night

Every August, MIS has a Back-to-School Night. On this evening, teachers will review the curriculum, classroom expectations and activities. There is time for parents to share and discuss their questions with the teacher. It is also a time to get to know the other parents. The date for this evening is posted well in advance and parents are encouraged to make every effort to attend.

Student-Parent-Teacher Conferences

A student-parent-teacher goal setting conference is scheduled for each student in early September. Follow up conferences are a time to review the student's academic and social progress. They are scheduled for November and March. Additional conferences may be requested by the teacher or by the parents.

We understand that it may be difficult for some parents to take time off from work to attend a student-parent-teacher conference, but we expect that every parent will make this a high priority.

Progress Reports

Progress reports will be sent home three times a year. In addition to the traditional DPS progress reports, an MYP progress report that tracks students' progress through the MYP standards will also be shared with families.

Notices & Newsletters

The school website, <http://mcauliffe.dpsk12.org>, is updated regularly. Parents and students can view the weekly bulletin online, check the calendar or contact any of our faculty or staff members. Feedback and questions are always welcome on the Suggestions & Comments link.

- Blogs/Websites – All teachers create their own blogs or websites. Teachers may post homework assignments, class news and any comments about events that are taking place in the class.
- The school bulletin is a weekly newsletter that keeps parents up to date with events, dates to remember, news and policy issues. As the bulletin is the main vehicle for information between school and home, every parent is responsible for the information conveyed each week. This news piece is available weekly on our website, via e-mail and can be requested in hard copy at the Main Office.
- Mailings update parents about current school business, specific classroom information or current school affairs. We strive to be eco-friendly through use of electronic communications in most cases. Please email the principal's secretary, or call at 720-424-4790 if you would prefer to receive information in hard copy form.
- Bulletin boards are located in the hallway leading to the Main Office. Notices must be approved by the Main Office prior to posting.

Person-to-Person Communication

Teachers welcome conversations with parents concerning their children. The preferred way to contact a teacher is via school e-mail or individual voice mailbox. Teachers will make every attempt to respond within 24 hours. If you have a more general question or observation or if you are unable to resolve your concerns with the teacher, you may contact the principal's secretary to schedule an appointment with the appropriate school administrator.

If you are not certain where to take your question, you may e-mail us or you can contact the Main Office at 720-424-4790.

Celebrations and Performances

Every spring there is an **Academic Awards Ceremony** to recognize and celebrate the accomplishments of our scholars, faculty and staff.

The **8th Grade Celebration** honors the completion of 8th Grade and marks the transition from Middle School to High School. The ceremony celebrates the work of the students and recognizes the contributions and guidance of the faculty and staff as well as the 8th Grade parents.

Performances, Plays & Assemblies

At MIS, there are many opportunities for parents to experience the students' work. During the course of the school year there may be assemblies during the school day. All parents are invited to attend these assemblies which are announced in the school bulletin. There are also a number of weekend and evening events such as music performances and class plays. All are welcome to these public events, but please keep in mind appropriate behavior guidelines for small children.

Extracurricular Activities

Extracurricular Programs & Activities

Participation in extracurricular activities requires students to be in good academic standing in all classes. Students will be ineligible to participate in an extracurricular activity on days they are absent from school. Watch the school bulletin for the spectrum of extracurricular activities that will be offered this school year.

Athletics & Clubs

Offerings in the athletic department strive to reflect the diversity of interests in our student body. Activities may change or be added according to the interest exhibited. Currently, athletics include basketball, volleyball, soccer, flag football, cross country, and track & field. We hope to add tackle football, softball, and baseball in 2013-2014.

Club offerings are based on student interest. Possibilities include:

- Band
- Choir
- Orchestra
- Drama
- Athletics
- Robotics
- Speech and Debate
- Newspaper and Yearbook
- Shakespeare Festival
- Spelling/Semantics Bee
- Brain Bowl
- Young Author's Conference

All clubs are supervised by faculty or volunteers. Some activities, including athletics, require additional fees for participation. A physical exam prior to participation in athletics and clubs involving physical exertion is required. Please see the McAuliffe International School Athletic Handbook online for additional information.

Educational Support

The school offers educational support that focuses on providing services for students that need additional support outside of the regular school day. Teachers, tutors or mentors are available after school to work with students at the family's request. The school also can refer parents to outside educational support and assessment programs when necessary..

High School Counseling & Standardized Tests

High School Counseling

McAuliffe International School is committed to helping its students select high schools where they can pursue their educational and professional goals. The guidance counselor works closely with parents and students in all aspects of the high school planning and admission process. High school-bound students are assisted by the guidance counselor in determining the schools and programs that meet personal educational needs and interests. Parents are asked to be active participants and to meet with the guidance counselor in the fall of the student's 8th grade year. Please visit the Counseling Website (available at <http://mcauliffe.dpsk12.org> for more information.

Standardized Tests

McAuliffe International School recognizes the importance of standardized tests in today's society although we consider them only one indicator of individual abilities or future successes.

All middle school students take the state CSAP tests. In addition to the CSAP, 8th grade students take the Explore Test (Pre-ACT) to identify career interests and college preparedness.

Standards of Student Conduct

McAuliffe International School seeks to build a climate of mutual respect, trust, and courtesy. When anyone in the school is uncivil, disrespectful or disruptive, the whole community is diminished. Everyone is entitled to a secure and supportive learning environment that includes respect for diverse viewpoints with opportunities for the respectful exchange of ideas.

Although teachers strive to deal flexibly and creatively with situations as they arise, there are certain behaviors not tolerated by the school. The following list of unacceptable behavior applies to all students. These rules are designed to promote school-wide harmony.

- Students may not bring or chew gum anywhere on the school premises during school hours.
- Students may not bring candy or carbonated soft drinks to school.

- Students may not bring toys, radios or electronic equipment to school. This includes puzzles, mechanical toys, dolls, computerized games, alarms, video games, MP3 players, etc. Faculty or staff members may confiscate these items at their discretion.
- Students are prohibited from using and/or carrying cell phones on campus during the school day. If a student needs to have his or her cell phone at school, he or she must give the phone to the principal's secretary immediately upon arrival on campus. The student is responsible for picking up the cell phone at the end of the school day. All cell phones, iPods, palm pilots, etc. that are seen or heard in school during the academic day will be confiscated and held in the Main Office until picked up by a parent or guardian.
- The possession of firearms or any other weapon is prohibited on campus or at any school event. Historical or cultural items or props that are to be used as part of a presentation may be brought on campus only with explicit permission of the faculty member for whose course they will be used.
- Students may not sell candy or other items at school to raise funds for other organizations.
- Party invitations should be distributed outside of school unless an entire class is invited.
- Students will treat their parents/guardians, peers and teachers respectfully. Faculty and staff will treat their peers, students and students' parents/guardians respectfully.
- Students are expected to be respectful of one another's property and school property. Any lost property should be turned in to the Main Office. Theft and vandalism (graffiti, defacing of school property) are serious offenses. Tampering with school computer files or computerized data may be construed as either vandalism or theft.
- Students are expected to leave the classroom clean and neat and to pick up after themselves and/or others. All students are expected to participate in an end-of-day clean-up as requested or assigned.
- Students are expected to maintain an inclusive social environment throughout the day. Both excessive public displays of affection and social bullying undermine a mood of social inclusion and are not acceptable behavior in school.
- Running in the halls or sliding down the banisters is not allowed.
- Rude or foul language will not be tolerated.
- Bouncing or throwing balls in hallways is not allowed.
- Physical fighting is not allowed.
- No skateboarding on school grounds. Skateboards must be carried in and out of the school and kept in a locker. Any faculty or staff may confiscate skateboards.

- Bikes must be “walked” on school grounds and properly locked to a bike rack.
- The use or display of tobacco on or within school property is prohibited. McAuliffe International School and the surrounding area is a smoke-free environment. This policy also includes all events occurring after school hours such as student dances, weekend rehearsals and performances, parent events and school trips. Students seen smoking or in possession of tobacco on or within sight of school property will face disciplinary action. Students seen smoking or in possession of tobacco on school trips may be sent home at their parents’ expense.

Bullying is a very serious issue and is not tolerated. Bullying behavior can include the following, especially when it is prolonged, persistent and deliberate:

- Physical abuse or hitting.
- Verbal abuse or name calling.
- Disrespect of property or stealing.
- Malicious or hurtful name-calling, verbal threats or intimidation.
- Incitement or getting someone else to do any of the previous mentioned actions.
- Harassing behavior is not allowed. Harassment is repeated, unwanted and disrespectful attention; any behavior which has the intention or effect of harming or intimidating others. This includes social network posts and other communication forms that are harassing in nature.

Drug & Alcohol Policy

Our educational mission is to nurture each student’s capacities for clear thinking, sound judgment and conscience in action. The use of consciousness-altering substances is a hindrance to the healthy development of young adults and disrupts the culture of trust cultivated between students, faculty and parents. While students are enrolled at McAuliffe International School, the use, possession or sale/distribution of drugs, alcohol and tobacco is prohibited in school and at school functions. Any violation of this policy is cause for immediate suspension and potential expulsion.

Concerns or incidents regarding drug and/or alcohol use by students will be reviewed individually, involve professionals when needed, and will include an open and honest dialogue with students, parents/guardians and faculty members to develop a plan of action.

If a student comes forward with difficulty involving drug or alcohol use or concerns about another student, the faculty and staff are committed to helping. We encourage students to recognize the many different sources of support and remediation available to them in school and from outside professionals.

McAuliffe International School reserves the right to initiate expulsion proceedings in response to a violation of the rules about drugs or alcohol.

Student Internet Use Policy

School computers and personal laptops may be used with permission from the faculty. Students are expected to abide by generally accepted rules of internet etiquette as well as by rules of school decorum. McAuliffe International School disclaims all liability for the content of material that a student may access on the Internet, for any damages suffered in the course of or as a result of a student's Internet use and for any other consequences of a student's Internet use.

All parents/guardians need to sign an Acceptable Use Agreement governing computer use at MIS. Failure to comply with any or all policy requirements may result in the loss of any or all computer use privileges.

Facebook, MySpace & Other Online Social Networks

McAuliffe International School faculty and staff do not accept invitations to join any social networking sites from students. MIS will not search out any student's personal page or website; however, if we are informed of anything of a concerning nature, we will respond.

Classroom Social Visits

The school discourages social visits from outside students during scheduled school hours. Rarely, a social visit may be allowed if written permission is requested one week in advance. Such requests are to be directed to the principal who will then discuss the request with the affected classroom teachers. If approved, at least one custodial parent must sign the Visiting Student Permission Form and legal release before the visiting student can go into the classroom.

Classroom visits related to prospective admissions must be scheduled through the counseling office.

Dress & General Appearance

All-Weather Clothing

All students should come to school prepared for rain or shine. At times, outdoor activities can be a major part of the daily schedule. Rain gear and cold weather gear (boots, gloves, and hats) should be brought to school when conditions necessitate.

Uniform Dress Code

Students at McAuliffe International School are expected to wear a school-issued shirt along with khaki pants, shorts or skirts. They are expected to dress in a way that contributes to a healthy social environment and an academic atmosphere.

- Students must come each day covered from shoulder to mid-thigh.
- If a skirt is worn, it should be at least knee-length.
- No ripped and/or torn clothing.
- No excessively baggy clothing.
- No exposed underwear.
- No excessively tight clothing.
- No flip-flops or hoods worn on school grounds.
- Any inappropriate or distracting clothing or jewelry is prohibited.
- No hats, sunglasses, bandanas or do-rags are allowed on school grounds.
- No writing or drawing on their own or another person's skin.
- Clothing and/or jewelry with symbols related to drugs, alcohol, sex, violence and/or media images are prohibited.
- Outside jackets and non-MIS sweatshirts with hoods must be taken off and put in lockers at the beginning of the day.

The faculty and staff of MIS reserve the sole right to interpret and enforce the student dress code. Students who violate the dress code will be required to take off the item and/ or change into and wear a school uniform for the day, call home for appropriate clothing to be brought to school for them, or be sent home. Repeat dress code violations may result in further discipline consequences.

PE Class Attire

For safety, hygiene and freedom of movement, students must dress properly for Physical Education classes. For PE class, students must bring a complete change of clothing including athletic shoes, school-issued shorts or sweat pants and a school-issued T-shirt. Students who are not dressed properly will not be able to participate. Lack of participation during the school day will require make-up participation to take place after school.

Lost & Found/ Stolen Items

If you are missing something, check the Lost & Found box located across from the cafeteria lobby on the 1st floor. The school is not responsible for replacing or reimbursing students and their families for lost or stolen items. All lost items will be bagged and donated at the end of each semester.

Health Policies

Emergency Information

An **Emergency Information Form** is kept on file for every student. A new form for each student must be completed and filed each year. Any special dietary or health concerns should be clearly stated in writing on the form. The information on this form is used to contact a parent and/or initiate medical care in the event of an emergency. Please notify the Main Office if there is any change in address, telephone number, place of employment or emergency contact person so that we are able to contact a parent/guardian at any time if necessary. When a parent or responsible adult cannot be contacted, the school may call the Denver Police and/or Office of Social Services.

Please notify the principal's secretary if any insurance or medical changes take place.

Medical Examinations & Immunizations

Each student must have a current medical report on file.

Medical examination forms are available from the Main Office. The report must reflect that the student is in good physical condition, free from communicable and infectious diseases and is immunized against childhood diseases. The immunization requirement may be waived for clinical or religious reasons. Immunization waivers must be stated annually and submitted to the principal's secretary. Students who are not immunized may be excluded from school during outbreaks of communicable diseases.

Medications – Acute Medical Need

School personnel are legally prohibited from administering any internally taken medications or supplements to students. This includes prescription medicine, homeopathic pills, cough syrups, analgesics – anything taken orally or by injection. However, in an extreme medical emergency such as an acute reaction to an allergen or a severe asthma attack, school personnel may administer an antidote that has been provided by the parent with written permission. This is considered emergency first aid. If this were to occur, the parent would be notified immediately after 911 had been called.

In order for a student to self-administer any short term medications during the school day, a parent must come to the Main Office and give written permission which will be kept on file for the duration of the course of medication. This record is especially important in the event that your student has an adverse reaction or an accident requiring emergency medical treatment. Students may not share their medication.

Medications – Chronic Medical Need

If a student is taking ongoing prescribed medicine, the principal's secretary must be informed so she can note it on the student record. Conversely, when a student ceases taking a prescription medicine, the principal's secretary needs to be told to take the information off the student record.

Sick Students & Injured Students

Students who are ill should not be sent to school. If a student becomes ill during the school day, parents will be contacted to pick them up. First aid is available to treat minor injuries. If further care is needed, 911 will be called and parents will be contacted immediately.

Contagious Diseases

If a student contracts a contagious illness, please notify the school. Students should stay home until the illness is no longer contagious.

Students who contract contagious diseases must be under professional medical treatment before returning to school.

Health Insurance

Although the school carries accident insurance for every student regardless of the family's health insurance status, we require that all students must have health insurance for participation in athletics. Proof of insurance, including a copy of both sides of the insurance card, must be on file in the Main Office.

We do not want to exclude students from participation. If necessary, it is possible to purchase an inexpensive, short-term health insurance policy specifically designed for athletes. Please contact the Main Office for information.

Social/Emotional Needs of Students

We encourage our students and their parents to seek the support of doctors and therapists when the need arises. There may also be times that the faculty perceives that outside help is needed and will suggest that the student receive outside professional treatment.

If a student is in or begins a therapeutic relationship that is related to the student's school life, we require that a **Consent Form for Exchange of Information**, allowing communication between the school and the care provider, be completed and filed with the principal's secretary. We wish to support the student's active engagement in the therapeutic process, and we believe that sharing appropriate information is helpful in the course of treatment.

Parents are expected to provide full disclosure regarding previous or ongoing therapy.

Disciplinary Policies & Procedures

Restorative Justice

Detention

Suspension

Expulsion

Non-Disciplinary Probation

On rare occasions it becomes clear that the school is not meeting a student's needs or that a student's behavior is having an adverse effect on the class as a whole. In such cases, the administration will take the following steps:

- A meeting of all the student's teachers and the principal will usually occur.
- A meeting with the parents will take place, in which recommendations and a timeline of probation will be outlined. This meeting will be documented. A copy of the notes will be given to the parents/guardians and another placed in the student's file.
- Throughout the probationary period, the teachers will document the student's work and behavior on a regular basis.
- At the end of the probationary period, the teachers, administration and parents will review the student's record and determine future steps. These may include coming off probation or further probationary recommendations. Students on probation may not participate in athletic or extracurricular activities until they are back in good standing with the school.

Conflict of Interest

A faculty or staff member will be excused from participating in any disciplinary process if he or she has a conflict of interest in the particular case.

Privacy

All disciplinary processes are conducted so that the privacy and the rights of the individuals involved are protected.

Mandated Reporter Status

As educational professionals in the State of Colorado, all school employees recognize their role as a mandated reporter. In all cases of reported or suspected abuse or neglect we are mandated to file a report with the appropriate agency and law enforcement. Teachers complete training to understand the requirements and procedures involved in making reports.

First-Aid & CPR

Faculty and staff receive an overview of first aid procedures annually, and renew their Red Cross First-Aid and CPR training at regular intervals. No medication can be administered orally by school employees.

Chaperone Policy

There are many opportunities to volunteer in the school, and volunteerism is an important value in our school community. Those individuals wishing to accompany classes on service or field trips must give written consent for the school to conduct a background check.

Reporting Concerns

Enrollment Policies

Enrollment Policies

Transfer Students

Financial Policies & Procedures

Custody Agreements

A copy of the Custody Agreement regarding children of divorced parents must be on file with the Main Office.

Withdrawing a Student

Parents must notify the school in writing at least one week prior to withdrawing their student.

End-of-Year School Reports

No end-of-year reports will be available until the Main Office verifies that the family is in good financial standing with the school. Official documents will only be sent directly to the new school, program or institution a student will be attending. Parents/guardians may request, in writing, an unofficial copy of their child's records.

Important Phone Numbers and Websites

McAuliffe International School Main Office: 720-424-4790

Office Fax: 720-424-4825

DPS Bus Transportation: 303-825-2611

DPS Main Office: 720-423-3200

DPS Webpage <http://www.dpsk12.org>

DPS Board of Education: 720-423-3210

MCAULIFFE INTERNATIONAL SCHOOL
EMPLOYEE HANDBOOK

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INTRODUCTION

Welcome to McAuliffe International School! This handbook provides a framework of expectations for all employees at MIS.

IMPORTANT NOTICES

1. The information contained in this handbook is the most current at the time of printing and supersedes all previous handbooks, policies, or practices by MIS.
2. MIS reserves the right to alter, amend, change, modify, or terminate any terms, benefits, or provisions contained in this handbook or any other MIS documents, plans, policies, or procedures at any time, with or without notice to the employee.
3. **The provisions contained in this handbook are informational in nature only. They are not intended to, and do not, create or constitute a contract of employment or promise of any kind between MIS and its employees.**
4. **Employment with MIS is "at will," meaning that it may be terminated by the employee or MIS at any time, with or without notice and with or without cause.**
5. Any promises, representations, or statements concerning "fair" treatment or the like, whether in this handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.
6. No agent or other representative of MIS, except the principal, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, any such promise, representation, or statement by the principal must be in writing and signed by both parties.

EQUAL OPPORTUNITY

MIS is an equal opportunity employer. This means that MIS provides equal employment opportunities to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. This policy applies to all terms and conditions of employment, including but not limited to, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation, and training.

HARASSMENT

MIS expressly prohibits any form of unlawful employee harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Improper interference with the ability of MIS's employees to perform their expected job duties is not tolerated. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes.

Sexual harassment is considered to be:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:

- Submission to such conduct is made either explicitly or implicitly a term or condition of employment;
- Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
- Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

2. Offensive comments, jokes, innuendoes, and other sexually oriented statements.

3. Sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons.

HARASSMENT OR DISCRIMINATION COMPLAINT PROCEDURE

The principal and other administrative personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

If you experience any job-related harassment based on your sex, race, national origin, disability, or another factor protected by law, or believe that you have been treated in an unlawful, discriminatory manner, promptly report the incident to your supervisor or to the principal.

Complaints will be investigated promptly. Your complaint will be kept confidential to the greatest extent possible.

If MIS determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary action may be taken against the offending employee, up to and including termination of employment.

MIS prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

ACCOMMODATIONS OF INDIVIDUALS WITH DISABILITIES

Qualified individuals with a disability may make a request for reasonable accommodation to the principal. On receipt of an accommodation request, the principal will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that MIS might make to help overcome those limitations. MIS may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

The principal (in conjunction with the appropriate district representatives identified as having a need to know), will determine the feasibility of the requested accommodation.

The principal will inform the requesting individual of MIS's decision on the accommodation request or on how to make a reasonable accommodation.

CODE OF CONDUCT

An obligation rests with every employee to render honest, efficient and courteous performance of duties. As an integral member of the MIS team, you are expected to accept certain responsibilities, adhere to acceptable business principles in matters of personal conduct, and exhibit a high degree of integrity at all times. We ask that employees take responsibility and be held accountable for adhering to this philosophy.

We enlist the help and concern of all employees to ensure that work areas are safe and free of hazardous conditions.

When performance or conduct falls short of our standards or expectations, the school may take action, which in its opinion, is appropriate.

Disciplinary actions can range from a formal discussion with an employee about the matter to an immediate discharge. Action taken by the school in individual cases should not be assumed to establish a precedent in other circumstances.

BREAKS

During the course of a day, MIS provides for at least one planning period for instructional staff and two fifteen minute breaks for non-instructional staff. All employees will have one 30-minute meal break per day. We encourage all employees to take care of personal business either at lunchtime or after work hours

OPEN DOOR POLICY

If you have a work-related problem or feel that procedures are not properly applied, we have an “open door policy.” However, you are encouraged to take your problems to your immediate supervisor before proceeding to the principal as the majority of misunderstandings can be resolved between employees themselves and/or their supervisor.

PERSONNEL RECORDS

MIS keeps a personnel file on each employee. To ensure that your personnel file is up-to-date at all times, notify the principal in writing of any changes in your name, telephone numbers, scholastic achievements, the individuals to notify in case of an emergency, and so forth.

REFERENCE CHECKS

All inquiries regarding a current or former MIS employee must be referred to the principal.

Should an employee receive a written request for a reference, he or she should refer the request to the principal for handling. No MIS employee may issue a reference letter to any current or former employee without the permission of the principal.

Under no circumstances should any MIS employee release any information about any current or former MIS employee over the telephone. All telephone inquiries regarding any current or former employee of MIS must be referred to the principal.

In response to an outside request for information regarding a current or former MIS employee, the principal will furnish or verify only an employee's name, dates of employment, job title and department. No other data or information regarding any current or former MIS employee, or his or her employment with MIS, will be released unless the employee authorizes MIS, in writing, to release such information or MIS is required by law to furnish any information.

CONFIDENTIALITY

All of the operations, activities, business affairs, and records of MIS are confidential and employees must, therefore, treat all such matters accordingly. No school related information, including without limitation, documents, files, records, computer files or similar materials (except in the ordinary course of performing duties on behalf of MIS) may be removed from work premises without permission from the principal. Additionally, the contents of MIS's records or information otherwise obtained in regard to business may not be disclosed to anyone, except where required by a business purpose.

DRESS CODE

Teachers are expected to maintain the highest degree of professionalism throughout the terms of their employment at MIS. All male teachers are expected to wear dress shirts, ties, dress slacks, and dress shoes on each school day. All female teachers are expected to wear comparable professional attire, including dress slacks or skirts.

SMOKING

MIS is a smoke-free campus. Teachers may not smoke anywhere on campus, anywhere off campus that is visible from on campus, or anywhere that they reasonably expect to encounter students during the school day.

USE AND CARE OF EQUIPMENT

All equipment, furniture, and other materials provided by the school are the property of Denver Public Schools. Teachers are expected to treat all equipment with the utmost respect. In general, school materials should not be taken home, with the obvious exceptions of laptop computers and supplies needed to complete work at home.

TECHNOLOGY RESOURCES POLICY

The technology resources of the school are made available to teachers in order to ensure the delivery of the academic mission of the school. As a result, technology resources should be used for these expressed purposes:

- Teacher use of the Internet and their computers during the school day is intended for academic and teaching purposes only. Personal use of the Internet or email should be avoided.
- It is strictly forbidden to use school technology to access inappropriate Internet materials (such as pornography), to access any illegal materials, or to conduct any illegal business.
- All files on the school computers and all emails sent or received through a school account are the property of the school and may be monitored or seized at any time at the discretion of the principal. As a result, there is no reasonable expectation of privacy when using the school's technology resources. **Use of DPS's e-mail, voice mail, Internet access, and other electronic information resources constitutes the**

employee's acknowledgment of and consent to this policy and DPS's right to monitor.

The school reserves the right to take disciplinary action for inappropriate use of its technology resources up to and including termination of employment.

WORKPLACE SEARCHES

To safeguard the safety and property of our employees, our students, and MIS, MIS reserves the right to inspect any packages, parcels, purses, handbags, briefcases, lunchboxes, or any other possessions or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises.

It is considered to be part of each employee's job at MIS to cooperate with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

AT-WILL EMPLOYMENT

You are free to terminate your employment with MIS at any time, with or without a reason, and MIS has the right to terminate your employment at any time, with or without notice or a reason. Although MIS may choose to terminate employment for cause, cause is not required. This is deemed "at-will" employment.

PERSONAL LEAVE

Twenty-four hours notice is required for any personal day.

PROFESSIONAL DEVELOPMENT

Teachers are expected to attend all school-mandated professional development opportunities and trainings. This includes, but is not limited to the week before school starts, weekly common planning time and summer trainings offered by the International Baccalaureate Organization. If you need to miss a staff development session, you are still responsible for the information that was covered. Please meet with the Director of Achievement to collect handouts and debrief the content covered.

ACCIDENTS, ILLNESS REPORTS-CHILDREN

In the event of minor injuries to students, teachers are asked to administer basic first aid (bandages, soap and water, rest, TLC, etc.) If students complain of illness, allow them to take a break or put their head down if they are not feeling well. When necessary, send students to the health office. If the teacher feels strongly that the parent needs to be called or the student needs to go home, please advise the office. **Students may not contact parents directly about accidents, injuries or illness.** It is recommended that teachers use rubber gloves when working with students who are bleeding, vomiting, etc. Contact the nurse or office personnel for supplies and additional information to assure your personal safety.

A student with a more serious illness or injury should be referred to the clinic immediately. Parents will be notified as necessary. An accident report form may need to be completed and returned to the office by the staff member(s) who witness an accident.

ACCIDENT REPORTS-STAFF

Injuries to employees should be reported to the principal and principal's secretary immediately and an accident form completed. Information on Worker's Compensation will be provided for employees.

Important: In order to qualify for Worker's Compensation, you must report an accident within 48 hours.

EMPLOYEE ATTENDANCE AND PUNCTUALITY

The overall operation of MIS depends on the regular presence of all of our employees. Therefore, all employees are expected to report to work on time, on all scheduled workdays and during all regular work hours.

If you are unable to work or you will be late for work, you must notify the principal no later than thirty minutes before your regular starting time. You must call the principal each day of your absence, no later than thirty minutes before your regular starting time, until a date of return has been established.

If an employee is absent without giving notice, the employee may be considered as having voluntarily resigned. In addition, absenteeism that is deemed excessive in the principal's sole discretion may result in discharge.

HOURS

All full-time salaried employees (teachers and administrators) are required to be at the school from fifteen minutes before the school day starts until fifteen minutes after the school day ends on every school day, Monday through Friday. All full-time employees are also required to attend all special events, including but not limited to Back-to-School Night, Parent-Teacher Conferences and Enrichment Nights.

All teachers are expected to teach at least six classes and serve as an advisor for approximately 28 students. Teachers will also complete an additional component of service to the school which may be any one of the following to be determined by the principal:

- Teaching an enrichment class
- Tutoring after-school
- Another responsibility designated by the principal

TEACHER ABSENCES

Call or log on to the Substitute Employee Management System (SEMS) as soon as you know you will be absent, and **never later than 6:30 a.m. for a same day absence**. After you have called SEMS, call the school with the SEMS job number. If you do not plan to return the next day, call the school by 1:00 p.m. so we may attempt to retain the substitute for the following day.

To request a specific substitute:

. Phone the substitute and confirm availability. Please use the Montclair Substitute list first.

. Log on to SEMS (tip sheet available in the office). Follow the prompts. You may also call SEMS at 720-423-3231. You will need the substitute's ID number if you call SEMS.

. Write down the job number and give it to the principal's secretary.

You must maintain a substitute teacher folder, which is kept in the office. The following items are to be included:

- . Welcome letter to the substitute teacher.
- . Information for Substitute Form completely filled out.
- . Refocus form.
- . Emergency information, such as a floor plan with the evacuation route marked in red.
- . Detailed lesson plans complete with times and duties to be covered. It is better to leave an overabundance of work rather than leaving too little. The secretary may not take lesson plans over the phone.

All teachers must have their Emergency Sub Plans and Folders complete by Monday, August 13, 2012.

Paraprofessionals should know what assistance they can give substitute teachers. There should be a note to the substitute to indicate students who are reliable and dependable.

Remind students that cooperation and completed class work is expected. When you return to work, you are to complete the back of the “Substitute Teacher’s Summary Report” and return it to the office. Be sure to let the principal’s secretary know if there are substitutes who should be added to or deleted from our list of substitutes.

You must find a replacement for your assigned supervision duty if you are absent. The office personnel cannot do this for you.

An absence before or after a holiday and cumulative absences deemed to be excessive may require a doctor’s note. District policy states that sick leave is to be used for a teacher’s own illness, illness of an immediate family member, or the death of a family member or friend. Abuse of this policy will be investigated.

Paraprofessional Absences- Call the school secretary at 720-424-4790, by 7:00 a.m. and when possible, call the classroom teacher. Special Education Paraprofessionals, please enter substitute requests through the SEMS system.

BUILDING HOURS AND CLASSROOM CARE

The building is open from 6:00 a.m. to 9:00 p.m. Please impress upon students that the custodial staff works extremely hard to make our building clean. We must all work together to keep the building clean. It is expected that classrooms will be safe, neat, orderly, and visually appealing.

Each classroom should present an environment that encourages and displays the learning process and the talents of our students. What is being taught should be clearly evident in all classrooms. Paper should not be posted on the classroom doors or within 3 feet of the door unless it is posted on a permanently affixed bulletin board.

NOTE: If you use another area of the building (auditorium, library, gym etc.), please return the area to its original condition. Food is strictly prohibited in the library and gym.

CALENDAR (Building Master Calendar)

The building master calendar is available to all staff through the school website (<http://mcauliffe.dpsk12.org>). All requests to add calendar items must be submitted to the principal by email with a cc: to the secretary. All activities must be scheduled and approved. Submit activities for the calendar as soon as possible to avoid conflicts. Please keep in mind that our after school programs have first priority to building spaces.

NOTE: Any classroom activity outside the regular agenda (i.e. a walk to the park, class play, bringing in special equipment or materials, special classroom celebrations, etc.) must be communicated with the principal.

COMMITTEES

A variety of committees are in place to ensure that important decisions are made collaboratively. All teachers are required to serve on at least 1 committee. A committee sign-up sheet will be circulated at the beginning of the school year.

COMMUNICATION WITH PARENTS AND COMMUNITY

WRITTEN COMMUNICATION - All written communication with parents and community must be submitted to the principal before it is sent. **A final copy must also be given to the office.** A Microsoft Word template for school letterhead and notices is available and should be used.

TELEPHONES – A quick phone call to a parent to share positive information about a student is always appropriate. When calling to discuss an issue or concern, please do so privately.

CONFERENCES - Parent/ teacher conferences must be scheduled in advance. Do not take class, planning or duty time for an unscheduled conference. Please maintain this policy for the benefit of everyone in the building. Simply explain to the parents that you are happy to meet with them and in order to give them your full attention, it would be best to arrange a time to meet. Conferences should be kept to a reasonable amount of time. Please notify the principal if a parent's request requires an exorbitant amount of time.

COMMUNICATION WITH STAFF

Good communication is an essential component of a productive, pleasant and efficient workplace. The standard at McAuliffe International School will be calm, respectful, considerate and honest communication. We have systems and structures in place to ensure that matters are discussed appropriately. ALL staff members are expected to be courteous and professional to colleagues, parents, students and community members. At no time is it appropriate to raise your voice to a student, parent or colleague. There will be no tolerance for yelling, or demeaning and inappropriate communication.

To facilitate communication, please note the following:

- . Check your mailbox in the office upon arrival, at your lunch break and after school. If you have received a large package, a note will be placed in your mailbox indicating the location of the item.
- . Voice mail and email MUST be checked daily upon arrival and when you leave. You may consider leaving a message on your voice mail to indicate what time of day you will check your voice mail.
- . Daily announcements will be sent by email and/or posted on the office whiteboard.
- . The weekly bulletin will be sent to your email each Monday morning. Please refer to the bulletin throughout the week regarding activities and information. If you wish to put anything in the weekly bulletin, submit your information to the principal by Thursday of each week.
- . Professional development, faculty meetings and/or team meetings will be held on a weekly basis or as necessary.

- . Before changing procedures or scheduled events, please notify the principal and office.
- . Be sure to notify the lunchroom, at least two weeks in advance, if your class will not have their regular lunchtime or if you need sack lunches.
- . If a class is out of the classroom for activities other than those regularly scheduled, notify the office and leave a note on the door indicating the location of the class and approximate return time.

CUMULATIVE RECORDS

Cumulative records are kept in the office in a locked file and are available to teachers at anytime during school hours. Check with the secretary before removing cumulative records from the office. Cumulative records are to be signed out and are not to be taken from the building.

CUSTODIAL SERVICES

All requests for custodial services should be made to the facility manager using the appropriate form located in the office. If further assistance is needed, contact the principal.

DIAGNOSIS OF STUDENT PROBLEMS

Staff members will not make a diagnosis about a student's problem without confirmation from a medical professional or a school specialist, i.e.-“ Your child has strep throat”, “Your child needs Special Education”. Staff members will not recommend medications or mental health needs. If you have a concern about a student, please advise the mental health team- counselor, psychologist, nurse or principal.

DISCIPLINE

Discipline at McAuliffe is a team effort. The primary person responsible for classroom discipline is the teacher. Establishing clearly defined expectations, applying them in a consistent manner and maintaining continuous parent contact are important in all matters of discipline. All staff members will be familiar with and implement the school discipline policy. For the sake of consistency and due process, **use only the school approved discipline policy.**

If you wish to detain students after school for any amount of time, you must notify a parent before the student is detained (please see *ZAPP policies and procedures*).

Students may be kept in the classroom during lunch for a period of time but may not be denied the opportunity to eat. **Physical and verbal abuse of children cannot and will not be tolerated.**

DISMISSAL

All classes are to be dismissed promptly at _____.

Students who participate in the after school program need to quickly make their way to the assigned locations. All other students must leave the school grounds immediately. Students are not permitted to stay between the end of the school day and the beginning of an evening event. Students remaining at the school for any other reason must have parent and principal permission.

E-MAIL

E-mail is the primary communication tool used between the office and all teachers. Important information and messages will be transmitted through e-mail. **You will be expected to check your e-mail three times daily – once upon arrival, once mid-day and once prior to departure.** Failure to do so can result in disciplinary action.

EMERGENCY PROCEDURES

Emergency Procedures and Evacuation Locations are listed in a separate document. Teachers should be familiar with and discuss these procedures with students as they apply to their classrooms. Each classroom should practice the evacuation, lock-down, and severe weather drills early in the school year. Fire drills will take place monthly.

EXCURSIONS, SPEAKERS AND SPECIAL EVENTS

Excursions are to be of educational value and must relate to the appropriate curriculum with academic connections being clearly evident. Excursions, speakers and events will be discussed and scheduled at team planning meetings. The DPS Purchasing Department must approve any payments for performances, individual or group, 6 weeks in advance. The office staff will have the appropriate paper work. An enrichment fee of _____ was collected during registration. There are limited school funds available as scholarships to cover those unable to pay the fee. Additional funds may be collected at the beginning of the second semester.

Procedures for scheduling excursions:

- Determine the purpose, location, and date of the excursion.
- Check the building master calendar and get approval from the principal
- Transportation requests must be made at least three weeks in advance and adhere to the times defined by the transportation department. All requests must be approved by the principal.

No student may be excused from excursions without prior consultation with the principal or parent. It is the teacher's responsibility to make appropriate educational arrangements for students who do not go on the excursion with the class. Scholarships may be available for excursions through the principal.

FIRE CODES

Fire drills will take place monthly. All staff members must follow the Fire Code regulations. Keep all fire doors shut. Close doors to all rooms when unoccupied.

TEAMWORK

Core teamwork is very important to ensure effective planning and positive learning opportunities for all of our students.

Grade level core content teams will work together in several areas, including, but not limited to, student progress monitoring, student work evaluation, strategic planning, parent communications, excursions, speakers and events, special programs, curricular issues, homework policy and supply and material orders.

Elective teachers will also form a team for the purpose of communication, planning and professional development.

Content area teams will meet for planning purposes, curricular alignment, evaluation of student work, creation of assessments, etc.

HOMEWORK

Homework may be given to students Monday through Friday. Homework should be meaningful and designed to reinforce skills that have been taught in the class. Teachers should check the work that is turned in and give students appropriate feedback on the work immediately.

Please follow the school homework and assessment calendar so that students are not overwhelmed with too much homework and too many assessments on the same days.

KEYS

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INSTRUCTIONAL LEADERSHIP TEAM

A small faculty team will be selected at the principal's discretion and will meet periodically to discuss such things as curriculum, procedures, scheduling, materials, etc. Information discussed at these meetings will be communicated to staff via e-mail or at faculty meetings.

MEDICINE

District policy states that no employee of the Denver Public Schools shall diagnose illness or prescribe medicine. All requests for the administering or taking of medicine in school should be referred to the nurse. After proper procedures have been followed, all medicine will be administered in the clinic by the nurse or by other designated personnel. Students may not have inhalers, cough drops, or the like, in their possession.

MOVIES

The use for films and videos is permitted in order to enhance the curriculum provided they are educational in nature. The use of full length animated and feature films is strongly discouraged and are subject to prior approval from the Director of Achievement or the principal.

MONEY AND VALUABLES

Teachers may bring their own property to school for their classroom or their desk. The school is not responsible for any property lost or stolen, during, or outside of school hours. Teachers are discouraged from keeping valuables at school. Do not, at any time, leave money, class keys, your wallet/purse, or any valuables where they are easily accessible as they could be stolen. Take precautions to secure your belongings at all times.

Close and lock your doors when not in the classroom. Report thefts immediately. **Money collected from students, parents, or staff for any activity or items must be receipted daily by the secretary, without exception.** A money envelope will be provided by the office.

OFFICE

The office will be open each day from thirty minutes before school starts to thirty minutes after the school day ends. Office personnel have a variety of responsibilities and are very busy. When information is requested by the office, please complete tasks in a timely fashion so that the office staff can maintain their efficiency.

Do not call the office for telephone numbers or student ID numbers. Student information can be found on Infinite Campus and the DPS telephone book is online. It is strictly the office staff's responsibility to answer the telephones. When passing through the office to reach the principal – please be respectful of the secretaries' workspace.

ORDERING SUPPLIES AND MATERIALS

The Warehouse Supply Order Form is located on the school server. When you need something from the Warehouse, fill out the form and email it to the Purchasing Secretary. Most basic warehouse supplies and materials are on hand. Please ask for assistance from the secretary when you are in need of an item.

To order from a catalog, fill out the catalog order form and give it to the Supplies and Materials Secretary.

OUTDOOR DUTY

All teachers will be scheduled on a rotational schedule for outdoor duty. For the safety of our students it is imperative that staff be at their assigned duty locations at the assigned times. In the event of an absence when you have duty, please ensure that your substitute is aware of the location or make alternative arrangements with a colleague.

PARAPROFESSIONALS

Paraprofessional hours vary; each one arrives and departs according to an individual schedule. Each four hours of continuous work merits one 15 minute scheduled break. Each six hours of continuous work merits one 30 minute unpaid lunch, and one 15 minute scheduled break. Paraprofessionals are to check in and out daily.

Paraprofessionals who will be absent must call the office by 7:00 a.m. to indicate the reason for the absence. If the paraprofessional does not plan to return the next day, please call the school by 1:00 p.m. on the day of your absence. Paraprofessionals are expected to make arrangements in advance for their duty, if an absence is anticipated.

Paraprofessionals must conference with the regular classroom teacher before giving, sharing or requesting information about a specific student to other students, parents or other staff members. Paras must also communicate with teachers regarding instruction and discipline. Paras may accompany classes on field trips – please ensure that duty and other responsibilities are covered.

PARKING

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PHOTOCOPYING

Photocopying codes will be provided for all teachers. Please follow the procedures as outlined to ensure fast turnaround. All copies of 20 or more must be made on the RISO.

REIMBURSEMENTS

A limited classroom budget will be made available for teacher's to use. Any items that are purchased must be for classroom use and are to either be consumed or remain at McAuliffe. If reimbursement is expected, staff members should have the principal's approval prior to purchase. Reimbursements will be for amount shown on original receipt only. Taxes will not be reimbursed. A tax-exempt number is available. **Original receipts must be provided and signed by the teacher.** Receipts should be submitted to the secretary and checks will be cut once every two weeks.

RELEASE OF STUDENTS

When a student leaves the classroom, s/he must have a classroom pass from the teacher. If a student is to return to the classroom during lunch, s/he must also have a pass. Always ask to see passes of students in the hall or bathroom.

RESPONSIBILITIES OF TEACHERS

Each teacher, under the supervision and guidance of the Director of Achievement and principal, is responsible for the academic achievement and educational growth of all the students assigned to his/her classroom. High expectations for success will be set and communicated on a regular basis to the students and the parents. Student progress will be continually monitored and instructional methods differentiated, as necessary, to meet the needs of all students. A variety of assessment tools will be implemented to get an accurate picture of each student's educational progress. There is a direct correlation between time on task and student learning. Teachers are expected to keep students actively engaged in learning, using meaningful and enriching materials that capture and build upon students' interest.

Teachers will read and follow the McAuliffe International School Improvement Plan and the school vision and use these documents in the development of professional goals and classroom strategies.

Complete lesson plans will be written in advance of each school day and will be available for review on a daily basis. They will be clearly written and will include specific information (i.e. date, time, subject area, standards/objectives, expected outcomes, specific lesson information, performance tasks, materials, etc.).

The Director of Achievement will request copies of lesson plans periodically. Feedback on lesson plans will be given to specific teachers and through staff development discussions.

Teachers are expected to maintain a blog or website using a template approved by the principal. The purpose of the blog or website is to keep students and parents informed electronically of classroom events, activities, assignments, etc.

Students are to be under supervision at all times and are the responsibility of certified personnel. **DO NOT LEAVE A CLASS UNATTENDED FOR EVEN A SHORT PERIOD OF TIME.** An accident may happen in an instant, and you are liable even if you are not present.

SPECIAL EDUCATION

If a student has an IEP or 504 Plan, the teacher must be familiar with the document and design instruction to meet the needs of that student. A copy of the goals must be kept on file and it is the student's classroom teacher's responsibility to communicate with the Special Ed team to ensure that appropriate strategies are in place to meet the student's IEP goals.

When Special Ed teachers are working with students in the classroom, efforts should be taken to ensure that the Special Ed student is interacting with others and experiencing the curricular content and activities in the least restrictive manner.

In the event that a teacher suspects a student may be in need of Special Ed services, the teacher must sign up to discuss the child's behavior and/or needs at an upcoming **CSAT** meeting. The CSAT sign-up sheet is located in the counseling office. Students will not be referred for Special Ed testing and/or services without having been presented to the CSAT team.

TELEPHONE

All teachers have their own telephone at the school and their own voice mail account. These phones are intended for school business only. Teachers are expected to record and maintain a current voicemail greeting.

The office phones are for school business only.

Please caution your family and friends not to call unless it is an important matter. Also, your family members should identify themselves for ease in getting messages to staff members. Phone calls will not be transferred to classrooms during instructional times. Phone messages will be routed to your voice mail or sent to you via e-mail.

Generally, students are not to use the telephone at school. If needed, the teacher may ask a student to call a parent regarding discipline or academics.

If you call a student's home, leave a message so the parent knows who called and how to contact you

Each classroom has been equipped with a direct phone line. This means that when calls are placed from within the classroom, the specific phone number for that room will be displayed on caller ID systems outside of the school. As such, parents can press redial and call directly into the classroom – bypassing the office.

Phone calls should not interrupt the instructional momentum. If the phone rings when you are in the middle of a lesson or working with students, please disregard the call and allow it to go to voice mail.

Answering calls that are from extensions within the building will facilitate communication between classrooms and the office.

If students are assigned to answer the phone, please take time to teach them proper phone etiquette and to practice saying the greeting. The following student greeting should be used:

“Hello, this is Room _____
(Student's Name) speaking.”

CELL PHONES

Cell phones are not to be used during the school day during class time. Telephone calls made to teachers during school hours will be disruptive to the classroom. If you have some special considerations regarding a cell phone, please discuss it with the principal.

TEXTBOOKS

Students will be responsible for textbooks and library books if they are lost or damaged. Fines will be imposed on students, as appropriate, for textbooks and library books that are lost or damaged. Notification will be given to students and parents about the textbook policy. The teacher will inventory all textbooks and classroom resource books at the end of the school year. Classroom libraries are the property of McAuliffe and it is expected that all books assigned to specific classrooms will remain in the rooms at the end of the year.

VISITORS TO THE BUILDING

All visitors in the building must have a visitor's pass. Do not allow a visitor into your classroom or in the halls unless the office has authorized the visit. Parents must sign in at the office and get a badge to wear. This includes parents who regularly volunteer at school. Parents may not go to a classroom directly to get their child.

For early dismissal, the parent will have a note from the office, or you will receive a call from the office.

If you encounter someone in the hall you do not recognize, proceed as follows:

- . Ask if you can be of assistance.
- . Ask whether or not he/she has reported to the main office. If the person does not have a badge, escort him/her to the office or out the nearest door. Stay with the person until he/she goes to the main office or out of the building and then notify the office.
- . Be cautious and courteous. Do not accuse, argue, or attempt to detain an uncooperative person.
- . Notify the office of all unregistered guests.
- . Close and lock classroom and office doors when not occupied.

VOLUNTEERS

Volunteers are essential to many of our programs. The office will ensure that all volunteers have completed an application and have a background check done prior to working with students. It is the teacher's responsibility to set a schedule and define tasks for the volunteer to complete while in the classroom.

ACKNOWLEDGEMENT FORM
2012-2013

I hereby acknowledge that I have received a copy of the MIS Employee Handbook. I agree to comply with the policies set forth in the Handbook. I understand that if I have any questions about the matters contained in the Handbook, I should ask my supervisor or the principal.

I understand that the Handbook is informational in nature only, and that it is not intended to, and does not, create or constitute a contract of employment. I understand that my employment is "at will," meaning that it may be terminated by MIS or me at any time, with or without notice and with or without cause.

I understand that any promises, representations, or statements concerning "fair" treatment or the like, whether in this Handbook or otherwise, are in the nature of a goal only, and are not enforceable as a contract or promise.

I understand that no supervisor, agent, or other representative of MIS, except the principal, has the authority to make any promises, representations, or statements concerning employment for a specified period of time or contrary to the policies outlined in this Handbook. Further, I understand that any such promise, representation, or statement by the principal must be in writing and signed by both parties.

I understand that the provisions of the Handbook are the most current at this time and supersede all previous policies, manuals or handbooks issued by MIS. Further, I understand that the provisions of the Handbook are subject to modification at any time, at the sole discretion of MIS, with or without notice to me. I agree to comply with any such modification upon publication.

Signature: _____

Name: _____
(Printed)

Date: _____

APPENDIX A

Request Waivers in Curricular Materials & Instructional Design

Schools requesting waivers from district curriculum are required to complete the questions in Appendix A.

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

Instructional Design

Building on overview of the school’s research-based educational program described in section III, describe the innovative educational program that is being proposed as part of the school’s innovation plan. Clearly articulate how it will lead to excellence in student achievement.

The school will implement the International Baccalaureate Middle Years Program. The MYP was first developed by the International Schools Curriculum Project. Schools that have implemented the MYP program in Colorado and DPS have shown significant success and growth in student performance.

Provide an overview of the core curriculum.

We will implement the DPS approved middle school curricula for all content areas except math and science. We will be using *Math in Focus: The Singapore Approach* as our core curriculum for mathematics.

Describe the research to support the proposed educational program and its effectiveness with the school’s target population.

The MYP curriculum model is dependent on a commitment to a particular belief on how children learn, encapsulated most clearly in the constructivist approach. Constructivism combined with a rigorous structured inquiry enable the student to build meaning, refine their understanding, and increase their knowledge. *Singapore Math* is an inquiry-based curriculum that allows students to learn through a constructivist approach; therefore, it aligns nicely with the MYP approach to learning and instruction.

Curricular Materials

Explain how the proposed non-adopted material aligns to state standards for the grade level.

The program, *Math in Focus: The Singapore Approach*, is fully aligned with the common core standards for grades 6-8 (6th, 7th and 8th grade texts and resources will be available in 2012).

Explain how the proposed non-adopted material has a sequence that is equally or more rigorous than that adopted by DPS.

Each lesson in ***Math in Focus: The Singapore Approach*** develops students' problem solving abilities by building their conceptual understandings, skills, mathematical processes, attitudes towards math, and self-awareness.

- Concepts are developed by following a sequence of concrete to pictorial to abstract.
- Concepts and skills are reinforced through opportunities to practice and apply.
- Carefully sequenced and scaffolded lessons allow students to reach mastery—and build confidence—before moving on.
- Routine and non-routine problems require that students solve each problem with a conscious awareness of how to approach problem solving.

Explain how the proposed non-adopted material better prepares students for post-secondary readiness.

Math in Focus: The Singapore Approach develops students' abilities to think critically by providing opportunities for students to carry out investigative activities and discuss alternate solutions to open-ended routine and non-routine problems. In addition, the journaling component provides students with the opportunity to reflect on the mathematics.

Explain how the proposed non-adopted material aligns to non-flexible requirements (e.g., State and DPS standards and assessments; unit scope and sequence).

Math in Focus is in complete alignment with the new Common Core Standards that Colorado has adopted. It is a mastery-based curriculum that teaches fewer topics at greater depth at each grade level (as is called for in the Common Core Standards). It utilizes a concrete to pictorial to abstract approach for the introduction of all concepts. This approach is very important for depth in understanding and addressing visual learners.

Explain how the proposed non-adopted material is research-based for the school's population.

NCTM (2006), the National Math Advisory Panel (2008), and the National Research Council (2001) have analyzed and synthesized the research base on U.S. performance in mathematics and generated these recommendations for mathematics instructional materials:

1. A focused, coherent curriculum, with increasing depth over time and without unnecessary repetition
2. A balanced approach to teaching concepts and skills
3. The use of concrete models and visual representations
4. An emphasis on problem solving, including complex problems with multiple steps and non-routine problems

Math in Focus: The Singapore Approach was created specifically to meet these recommendations. It does so in these ways:

- The program addresses fewer topics in greater depth at each level.
- The program develops concepts and skills in tandem.
- The program uses clear and engaging visuals to present concepts and model solutions.
- The program uses a scaffolded approach to solving word problems and uses model drawing to build students' success and confidence

Explain how the school will minimize the impact of mobility (both student and teacher) with the use of alternative sequence.

Math in Focus: The Singapore Approach provides assessment at each stage of students' learning:

- A process for assessing prior knowledge at the beginning of each lesson through Quick Check and Pretest
- A process for ongoing diagnostic evaluations to adjust instruction if needed with Guided Practice and Common Errors alerts
- A formal assessment to determine mastery for a review or a final grade by using Chapter Review/Test, Chapter Assessment, Cumulative and Mid-Year Assessments, Benchmark Tests, and Mid-Year and End-of-Year Tests. *Math in Focus: The Singapore Approach* makes it easy for teachers to adapt instruction through the use of ongoing diagnostic assessments such as:
 - Guided Practice in the Student Book: After each "Learn" element, students work out Guided Practice examples with either peer or teacher input. Tips in the Teacher's Edition help in assessing student understanding.
 - Common Errors in the Teacher's Edition: Common Error alerts help teachers recognize and correct potential misconceptions before students practice on their own. Teachers new to the school will receive professional development as outlined previously in this application. Yearly workshops and pre-service activities will take place to support the teacher.

Explain how the proposed non-adopted material will be accessible to all students. If the non-adopted material will not be accessible to all students, please explain why.

To engage all students, Singapore math uses minimal text and simple, direct visuals. As a result, all students, regardless of language skills, focus on the math lesson. To allow all students to reach high levels of conceptual understanding and use of skills, a consistent approach of concrete to pictorial to abstract pedagogy is repeatedly employed. This use of scaffolding is found throughout the program. Students are given increasingly more intricate problems for which they draw on prior knowledge as well as recently acquired concepts and skills as they combine problem solving strategies with critical thinking skills. In summary, Singapore math is successful because the program uses a focused, coherent syllabus that integrates concepts and skills in a concrete to pictorial to abstract way, all while emphasizing problem solving.

Explain how the proposed non-adopted material promotes academic achievement for diverse groups of students. (see above)

Explain how the non-adopted material decreases the potential for tracking.

Math in Focus: The Singapore Approach provides for mathematical instruction at a variety of levels to target learners at all levels of understanding, from struggling learners to gifted learners.

FOR STRUGGLING LEARNERS: Reteach pages provide more exposure to concepts for those students who need more time to master new skills or concepts. Additionally, the *Math in Focus: The Singapore Approach* Teacher's Editions provide tips for helping struggling students at point of use.

FOR ON-LEVEL STUDENTS: Extra Practice pages correlate directly to the Workbook practices. Here again, Put On Your Thinking Cap! Questions provide more practice on both non-routine and strategy-based questions.

FOR ADVANCED STUDENTS: Enrichment exercises of varying complexity provide advanced students opportunities to extend the concepts, skills, and strategies they have learned in the Student Book and Workbook.

FOR ENGLISH LANGUAGE LEARNERS: The clear drawings and visual aspect of *Math in Focus: The Singapore Approach* means the entire program is inherently accessible to English Language Learners. Additionally, the *Math in Focus: The Singapore Approach Teacher's Editions* provide lesson-specific suggestions for facilitating instruction for English Language Learners.

Detail the total purchase cost of the proposed non-adopted material and the source of funds for each year of operation.

The expense for three grade levels of the *Math in Focus* program is around \$60,000.00. The funds are from the startup costs for a new school. Mill levy dollars (for curriculum materials based on the number of students) will support the consumable expense that will be incurred if the program is put in place.

APPENDIX B
Request Alternative Benchmark Assessment Program

Schools requesting waivers from DPS’s benchmark assessment program are required to complete the questions in Appendix B.

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation polices are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

1. Identify *valid and reliable* assessments your school proposes to use to assess student learning needs and progress throughout the year. Explain how these assessments align with the school’s curriculum, performance goals and state standards.
2. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year and at the end of each academic year.
3. Explain *how* and *how frequently* the school will collect and analyze diagnostic, formative, predictive, and summative student academic achievement data, use the data to refine and improve instruction, and report the data to the school community.
4. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Not Applicable. McAuliffe International School is not requesting any waivers from DPS’s benchmark assessment program.

APPENDIX C

Request Alternative Graduation & Promotion Standards

Schools requesting waivers from DPS's graduation and promotion standards are required to complete the questions in Appendix C.

Note that the approval process for securing waivers in these areas is separate from the approval process for securing innovation status. Waivers in curriculum, assessments, and/or promotion and graduation policies are granted by the Chief Academic Office, the Instructional Superintendent, and Assistant Superintendent. Requests for waivers in this application will be forwarded to the CAO and appropriate IS for review.

1. Explain the school's policies and standards for promoting students from one grade to the next. Describe how and when promotion and graduation criteria will be communicated to parents and students.
2. Provide the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade you anticipate serving will know and be able to do.
3. Explain how graduation and/or promotion requirements will ensure student readiness for college and other postsecondary opportunities.
4. If it differs from DPS, explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by DPS Policy IKF, explain any additional requirements

Not Applicable. McAuliffe International School is not requesting any waivers from DPS's promotion policies.

APPENDIX D
School Performance Framework Goal Setting Worksheet

DPS School Performance Framework Indicators	Innovation School Annual Achievement Goals and Measures
<i>Academic Performance & Success</i>	
<p>Student Growth Over Time Toward State Standards, including the following measures:</p> <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act 	<p>At least 65% of students will have a student growth percentile of 50% or more as measured by the Colorado Growth Model using CSAP reading, writing and math assessments (or equivalent state assessment).</p>
<p>Student Achievement Level/Status, including the following measures:</p> <ul style="list-style-type: none"> • CSAP and other assessments chosen, including assessments in compliance with the Colorado Basic Literacy Act • Colorado English Language Assessment (CELA) • Adequate Yearly Progress (AYP) • Achievement gaps (FRL, ELL, Special Education, and ethnic subgroups) 	<p>85% of students who have been at MIS for at least two full academic years will score proficient or advanced on the CSAP (or equivalent state assessment).</p> <p>85% of all ELL students will move one level of proficiency annually on the Colorado English Language Assessment (CELA).</p> <p>MIS will meet all AYP objectives on an annual basis.</p> <p>MIS will close achievement gaps. Students performing below grade level will demonstrate at least one and a quarter year's growth in one year's time as measured by the Colorado Growth Model using CSAP reading, writing, math and science assessments (or equivalent state assessment).</p>
<p>Post-Secondary Readiness (for high schools), including the following measures:</p> <ul style="list-style-type: none"> • Colorado ACT scores • Graduation rate • College acceptance rate 	<p>Not applicable.</p>
<p>Student Engagement, including the following measures:</p> <ul style="list-style-type: none"> • Attendance rate • Student satisfaction 	<p>Stakeholders, students and families will love McAuliffe International School.</p> <ul style="list-style-type: none"> • At least 90% of students and parents will indicate satisfaction with the school, the academic program, and the teachers using a rubric of 1 to 5 (with an average of 4 or above indicating satisfaction).

	<ul style="list-style-type: none"> The average daily attendance rate will exceed 95%.
School-Specific Educational Objectives (must be based on <i>valid, reliable</i> measures)	75% of all 8 th graders completing three years of study at MIS will achieve scores of 5 or higher (on a 1 to 7 scale) on the MYP subject tests and personal projects. These assessments are graded by an independent testing body that scores student work internationally.
Organizational & Financial Viability	
School Demand , including the following measures: <ul style="list-style-type: none"> Enrollment rate Re-enrollment rate Continuous enrollment rate 	Stakeholders, students and families will love McAuliffe International School. <ul style="list-style-type: none"> The overall average student attrition rate will be less than 5% a year. There will be a waiting list of students wanting to enroll at McAuliffe International School. Enrollment will be capped at 180 students per grade level for a total student body of 540 students.
Financial Fundraising goals Reserves Other	McAuliffe International School will operate in a fiscally conservative manner and be a good steward of public funds. <ul style="list-style-type: none"> Annual budgets will show an effective allocation of financial resources and are balanced budgets submitted to DPS. Annual audits show that MIS meets or exceeds professional accounting standards. <p>All fundraising efforts will be led by the school's PTSA in a direct giving campaign. Historical fundraising averages in this community have been around \$500 per student.</p>
Leadership & Governance Quality	90% of staff will be satisfied with the school's leadership and working environment.
Parent & Community Engagement , including the following measures: <ul style="list-style-type: none"> Parent satisfaction Parent response rate on DPS Parent Satisfaction Survey 	Stakeholders, students and families will love McAuliffe International School. <p>At least 90% of students and parents will indicate satisfaction with the academic program, the teachers and the school, using a</p>

	rubric of 1 to 5 (with an average of 4 or above indicating satisfaction).
School-Specific Organizational Objectives	90% of all students and staff at MIS will participate in least three days of service learning each school year.

Appendix E

MCAULIFFE INTERNATIONAL SCHOOL APPENDIX E WAIVER REQUESTS

APPENDIX E BOARD POLICY WAIVERS		
Policy Waived	Areas of Impact	Replacement Policies and / or Practices
DF: Revenue from Non Tax Sources	Budget	<p>The School requests waivers from policy DF.</p> <p>The School has the authority to collect revenue directly from sponsorships, subject to District oversight through routine reporting to the Office of Budget.</p>
DF-R: Revenue from Non Tax Sources Procedures for School-Based Sponsorships	Budget	<p>The School requests waivers from policy DF-R.</p> <p>The School has the authority to collect revenue directly from sponsorships subject to District oversight through routine reporting to the Office of Budget.</p>
GBEBA: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers)	Human Resource Management: Dress Code	<p>The School requests waivers from policy GBEBA.</p> <p>The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.</p>
GBEBA-R: Staff Dress, Accessories and Grooming for Certificated Staff (Teachers) Procedure	Human Resource Management: Dress Code	<p>The School requests waivers from policy GBEBA-R.</p> <p>The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.</p>
GBEBB: Dress Code for Non Teaching Staff	Human Resource Management: Dress Code	<p>The School requests waivers from policy GBEBB.</p> <p>The School has the authority to establish its own policy for staff dress and grooming, which will be outlined in the Employee Handbook.</p>
GCB: Professional Staff Contracts & Compensation	Human Resource Management: Hiring, Compensation, Job Descriptions	<p>The School requests waivers from policy GCB.</p> <p>The School has the authority to issue its own employment offer letters. The School’s letter will outline the terms of employment.</p> <p>The School has the authority to establish its own compensation system for all employees. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.</p> <p>The School will meet minimum statutory requirements.</p>

GCF: Professional Staff Hiring	Human Resource Management: Hiring	<p>The School requests waivers from policy GCF.</p> <p>School has the authority to develop and implement its own policies and procedures for hiring staff, including creating a hiring schedule that best meets the needs of the School.</p> <p>The School has the authority to adopt policies and procedures to ensure that background checks are completed for all personnel.</p>
GCF-2 : Professional Staff Hiring (Athletic Coaches)	Human Resource Management: Hiring	<p>The School requests waivers from policy GCF-2.</p> <p>The School has the authority to develop and implement its own policy for hiring athletic coaches.</p>
GCID: Professional Staff Training, Workshops and Conferences	Human Resource Management: Professional Development	<p>The School requests waivers from policy GCID.</p> <p>The School has the authority to develop and implement its own professional development program that supports the education plan.</p> <p>The School retains the option to participate in any professional development programs offered by the District.</p>
GDD: Support Staff Vacations and Holidays	Calendar & Schedule	<p>The School requests a waiver from policy GDD.</p> <p>The School has the authority to develop its own policies and procedures for granting staff vacations and holidays, which will be outlined in the Employee Handbook.</p>
GDF-R: Selection, Appointment, and Reappointment of Full-time Classified Employees – Procedures	Human Resource Management: Hiring, Re-Appointment	<p>The School requests waiver from policy GDF-R.</p> <p>The School has the authority to develop its own policies and procedures to hire and dismiss fulltime classified staff.</p> <p>The School has the authority to hire classified staff that best meets the needs of the School.</p> <p>The School has the authority to implement recruitment and selection policies and procedures that support the Innovation Plan.</p> <p>The School will work with the District’s Human Resources Department to perform required background checks and other necessary on-boarding steps.</p>
GDI: Support Staff Probation, Tenure and Seniority	Human Resources: Hiring and Dismissal	<p>The school requests waivers from policy GDI.</p> <p>The School has the authority to develop its own policies</p>

		<p>and procedures to dismiss full-time classified staff.</p> <p>Employees at the School will be considered at-will and will not have a probationary period.</p>
GDJ and GDJ-R: Support Staff Assignments and Transfers (including Facility Managers)	Human Resource Management: Staff Assignments and Transfers	<p>The School requests waivers from policies GDJ and GDJ-R.</p> <p>The School has the authority to develop a process to make decisions regarding staff assignments and transfers within the school.</p> <p>In collaboration with the District’s Department of Human Resources, the School has the authority to develop a process for current employees to apply for District assignments for which they are qualified.</p>
GDK: Support Staff Schedules and Calendars	Calendar & Schedule	<p>The School requests waivers from policy GDK.</p> <p>The School has the authority to develop its own annual calendar and daily schedule that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p>
GDO: Evaluation of Support Staff	Human Resource Management: Staff Evaluation	<p>The School requests waivers from policy GDO.</p> <p>The School has the authority to develop its own policies and procedures for evaluating the performance of support staff.</p>
IC/ICA: School Year/School Calendar	Calendar & Schedule	<p>The School requests waivers from policy IC/ICA.</p> <p>The School has the authority to develop its own annual calendar that aligns with the Innovation Plan and that meets or exceeds the minimum standards of the District and state.</p>
IE: Organization of Instruction	Education Program	<p>The School requests waivers from policy IE.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</p> <p>The School’s education program will meet or exceed the minimum standards of the District and state.</p>
IF: Voluntary School Initiated Designs	Education Program	<p>The School requests waivers from policy IF.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing</p>

		<p>innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</p> <p>The School’s education program will meet or exceed minimum standards of the District and state.</p>
IGA: Curriculum Development	Education Program	<p>The School requests waivers from policy IGA.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks. The School’s education program will meet or exceed the minimum standards of the District and state.</p>
IGD: Curriculum Adoption	Education Program	<p>The School requests waivers from policy IGD.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt its own educational program, including selecting curriculum and textbooks.</p> <p>The School’s education program will meet or exceed the minimum standards of the District and state.</p>
IIA: Instructional Materials (Textbooks or their Equivalent Learning Materials)	Education Program	<p>The School requests waivers from policy IIA.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</p> <p>The School’s education program will meet or exceed the minimum standards of the District and state.</p>
IIA-R: Instructional Materials (Textbook) Procedures	Education Program	<p>The School requests waivers from policy IIA-R.</p> <p>Following the District’s approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the</p>

		<p>flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</p> <p>The School's education program will meet or exceed the minimum standards of the District and state.</p>
IJJ: Instructional Materials	Education Program	<p>The School Requests waivers from policy IJJ.</p> <p>The School's education program, as described in this Innovation Plan, meets or exceeds minimum statutory standards and has been reviewed and approved by the District's Chief Academic Officer.</p>
IJJ-R: Instructional Materials (Textbooks) Selection or Adoption Procedures	Education Program	<p>The School requests waivers from policy IJJ-R.</p> <p>Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation School Application, the School may request the flexibility to adopt its own education program, which includes selecting curriculum and textbooks.</p> <p>The School's education program will meet or exceed the minimum standards of the District and state.</p>
IJOA: Field Trips	Education Program	<p>The School requests waivers from policy IJOA.</p> <p>The School will develop and implement procedures to conduct field trips and extended day excursions.</p>
IJOA-R: Field Trips (Guidelines for Extended Excursions)	Education Program	<p>The School requests waivers from policy IJOA-R.</p> <p>The School will develop and implement procedures for field trips and extended day excursions.</p>
IKB: Homework	Education Program	<p>The School requests waivers from policy IKB.</p> <p>The School has the authority to develop and implement a homework policy that supports the education program described in the Innovation Plan.</p> <p>The policy will meet or exceed the minimum standards of the District and state.</p>

APPENDIX E DPS/DCTA COLLECTIVE BARGAINING AGREEMENT WAIVERS

Agreement Articles Waived	Areas of Impact	Replacement Policy or Practice
Grievance (Article 7): Establish Dispute Resolution	Human Resource Management: Dispute Resolution	<p>The School requests waivers from Article 7.</p> <p>The School will develop a dispute resolution process that</p>

Procedures		<p>permits association representation of faculty members and an avenue to appeal to the Superintendent’s designee.</p> <p>Disputes between faculty members and the District may be brought directly to the Superintendent’s designee. The faculty member is entitled to representation by the Association.</p>
Professional Standards (Article 8): Sets Teacher Calendar, Work Year, Work Week, Work Day, Class Size and Teaching Load	<p>Calendar & Schedule</p> <p>Human Resource Management: Staff Assignments</p> <p>Human Resource Management: Teaching Load</p> <p>Human Resource Management: Leadership Structure</p>	<p>The School requests waivers from Article 8.</p> <p>The School has the authority to establish its own calendar and daily schedule, provided it meets or exceeds minimum statutory standards.</p> <p>The School has the authority to establish class sizes and teaching loads that support the Innovation Plan.</p> <p>The School has the authority to establish any necessary committees.</p>
Committees (Articles 5, 13, 29): Development Committee (5-4-1) and Personnel Committee (13-8)	<p>Governance & Human Resource Management: Leadership Structure</p>	<p>The School requests waivers from Articles 5, 13, and 29.</p> <p>The school has the authority to create committees that align with the Innovation Plan.</p>
Article 11: Complaints Against Teachers/Administrative Leave/Corrective Action	<p>Human Resource Management</p>	<p>The School requests waivers from Article 11.</p> <p>The School has the authority to establish policies and procedures on teacher leave and corrective action, which will be outlined in the Employee Handbook.</p>
Assignments, Schedules and Transfer (Article 13): Describes District and School Procedures for Transfer and Reassignment of Teachers	<p>Human Resource Management: Hiring & Staff Assignments</p>	<p>The School requests a waiver from Article 13.</p> <p>The School has the authority to hire staff as vacancies become known and/or adopt a hiring schedule that best meets the needs of The School.</p> <p>The School has the authority to implement recruitment and selection policies and procedures that support the Innovation Plan.</p>
Reduction in Force (RIF) (Article 20): Procedures for Conducting	<p>Human Resource Management: Staffing</p>	<p>The School requests a waiver from Article 20.</p> <p>The District cannot RIF School staff members. Decisions</p>

Reduction in Force		regarding reductions in teaching staff will be determined by the school's leadership and be made in accordance with School policies and the Employee Handbook.
Job Sharing and Half-Time (Article 25): Procedures for	Human Resource Management: Staff	The School requests a waiver from Article 25. The school has authority to make decisions regarding job sharing and half-time employment to support the Innovation Plan.
Extra Duty Comp. (Article 32.): Sets Rates for Extra Duty Compensation	Human Resource Management: Compensation	The School requests waivers from Article 32. The School has the authority to determine its own compensation structure for additional work. Compensation will be agreed upon and communicated in advance.
MOU dated April 8, 2011: LEAP Implementation	Human Resource Management: Teacher Evaluations	The School has the authority to determine the implementation of LEAP beginning in the 2012-2013 school year.

APPENDIX E STATUTORY WAIVERS

State Statute	Area of Operational Impact	Replacement Policy or Practice
Section 22-9-106	Human Resource Management: Teacher Evaluations	The School requests a waiver from Section 22-9-106. The School will implement the District's evaluation system (LEAP) as described in the Innovation Plan, provided the system does not infringe upon the School's employment and remediation terms and conditions.
Section 22-32-109(1)(f): Local Board Duties Concerning Selection of Personnel and Pay	Human Resource Management: Staff Hiring, Compensation	The School requests a waiver from 22-32-109(1) (f). The School has the authority to select staff and set rates of pay (interacts with 22-63-201 and 22-63-206). The School has the authority to select teaching staff directly and set rates of pay based on School policies. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Section 22-32-109(1)(g): Handling of Money	Budget	The School requests a waiver from Section 22-32-109(1) (g). The School has the authority to manage its receipt of money and will meet performance expectations provided by the District. The District may conduct an annual audit and require the

		School to provide quarterly trial balances to the Office of Budget.
Section 22-32-109(1)(n)(I): Schedule and Calendar	Calendar & Schedule	<p>The School requests a waiver from Section 22-32-109(1)(n).</p> <p>The School has the authority to determine its own annual calendar and daily schedule, provided it meets or exceeds minimum statutory requirements.</p> <p>School has the authority to determine the number of professional development days, days off, and late starts/early release days.</p>
Section 22-32-109 (I)(n)(II)(A): Actual Hours of Teacher-Pupil Instruction and Contact	Calendar & Schedule	<p>The School requests a waiver from Section 22-32-109(II)(A).</p> <p>The School has the authority to determine teacher pupil contact, which will meet or exceed the minimum standards of the District and state.</p>
Section 22-32-109 (I)(n)(II)(B): School Calendar	Calendar & Schedule	<p>The School requests a waiver from Section 22-32-109(II)(B).</p> <p>The School has the authority to create its own annual calendar.</p> <p>The School's annual calendar will meet or exceed the minimum standards for the District and state.</p>
Section 22-32-109(1)(t): Determine Educational Program and Prescribe Textbooks	Education Program	<p>The School requests a waiver from Section 22-32-109(t).</p> <p>Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks. The School's education program will meet or exceed the minimum standards of the District and state.</p>
Section 22-32-109 (1)(aa): Adopt Content Standards and Plan for Implementation of Content Standards	Education Program	<p>The School requests a waiver from Section 22-32-109(aa).</p> <p>Following the District's approval process (which is a process that is separate from the process of securing innovation status) described in Appendix A of the Innovation Application, the School may request the flexibility to adopt an educational program, including selecting curriculum and textbooks.</p>

		The School's education program will meet or exceed the minimum standards of the District and state.
Section 22-32-109(1)(cc): Adopt Dress Code for Employees	Human Resource Management: Dress Code	The School requests a waiver from Section 22-32-109(cc). The School has the authority to establish a dress code for all employees that will be described in the Employee Handbook.
Section 22-32-109(1)(jj): Identify Areas in which the Principal/s Require Training or Development	Human Resource Management: Professional Development	The School requests a waiver from Section 22-32-109(jj). The School has the authority to design and implement its own principal development program. The School may select to participate in District professional development programs.
Section 22-32-110(1)(h), C.R.S.: Local Board Powers Concerning Employment Termination of School Personnel	Human Resource Management: Staff Dismissals	The School requests a waiver from Section 22-32-110(1)(h). The School has the authority to discharge employees according to its personnel policies. The School may seek the support of District Human Resources and Legal Department when dismissing a staff member.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-201: Employment-License Required-Exception	Human Resource Management: Hiring and Teacher Qualifications	The School requests a waiver from Section 22-63-201. School will comply with federal laws regarding teacher qualifications, including NCLB requirements that all core content teachers meet highly qualified requirements. The School has the authority to identify employees as administrators.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-202, C.R.S.: Contracts in Writing Duration Damage Provision	Human Resource Management: Hiring, Contracts and Employment Offer Letters	The School requests a waiver from Section 22-63-202. The School has the authority issue its own employment offer letters. The School's employment offer letter will outline the terms of employment.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-203, C.R.S.: Probationary Teachers – Renewal and Nonrenewal of	Human Resource Management: Dismissals	The School requests a waiver from Section 22-63-203. All teachers will be considered at-will employees. School has the authority to dismiss any teacher in accordance with the School's employment terms and personnel policies.

Employment Contract		
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-206, C.R.S.: Transfer of Teachers – Compensation	Human Resource Management: Direct Placement of Teachers	The School requests a waiver from Section 22-63-206 The School is not subject to the transfer of teachers within, into or out of the school by the District; the School’s leadership has the authority to make all decisions regarding transfers within the School.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-301: Grounds for Dismissal	Human Resource Management: Dismissals	The School requests a waiver from Section 22-63-301. All teachers are at-will employees. The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School’s Employee Handbook.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-302: Procedures for Dismissal of Teachers and Judicial Review	Human Resource Management: Dismissals	The School requests a waiver from Section 22-63-302. All teachers are at-will employees. The School has the authority to establish personnel policies that will be outlined in this Innovation Plan and in the School’s Employee Handbook.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-401: Teachers Subject to Adopted Salary Schedule	Human Resource Management: Compensation	The School requests a waiver from Section 22-63-401. The School has the authority to determine its own compensation system for all employees, including adjunct faculty. The School will meet or exceed the rates of pay set in the DPS/DCTA Collective Bargaining Agreement, including ProComp.
Teacher Employment, Compensation and Dismissal Act of 1990 Section 22-63-403: Payment of Salaries	Human Resource Management: Compensation	The School requests a waiver from Section 22-63-403. The School has the authority to establish dismissal policies and procedures, including any applicable compensation. Such policies and procedures will be outlined the Employee Handbook.

McAuliffe
International School
School Accountability Committee
Bylaws and Procedures

Approved by Steering Committee:
10.05.11

MISSION STATEMENT

Swigert-McAuliffe International School Mission Statement

McAuliffe International School will develop inquiring, knowledgeable and caring young people through the collaborative efforts of students, teachers, parents and community.

Knowledgeable – McAuliffe International School will provide a rigorous and challenging learning environment enabling each child to reach his or her full academic potential.

Inquisitive – McAuliffe International School will empower students to be: open-minded, reflective, creative, and critical. Students will be encouraged to take risks intellectually and to become lifelong learners.

Compassionate – McAuliffe International School will develop caring and principled students who show empathy, compassion and respect towards the feelings and needs of others. Students will demonstrate a personal commitment to service and make a positive difference in the lives of others.

PURPOSE

The purpose of this document is to provide the School Accountability Committee with an established set of rules and procedures under which to function most effectively. In addition to these bylaws, the SAC will function within Board Policy BDFH which in many instances specifies SAC requirements and functions, and the Agreement between the Denver Classroom Teacher's Association (DCTA) and the Denver Public School District, hereafter referred to as the Agreement. Board of Education, State of Colorado, and DCTA waivers approved will supersede all policies, agreements and laws. Those requirements and agreements will be consistent with the MIS Innovation Plan.

The purpose and scope of SAC is now found in [Board Policy BDFH](#) .

SCOPE

The purpose and scope of the School Accountability Committee (SAC) shall be to help develop and support the school's Unified Improvement Plan based on the "**Multiple Measures**". The Multiple Measures are district-established indicators of individual school performance and data in the following areas: attendance, graduation-rate, school leadership, instructional quality, student respect, school safety, and other measures such as the School Accountability Rating. In particular the SAC will work to:

- Provide guidance, evaluation, and approval for the UIP, use of staffing allocations, school budget and school program design including consultation regarding adjustments that might be due to pupil-count issues.
- Enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district's goals;

- Provide strategic direction in support of the school's mission and vision as stated in the Unified Improvement Plan (UIP). The UIP with the school's program design, should serve as the strategic plan for the school;
- 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 as amended through waivers of the School Innovation Plan.

COMPOSITION

Membership

Selection for membership will be voluntary. Elections will be held as needed every year. The composition of the SAC committee will be, at a minimum, as follows:

- Four (4) parent representatives may be nominated by anyone, including self, and are chosen by the vote of their peers
- Four (4) teacher representatives may be nominated by anyone, including self, and are chosen by the vote of their peers. One representative shall be a member of the School Leadership Committee.
- One (1) classified employee representative may be nominated by anyone, including self, and is chosen by the vote of his or her peers.
- At least one representative from a minority population.
- One (1) business/employer or community representative from the local community; is nominated by a member of the SAC and approved by the other members of the SAC committee
- The school principal

There shall be no more than two parents or teachers representing any one grade or program after the 2014-2015 school year. There must be an equal number of certified staff and parents on the committee.

Member Diversity

The diversity of the school population should be represented in the SAC membership.

Terms

SAC members are elected to staggered two-year terms. Members may be elected to no more than (2) successive terms. Staggered terms may be used to promote continuity. The first year 2012-13, two staff and two parent terms will be designated as, onetime, one year terms.

ELECTIONS

Date

Election of SAC members will be held during the month of May for the following school year. The Election of SAC teacher representatives and classified employee representatives will occur during the month of August of the current school year.

Nominations

Persons nominated for the SAC must adhere to and sign a nomination form. Nomination forms will clearly state due-dates and must be in the office by the date and time specified. The SAC will be notified; the ballots will be prepared and sent to the appropriate constituents.

Election

- The reason a candidate wishes to serve on the SAC should appear on the ballot
- Parent ballots are sent home with the students and are available electronically via the school website
- Certified-Staff ballots are distributed through inter-school mail
- All ballots must be returned to the school by the due date and time, and placed in the ballot box located in the Main Office
- The SAC Elections and Recruitment sub-committee will count the ballots
- All ballots will be kept on file for a period of two months following the election

Transition of New Members

- Orientation for new members should include the following:
- Copy of the SAC Handbook after the 2012-2013 school year
- Copy of the bylaws and procedures
- The current Unified Improvement Plan after the 2012-2013 school year
- Participation in SAC training

The first meeting of the year will include all members of the proceeding year and newly elected members to reflect on what the SAC has accomplished and hopes to achieve in the future.

Vacancies

If a vacancy occurs during the school year, the constituent group will elect a new member who will fill the vacancy for the duration of the vacancy term. Upon completion of his/her vacancy term, he/she may be re-elected for a full term. The vacancy term served will not be counted as a successive term. In case of vacancy of the Business Representative position, a SAC committee member will recommend a business representative to the remaining SAC committee members for approval.

Attendance

If a SAC committee member accumulated three consecutive unexcused meeting absences during the school year, this should be grounds for dismissal from the committee. However, under extenuating circumstances each situation should be addressed on a case-by-case basis as determined by the committee.

Removal

If a SAC committee member fails to comply with these bylaws, procedures or rules and regulations of the SAC Committee, or the district, this should be grounds for dismissal.

Recall

If a SAC member was elected or chosen by a constituency group (teachers, parents, classified member, students or community representative) that member may be recalled using the following process:

Step 1. The constituent contacts the SAC to inform them of his or her intent.

Step 2. The constituent circulates a petition to call for a recall election. The required number of names for a petition to be valid will be 50% of the eligible voters for the teachers and classified member, and 50% of the actual number of votes cast by the parents in the elections.

Step 3. The constituent presents the petition for recall, with the required number of signatures, to the SAC.

Step 4. The SAC will ensure that a recall election takes place.

Step 5. The SAC member will be recalled by a majority vote.

Step 6. The standard process for election will be followed for replacing the SAC member for the remainder of the individual's term.

MEETINGS

Date

SAC meetings will be scheduled by the SAC and held a minimum of 6 times a year.

Officers

Duties will be assigned at the beginning of the school year by consensus of the committee. Leadership positions will consist of a SAC chairperson and a secretary.

Chairperson

The chairperson is responsible for maintaining order of each meeting. This is achieved through effective facilitation of discussions, recognizing the individual who has the floor and conducting the collaborative resolution for issues under consideration by the SAC committee.

Secretary

The secretary is responsible for compiling the meeting minutes along with a list of decisions made for all meetings. The SAC secretary should compile minutes of each meeting in a notebook for each school year. Approved minutes and agendas for meetings will be posted electronically on the school website.

Agendas

Agendas will be made available to staff and the community at least one working day before the SAC meeting.

A partial agenda for the next meeting will be discussed at the conclusion of each meeting. A final agenda will be prepared through consultation with the principal and chairperson with input from the committee members. Agendas will be posted on the SAC communication board and/or other agreed-upon location. Topics for consideration must be submitted to the SAC committee. These may be submitted in writing or to a SAC committee member. It is the responsibility of each SAC member to present issues conveyed to them with the intent that the information be shared with the SAC committee.

Minutes

Minutes from the most recent meeting will be made available to staff and to the community and put in SAC file for the school's records.

Quorum

A quorum must be present at the SAC committee meeting in order to enact, or take action upon issues.

A majority of SAC members, of whom the principal is one, should constitute a quorum. A quorum must be present at the SAC committee meeting in order to enact or take action upon issues.

Quick turnaround decisions that must be resolved prior to the next scheduled meeting may be addressed by an emergency meeting called by the principal. A quorum must be present to make a decision. The entire SAC committee will abide by the decision derived from this emergency meeting. These discussions will be communicated to all SAC members at the next scheduled meeting.

Decision-Making

Decisions will be made by consensus. A consensus decision is either unanimous or a majority decision that the entire committee (including dissenter(s)) will implement and support. The SAC committee will

seek to operate in an environment marked by mutual support and respect. Collaborative decision-making is based upon trust and on the belief in the strength of shared responsibility in decision-making. All participants must be able to state their cases, be listened to, and have their points of view considered.

Members cannot be instructed by their representative groups on how to vote. Members vote for the good of the students.

Members will see proposals before decisions are made on the proposals.

The SAC will follow norms established at the first meeting. The ground rules/norms for conducting the SAC committee meetings are as follows:

- Everyone Participates.
- Different opinions are welcome.
- Be engaged.
- Silence is agreement.
- No side conversations.
- Follow the agenda.
- Be open to new ideas.
- Start on time; end on time.

Facilitation may be requested whenever any three representatives of the SAC committee want to improve the collaborative decision-making process.

Open Meetings

Meetings should be open to the public.

Notice of meetings should be posted in a timely fashion in appropriate public places as well as published in the school calendar, newsletter or other appropriate medium.

Public Input

10 minutes of open regularly scheduled meetings should include time for public input.

COMMUNICATION

Constituency Meetings

To the best extent possible, the SAC committee will communicate with the constituency groups they represent to inform them about the activities of the SAC committee. Voluntary yearly constituent meetings will be scheduled in advance with the principal to avoid conflict with other activities.

COMMITTEES

At any time, the SAC may create task forces, or standing subcommittees to facilitate the completion of the SAC's work. The SAC has final decision-making authority over all SAC-created subcommittees and task forces. These subcommittees or task forces should consist of anyone within the school community including staff, parents, students and/or community members.

Decision Process

All subcommittee and task forces created by the SAC should follow the same collaborative decision-making guidelines for the decision-making process as the SAC within the boundaries of decision-making delegated to them by the SAC.

AMENDMENTS

Amendments to Bylaws

Amendments to the bylaws should be made by consensus of the SAC.

Recording Amendments to Bylaws

- SAC action resulting in amendment(s) to these bylaws must be recorded in the minutes
- Current bylaws, prior to SAC action resulting in amendment(s) to these bylaws, should be kept on permanent record.

Amendment(s) to these bylaws should be incorporated into the body of the bylaws resulting in a new set of bylaws. The date of the amendment to these bylaws should appear on each page of the bylaws. It is recommended that the bylaws be revised every three (3) years.

Operating Procedures for School Accountability Committees

A. Changes to the composition of the SAC

The SAC may expand its membership as long as the expansion includes an equal number of parents and teachers. The SAC at any school may request permission from the Instructional Superintendent to reduce its composition due to small school enrollment, or due to the fact that extensive documented efforts to recruit members have been unsuccessful.

B. Changes to procedures of the SAC

Changes in these procedures based on the needs of the school may be recommended to the Superintendent through the Instructional Superintendent by the SAC.

I. Administrative Functions:

Teachers or staff who perform administrative functions on behalf of the SAC including typing minutes and agendas, contacting SAC members for meetings, or preparing materials for SAC meetings may have these functions considered as part of their normal working day.

School Committees may set their own administrative procedures consistent with the Board Policy for determining various other issues, including, but not limited to: what number of members will constitute a quorum; when and how often they will meet; when and how they will hold elections; whether they will have term limits. The Office of Community Relations is available to assist the committee in setting these procedures.

II. Constituency Meetings:

All SACs shall communicate with the constituency groups they represent to inform them about the activities of the SAC. In addition, regular SAC meetings shall include time for public input at least once a scheduled meeting.

- A. Constituency meetings are defined as: "A scheduled gathering of parents, teachers and students for the purpose of discussing issues relevant to the SAC".
- B. Each SAC shall hold a minimum of two constituency meetings per year for parents, teachers and students. The constituency meeting shall be called and facilitated by its constituent SAC representatives (parents for parent meetings, teachers for teacher meetings, etc.). Principals will provide support to the representatives who are responsible for organizing these meetings.

III. Waivers:

- A. A request for from a School Accountability Committee for a waiver from Board Policy shall be made to the Office of Community Engagement and Instructional Superintendent.
- B. There shall be a presumption in favor of granting the waiver unless the waiver is deemed to be contrary to the students in the school requesting the waiver, and does not support the school improvement plan.

IV. Decision Making Process:

- A. Consensus is a process through which a group makes a decision (without voting) that all members can support. Consensus decisions represent a group decision, supported (or at least accepted) by all group members, that is based on:
- A thorough understanding of relevant information
 - Participation by all group members
 - An understanding of different perspectives, concerns, needs and recommendations
 - Creative effort to accommodate different needs
 - A willingness to raise and understand disagreement and address the underlying needs manifested in disagreement
- B. If a SAC is not able to reach a decision by consensus and if the timing of the decision permits, the SAC shall seek facilitation assistance from Instructional Superintendent and the Office of Community Engagement to resolve the impasse. If the timing of the decision does not permit further delay, the principal shall make an impasse decision. The fact of an impasse decision having been made by the principal will be reported in writing to the Instructional Superintendent and the Office of Community Engagement by the SAC chairperson. Where a pattern of impasse decisions emerges, the Instructional Superintendent and the Office of Community Engagement will provide assistance to the principal and the SAC.
- C. The principal and the SAC chairperson and one member of each constituency group shall be required to receive training in the area of consensus decision-making on an annual basis by the Office of Community Engagement.

V. District Support of Collaborative Decision Making:

Technical assistance and training to SAC on the work of the committee through the offices of the Instructional Superintendents and the Office of Community Engagement. This assistance and training will include information on:

The scope of responsibilities for the School Accountability Committee is defined in Board of Education Policy BDFH

- The School Accountability Committee will be informed about the DPS/DCTA agreement and the School Innovation Plan.
- The School Accountability Committee will be informed and understand the work of the personnel committee, both their interconnection as well as their separation in responsibilities.
- The School Accountability Committee will be informed and understand the work of the School Leadership Team, both their interconnection as well as their separation in responsibilities.

VI. Evaluation of School Improvement Plan:

This report shall be based on evaluation of the multiple measures and the level of parental involvement as identified in the Unified Improvement Plan, and submitted to the Instructional Superintendents.

VII. Input Into the Evaluation of the Principal:

- The SAC input into the evaluation of the principal shall focus on the ability of the principal to collaborate with the SAC on the implementation of the Unified Improvement Plan.
- The SAC input is submitted to the Instructional Superintendents and considered one component in the principal's evaluation.

October 23, 2011

Board of Education
Denver Public Schools
900 Grant Street
Denver, Colorado 80203

Dear Members of the Board:

It is my pleasure to write this letter in support of McAuliffe International School's implementation of the International Baccalaureate (IB) Middle Years Programme (MYP). Having taught language arts at an MYP school for five years, and having coordinated the program at that same school for three years, I truly believe that IB offers a world-class approach, and I am excited that another DPS school wants to offer it. As an MYP consultant, I have enjoyed helping Mr. Kurt Dennis begin the authorization process for McAuliffe.

Part of IB's mission is to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect." The organization needs strong member schools in order to carry out that mission, and I have no doubt that McAuliffe will be capable of taking on such a challenge. In fact, their mission statement clearly echoes the aims of an IB education when it states that the school "will develop inquiring, knowledgeable and caring young people through the collaborative efforts of students, teacher, parents and community." The MYP drives the mission of the school, as well as the decisions made about teaching and learning. In other words, the defining feature of McAuliffe will be that it is *an MYP school* meeting the needs of Northeast Denver.

It is the support from the school community that will make the MYP successful at McAuliffe. First, the principal is willing to commit his time and budget to ensure success. He has already gone through administrator training with IB and, when it is time to hire teachers, he will select those who are equally committed to the MYP's approach to teaching and learning. Similarly, the steering committee that has advised Mr. Dennis throughout the innovation status process is supportive of the IB program. Because of McAuliffe's innovation status, the common barriers of scheduling flexibility, professional development, and financial support will not impede the school's faithful implementation of the MYP.

As someone who both knows Mr. Dennis and understands what a school needs to do MYP well, I have full confidence that McAuliffe International School has the structures and supports in place to implement the IB MYP not only with fidelity, but also with excellence.

Sincerely,

Stephanie K. Gronholz
MYP teacher, coordinator, and consultant

McAuliffe International School Steering Committee



Date: October 17, 2011

Board of Education
Denver Public School
900 Grant Street
Denver, Colorado 80202

Dear Board of Education:

This letter is sent on behalf of the McAuliffe International School (MIS) Steering Committee in support of the request for MIS to be classified as an innovation school. While we cannot all be present at the Public Comment Session, the Committee is strongly in favor of the proposal and would respectfully request that the Board of Education approve the request.

The Committee is a volunteer committee of a dozen or so parents that has met over the past few months to review and provide insight and comments on the proposal and plan for MIS. The Committee, which did not have any formal requirements for membership, is comprised of members from the surrounding neighborhoods of Park Hill, Lowry, and Stapleton, and its participants include parents from many of the neighboring schools (Park Hill Elementary, Bill Roberts, Westerly Creek, DSST, Denver International School, Odyssey, and Carson Elementary). Many of the Committee members have 5th grade students who are currently exploring their middle school options.

Over the course of six weeks, the Committee met on a regular basis to discuss the proposal for innovation status, the plan to create an International Baccalaureate® Middle Years Program (MYP), and various other components of the proposed plan. The Committee met with a number of individuals, including prior members of the Swigert Steering Committee (the elementary school that shares its campus with MIS), and experts on the IB program and Singapore Math. The Committee reviewed the surveys conducted prior to the opening of the Swigert McAuliffe International School campus, and considered the interests of those who participated in the surveys.

There was significant discussion and debate on each area of the plan. The Committee looked with a critical eye at each component and asked, "Does this meet the needs and expectations of the area (not just Stapleton, but the entire area) of potential student population?" While no plan can address every need and expectation, we, as a Committee, believe that this proposal does much to meet the needs of the community and students MIS will serve. Particularly, it provides a natural extension to those elementary students at Swigert International School that wish to continue their IB education at the same location. In addition, with innovation status, MIS will have

greater flexibility to implement programs and policies that allow for a solid education of all students. For example, after significant debate and discussion, the Committee fully supports the plan to have a longer school day and an extended school-year calendar that allows for significantly more teacher-student contact days. We are particularly impressed with the well-rounded education the IB program provides (with a focus on eight core subjects that include the arts, sciences, and technology). We think this program will be a draw to parents seeking a balanced education for their middle school children, and it complements the other neighboring programs (DSST, DSA, Bill Roberts, etc.).

In conclusion, as Committee members, we ask that the Board of Education, after due consideration, approve the request for MIS to be classified as an innovation school so that it can pursue its plans to qualify as an IB middle years program, and to offer the innovative programs that the administration is pursuing.

Thank you very much for your time and consideration, and for your service to our schools and our children.

Sincerely,

Kathy Epperson	Kim Ezrine	Keri Farmelo	Felicia Ho
Monica Newman	Jennifer and Javier Perez	Karla Rehring	Chet Seward
Kristen Spaeth	Jeff Stahlhut	Jennifer Tisdale	Tina Turner
Miki Wilde	Michael Evans		